Professor Larry Hamilton, Department of Sociology, was named recipient of the 2007-08 UNH Award for Excellence in International Engagement.

Dr. Hamilton came to UNH in 1977. Over the years he has made numerous contributions to the university and the scientific community. An environmental sociologist, Hamilton has focused his research on global environmental change and its resulting impact on human populations, especially those in North Atlantic regions. Collaborating with scientists around the world, Hamilton is internationally known and respected for his work on the collapse of fisheries affecting Alaska, Newfoundland, Iceland, Scotland and Greenland.

Hamilton has been the recipient of numerous NSF grants and has presented his research at many international conferences. At the 2003 North Pacific Marine Sciences Organization annual meeting held in Seoul, Korea, he won the award for best research.
The International Affairs foreign experience requirement: Where can it take you?

by Catherine D’Auteuil

The International Affairs (IA) dual major provides any undergraduate student at UNH with the opportunity to internationalize their disciplinary major and to globalize their education by living and learning in new environments. An important component of the program is the foreign experience requirement which gives students the opportunity to work, intern, conduct research, volunteer or study abroad. The common goal, regardless of academic discipline or the route taken, is immersion in the language and culture of the country.

As coordinator of student programs here at the Center for International Education, I am fortunate to advise these students who have the commitment and independence to select a program that gives special enhancement to their academic goals and personal interests.

Emily Roberts is such a student. An IA/Nursing dual major, Emily traveled to Bulangira, Uganda, on a grant from the UNH International Research Opportunities Program (IROP) to pursue research on “Nurses Performing Triage in Uganda: Decision-Making in Low Resource Settings.” Prior to that, Emily was involved with a short-term volunteer program in the Dominican Republic, working with a health center and children’s programs. A connection made during her time there led her to the man who would become her host father in Uganda. It was this brief, initial experience in the Dominican Republic that fueled her interest to go above and beyond the traditional study program abroad to meet her IA foreign experience requirement.

Through her activities abroad, Emily has played multiple roles: researcher, student, volunteer and health professional. One of the most admirable outcomes of her experience is Emily’s willingness to work here on campus to continue providing support for the work being done in Uganda. In October she organized the performance of three UNH a cappella singing groups—Maiden Harmoy, Not Too Sharp, and Alabaster Blue—to raise money to fund nursing school fees for Hellen Adengo, her colleague at the Uganda health center.

For IA/Environmental Conservation alumna Florence Reed, a semester of study in Guatemala provided focus for the direction her work would take after college. Her interest in Central America came as a result of a class she took called Latin American Civilization and Culture. Upon graduation she joined the Peace Corps to work in Panama for two years. Reed is now executive director of her own organization, Sustainable Harvest International in Surry, ME, whose mission is to facilitate “long-term collaboration among trained local staff, farmers and communities that alleviate poverty by restoring ecological stability.”

The International Affairs dual major is an important component of the undergraduate curriculum at UNH, providing students with the tools to function in the world in a way that will lead them to their own success stories.

IA alumni Colby Young and Susannah Pratt win national prizes

Two alumni of the International Affairs (IA) dual major program have won prestigious national post-baccalaureate grants.

Colby Young is the recipient of a Madison Fellowship which funds graduate education for students who wish to teach American history, government, and ethics at the secondary level. Young graduated from UNH in 2005 with a dual major in political science and international affairs and was also a member of the University Honors Program. Since graduating, he has studied and taught in several South American countries, and he received the news about the Madison Fellowship while teaching English in South Korea.

Currently Young is working on a Master of Arts in Teaching Social Studies at Boston University. He will complete his field work during the spring semester at Boston Latin High School. Following graduation in May 2008, he will participate in the Madison Institute at Georgetown University.

Susannah Pratt ‘07 (IA/political

(PRIZES, continued on page 8)
Recent experience in Bosnia reacquaints IA alum Cara Metell with life outside the comfort zone

Cara Metell graduated from UNH in 2002 with a Spanish and International Affairs dual major. During her senior year, Cara won a Rotary Scholarship to spend the year following graduation studying art history and Ecuadorian art in Quito, Ecuador. Interested in pursuing a career in international education, Cara worked here at CIE for two years before enrolling in an MA program in International Training and Education at American University.

by Cara Metell’02

“Why are you going to Bosnia? They don’t speak Spanish there,” a friend said to me just days before I went to Sarajevo. She was right; in Bosnia and Herzegovina the people speak Bosnian, Croatian, and Serbian. I was fortunate many people also spoke English, because I could hardly say “hello,” “please,” and “thank you” in the local languages. As an undergraduate at UNH, I was a Spanish and International Affairs dual major, and I never imagined that my journey as an international educator would bring me to Bosnia. But similar to many people in the field of international education, my path is not a straight one.

In late April, 2007, I traveled to Sarajevo with eleven classmates and two professors from American University’s International Training and Education Program. In two weeks we completed a formative evaluation of a UNICEF-funded school improvement project in Bosnia. For this practicum, my fellow graduate students and I became a team of international consultants interviewing school directors, pedagogues, students, and parents (with the help of interpreters). We met with UNICEF officers, CIVITAS (a multi-cultural civic education program), and international development organizations working in Bosnia. This practicum was absolutely wonderful, because we

Three faculty members from UNH headed abroad as Fulbright Fellows

Professors Andrew Conroy, Robert Jolley, and Judith Sharkey have been named Fulbright Fellows for the coming year.

Conroy, professor of applied animal science at the Thompson School, will spend 2008 teaching at the Polytechnic of Namibia in Windhoek, Namibia, and conducting research on “The Role, Challenges and Future of Livestock in Community Managed Natural Resource Conservancies.”

Associate professor of social work Robert Jolley, whose interest is “Higher School of Social Work and Social Pedagogics,” is spending the current academic year teaching at ATTISTIBA in Riga, Latvia.

Mexico is the destination for Judith Sharkey, associate professor of education. She will spend spring semester 2008 at the Autonomous University of Aquascalientes teaching and conducting research in applied linguistics, with a focus on “L2 Language and Literacy as Culture Practices.”

The Fulbright Scholar Program sends 800 U.S. faculty members and professionals abroad each year to lecture and conduct research in a wide variety of academic and professional fields. For more information on the Fulbright Scholar Program, visit http://www.fulbrightonline.org or contact UNH representative Lynnette Hentges, Office of Sponsored Research, 862-2002 or via e-mail at lynnette.hentges@unh.edu.

Metell at a UNESCO World Heritage Site bridge in Mostar, Bosnia. The bridge was destroyed during the war, but rebuilt with the help of the international community.
Putting the “study” in study abroad: Mathematics in Finland, Hungary, and Russia

Erin Kiley is a senior from Loudon, NH, majoring in mathematics and Russian. A member of the University Honors Program, Erin has won two summer research grants through the National Science Foundation, has presented her research at national conferences, and has had her research results published in professional journals.

by Erin Kiley ‘08

Most people my age have many interests, and I am certainly no exception, but my passion is mathematics. So when I was first preparing to study abroad in Russia, home to some of the most rigorous undergraduate mathematics education in the world, I was not about to spend a semester there taking business stats with some American professor. I wanted to dive in.

Unfortunately for many science and math majors dreaming about far-away places, it seems that they have got exactly that choice to make—to stay in the United States taking upper-level courses and conducting research in the fields they are passionate about, or to put their studies on hold for a semester for the sake of exploring the world, learning new languages, and experiencing new cultures. But with careful planning, they can do both.

Googling study abroad programs in mathematics will do future globetrotting Gausses almost no good, as it seems to lead primarily to the handful of vanilla study abroad programs whose course offerings include some sort of gen-ed math, not the upper-level courses we are looking for. Luckily for me, in skimming undergraduate journals, talking to professors, and browsing web pages of good math departments, I found what are considered the top programs for American students of mathematics: the Math in Moscow program and the Budapest Semesters in Mathematics program.

Surely there are more programs out there, and most of them will be direct-enrollment programs at universities which instruct in English—but these were the most widely-known of all.

It was also by good fortune that I was pursuing a second major in Russian, so I decided to apply to the Math in Moscow program as my first choice and the Budapest Semesters program as my back-up. I was accepted to both programs, had them approved by the UNH study abroad staff at CIE, and was a month away from boarding a plane to Russia, when I learned that there had been a small fire in the dormitory of the Moscow program. The Budapest program contacted me, offering to let me change my mind about attending their program that fall. I did, and a month later I was outside of my time zone for the first time, moving into a beautiful flat in the center of Budapest, listening to Survival Hungarian tapes, and practicing old Putnam exam problems. As it turned out, the Putnam exam—an annual mathematics competition—is offered in Budapest, as are the GRE and GRE Subject Tests—so I did not even have to delay that portion of my education.

During my semester in Budapest, I met up with some other UNH students who were participating in UNH’s own program at the Budapest University of Technology and Economics—mostly engineering and computer science majors with whom I was friends before the semester started. This should make the Budapest Semesters program particularly appealing to UNH mathematics students, since many of their friends will be in the same city, and they can even arrange to be housed in apartments together.

But that’s far from the only reason to study math in Hungary; Hungarian mathematicians are well-represented, especially in discrete mathematics, and mathematics education in Hungary is known to be of a very high quality. Something which surprised me and many of my fellow American students in Budapest was the way that instructors, at last, trusted students to be self-motivated, and did not assign graded homework in order to keep tabs on our progress. In many cases our grades were dependent solely upon mid-term and final exams, and it was expected that we would attend the lectures and do as much studying on our own as was necessary to truly understand the material.

Most students thrived in such an environment, since for many of us, it was the first time we had been truly challenged by mathematics courses. For me, it was my professors in Budapest who taught me the most valuable thing I have learned as an undergraduate—how to teach myself.

I loved Budapest so much that I was tempted to return for the following spring semester—until I talked to a friend who (KILEY, continued on page 5)
Biology major samples various cultures to determine focus for future work in international health

A resident of Troy, NY, Zoe Rogers is a junior studying biology and a member of the University Honors Program.

by Zoe Rogers ‘09

I just had to laugh at myself. My Costa Rican host family speaks only Spanish and, sitting in their kitchen the first day, I responded to their questions in Russian. I guess my mind took a little longer to make the 7,000-mile trip than my body. Why this confusion? Before arriving in Costa Rica in September, I spent the summer studying Russian language and culture in St. Petersburg and Moscow. I had studied Russian for six years and needed to experience being there. Luckily for me, my disorientation did not last long and my “da’s” quickly changed to “si’s.”

Now that I am seven months into my year abroad, I do not regret choosing three different programs. Spending the summer at the University of Arizona’s program in Russia, the fall semester in Costa Rica learning Spanish through SOL Education Abroad, and the coming spring semester with the International Honors Program (IHP) traveling to Switzerland, India, China, and South Africa is incredibly exciting. Already I am proficient in two more languages, can adapt to different cultures, and have become more sensitive and open-minded.

After attending CIE’s study abroad fair, it was impossible to choose a single program. Hearing testimonials from other students’ experiences and chatting with program representatives about course offerings inspired me. Because I am interested in international health, I want to see what aspect of this broad topic excites me and what part of the world draws me in.

Studying biology at UNH requires a narrow focus. Science is really a worldwide community collaborating to obtain (ROGERS, continued on page 7)

(DIRECTOR, continued from page 1)

I articulated a number of priorities, which are reflective of the central place that international education occupies in the new UNH Academic Plan, and of the increasingly central stature of CIE on the campus. First, I intend to provide the International Affairs dual major with the stability deserved by a program of over 400 enrolled students by conducting a thorough curriculum review and securing the core course teaching cadre. Also, this year the Center is undertaking a search for a full-time administrative director who will manage the budget and ensure a more centralized organization for all of its study abroad programs. Finally, in an effort to explore new approaches of the NH International Seminar, the spring ’08 series should be an exciting one, featuring three UNH faculty members who in the past year demonstrated their strong commitment to faculty international development. And of course, CIE continues to provide support to students and faculty members for their international engagement.

In closing I want to remind you that my door in Hood House is always open. You are welcome to come and visit. We’ll talk about international education at UNH!

~ Dr. Claire Malarte-Feldman

(KILEY, continued from page 4)

revived the idea of studying in Moscow. After the arduous task of getting a Russian visa, I visited the program for a weekend, and in talking to the students I found that the very things I loved about mathematics education in Hungary were the same things that the Math in Moscow students told me they had loved about education in Russia. I decided that I would spend the next semester in Moscow, and I am very glad that I did. Russia is another country which is well-known for the quality of its mathematical education and research, and having had three years of Russian at UNH prepared me to appreciate certain aspects of Russian culture that may have otherwise been lost on me.

The skills and knowledge I gained studying mathematics overseas have been invaluable to me, and the connections I made have already been useful: I have had offers from graduate departments in three different countries, and I keep in touch with many of my colleagues in Finland, where I attended a summer program in scientific computing following my spring semester in Moscow. And my life would indeed be very different, had I settled for either taking a bunch of gen-eds abroad, or taking more math courses back home. I truly had the best of both worlds.
Prof and alum involved with environmental issues in Egypt

Last May, Barbaros Celikkol, professor of mechanical engineering, and UNH alumnus Chris Andrew, Class of ’82 (B.A. in History), attended a conference in Egypt to participate in discussions concerning the impact of cage aquaculture on the environment along the Nile River.

The conference was sponsored by the American Soybean Association-International Marketing (ASA-IM) and the Fish Council of the Egyptian Agribusiness Association in response to a government decision that removed thousands of aquaculture cages from two Nile River branches. According to the Egyptian Minister of Irrigation and ASA-IM consultants, environmentally sound standards needed to be defined for carrying capacity, suitable sites, cage numbers, feeding methods and feed specifications. Celikkol and Andrew, regional director for ASA-IM, were among the 12 experts invited from the U.S., France, the Netherlands, Thailand, U.K. and Egypt to make presentations at the conference.

(MENDEZ, continued from page 1) League fame and riches. In fact, my life aspirations prior to setting foot on UNH’s campus were very similar. It wasn’t until a fateful day in November of 1992, after realizing that my family was making great sacrifices to enable me to become the first college student in the family, and being told by the head baseball coach that I would need some further development before making the squad, that I decided a life off the playing field and behind the scenes was possible.

Once at UNH, it was a meeting with Dr. Stephen Hardy about the Sports Studies Program in the Department of Kinesiology that helped me bring together my experience and interest. While developing a keen understanding of the historical significance and business side of the sports industry, I also longed to make my education a global one and turned to the International Affairs (IA) dual major program. Combining my studies in kinesiology with the depth of IA’s core courses opened up my view of the sports industry to encompass the international arena. My experience in the IA program continues to serve me as I apply my vision to the entire sports world and help create greater opportunity for those who partake in the global sports market.

While I enjoy negotiating player contracts, endorsements and marketing deals for my clients, I take just as much pleasure in preparing my clients for life after sports. This awareness has lead me to create the Dominican Republic Sports and Education Academy, which will be the first-of-its-kind in the Dominican Republic. Kids as young as 14 will not only get expert training as athletes, but will be able to flex their academic muscles as well. The mission of the academy is to prepare these gifted student-athletes for sports and academic scholarships at U.S. colleges and universities, thereby giving them the tools needed to survive the harsh reality of professional sports: 95% of Dominican players in Major League Baseball academies never make it to the pros.

My aspirations in the international sports world were clearly defined through the support of the forward thinking professors and support staff at UNH’s International Affairs program. My experience in the IA program continues to serve me as I apply my vision to the entire sports world and help create greater opportunity for those who partake in the global sports market.

Dominican Republic Sports and Education Academy
For more information visit http://www.drsea.org/ or contact Harold Mendez at (215) 888-9608 or via e-mail at hmendez@estrellamanagement.com.
Study examines social effects of oil production in Chad
by Professor Steve Reyna, Department of Anthropology

Between May 25 and June 20, 2007 a team, consisting of Andrea Behrends, from the Martin Luther University of Halle, Djioro La Guerre from the Université de N’Djamena, and Steve Reyna, of the University of New Hampshire and the Max Planck Institute of Social Anthropology (MPI), conducted research in the Republic of Chad concerning the social transformations resulting from Chad’s becoming an oil producer. Additionally, we put the final touches upon establishment of the Centre de la Recherche en Anthropologie et Sciences Humaines (CRASH), planned with the assistance of UNH and MPI in cooperation with the Universities of N’Djamena, Leiden, and Wageningen.

Our team worked in three areas: the oil producing South; the war zone in the East (near the Darfurian border); and the capital (N’Djamena). We interviewed peasants and herders; local, regional, and national officials; members of Chadian civil society; and representatives of the oil, NGO, and humanitarian communities. Our findings from this, and previous, researches have resulted in a body of publications in Sociologus, FOCAAL, and Social Analysis. Dr. Behrends and I are editing an issue of FOCAAL dealing with the anthropology of oil and a book on the same topic for Berghahn publishers. Most recently CRASH has won funding from the European Union to conduct research into conflict resolution along the Chad/Darfur border.

Our findings allow us the possibility of commenting on certain major questions. For example, one of my articles addresses the question, ‘Why Development Really Fails.’ The article examines the World Bank Chadian poverty reduction project. This is supposed to work by controlling the Chadian government’s utilization of oil revenues, with 80% of oil royalties supposedly spent upon anti-poverty measures. The project has been hailed as a ‘model’ because it is believed to offer a way of resolving ‘oil’s curse.’ This ‘curse’ is the paradox that citizens of petro-states often become enmeshed in greater poverty and conflict, even though oil greatly enriches their countries. The Bank’s ‘model’ project is failing. Chad is becoming poorer; civil war is increasing. The article suggests that it flounders due to a conjunctive of the exigencies of the Chadian government, functioning as a patrimonial state, and of the American government, functioning as an instrument of an informal empire. A key exigency of the Chadian patrimonial government is to stay in power: To accomplish this it needs to fight off its opponents; to fight opponents it needs to divert oil revenues from poverty reduction to military purposes. It does this and, as a result, poverty rises in an ensuing hell of increased warring. Why do the Bank and the U.S., which controls the Bank, not insist that oil revenues be spent as envisioned by the project? The answer to this question is that the U.S. is an empire whose chief exigency is a voracious need for oil. Oil is becoming scarce. The U.S. is competing with China over access to Chadian oil. In order to insure that Exxon is able to continue pumping Chadian oil, the U.S. acquiesced to the Chadian government spending oil revenues as it saw fit. Why does development really fail? In this instance, it is because the most powerful actors—the Chadian and the U.S. governments—want it to fail, so their needs can be gratified.

By Professor Steve Reyna, Department of Anthropology

Reyna with local Chadians near the oil base in Komé.

(Rogers, continued from page 5)

knowledge and develop technologies. Learning other languages, understanding other cultures, and living in different countries help me establish relationships with a wide variety of real people. Taking time now to explore my different interests is helping me gain a better idea of who I am and what I’m passionate about.

In addition, the spring semester with IHP will enable me to take course work in their Health and Community Program, choosing from offerings such as Globalization and Health, Culture and Health Care, Systems and People, The Stuff of Life: Biology and Behavior, and Community Health Research Methods. A small group of students and professors travel to different countries throughout the semester, and learning takes place through a mix of lectures, guest speaker talks, and field visits. This model provides the student with the opportunity to make comparisons and learn about many types of societies, health problems they face, and approaches used to solve them. Throughout the program, students are involved in homestays, an opportunity to acquaint themselves better with the host culture.

Branching out from my science core by studying abroad is eye-opening. My experiences so far, and knowing there are more to come, make me glad I chose three different programs. The world is bigger than Durham. Studying abroad is too valuable to pass up. Though the programs I am taking are not typical for my major, the skills I am learning and personal growth I am gaining can be applied to every aspect of my life. The more experiences I have now, the easier it will be selecting what I really want to do when that time comes. Besides, in New Hampshire you cannot experience 20 hours of daylight, zip through the canopy of a rain forest, or pick coffee.
(HAMILTON, continued from page 1) paper. Here on campus, he was presented the UNH Award for Excellence in Research in 2000.

Hamilton’s interests, expertise, and international connections have enriched the lives of students at both the graduate and undergraduate levels, engaging them in studies involving Newfoundland, Norway, Iceland, the Faroe Islands and arctic areas of Russia. In addition, Hamilton has been a major participant in the Circumpolar Arctic Social Science Ph.D. Network. The program, developed in 1996 by a Danish professor, brings doctoral students from around the world together once each year in an arctic location to meet with international scholars about the environmental, social and cultural changes in arctic communities. ~

(METELL, continued from page 3) were able to apply what we learned in our classes in Washington, DC, while gaining the experience of a real international consultancy. We transformed our hostel rooms into offices as we worked late into the night reviewing and analyzing the day’s interviews. We filled internet cafes and overtook the hostel lobby when we met as a large group. In the end, I was proud to present our findings to our client, UNICEF BiH.

For me, a surprisingly delightful aspect of this trip was remembering how it feels when you can’t communicate. It had been quite some time since I’d traveled to a place where I didn’t speak the local language; on a couple of occasions I had been an interpreter for groups traveling to Spanish-speaking countries. The trip to Sarajevo was a totally different experience; not only could I not speak Bosnian, I hadn’t even heard it before! One evening before a work session, I dashed from the hostel to one of the many nearby cafes to grab a quick dinner. I couldn’t decide between the spinach, meat, cheese, or potato burek (a delicious Bosnian “pie” made with phyllo dough), so I tried to order a small portion of each. The man serving me cut large slices from each burek. I attempted to show that it was too large a portion by holding up one finger and repeating “jedan” (one) over and over while pinching my fingers together with my other hand. Apparently I was unable to communicate effectively, because I ended up with one KILO of each! I was surprised, but didn’t possess the linguistic ability to negotiate. Luckily, everyone in my group liked burek and there was plenty to share. I had forgotten the thrill and challenge of new international experiences. It was refreshing to be outside of my comfort zone again and feel proud of small accomplishments—like

(PRIZES, continued from page 2) science) has been awarded a two-year scholarship to participate in the Chinese Flagship Language Program through Brigham Young University (BYU). The grant provides her with full tuition at BYU for the first year. During the second year Ms. Pratt will continue the program in Nanjing, China, attending Nanjing University and completing an internship. The grant will cover her flight to China, her tuition, and a monthly living stipend.

About the newsletter
CIE publishes its newsletter once each semester. For copy deadlines 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.
Whittemore School’s Druskat travels to India for research

The recipient of a $1,500 CIE Faculty International Engagement Award, Vanessa Druskat, associate professor of organizational behavior and management, traveled this past summer to the PGM Institute of Management in Coimbatore, India, to attend an international conference on human resource management in the global economy and an adjoining faculty development program on the globalization of work and its impact on human resources.

This summer I travelled to southern India to gather information about globalization and its effects on the workforce worldwide. I teach courses at WSBE on organizational behavior, team dynamics, and leadership. Among other reasons, the growing number of references to Thomas Friedman’s idea that “the world is flat,” made me aware that I need to teach my students more about the impact of globalization on work in the 21st century, and about the global mindset they will need to be successful in the workplace today. In addition, my research on diversity and team dynamics would also greatly benefit from what I learned.

India has a booming economy. Indian college graduates are some of the best trained and most eager for good employment in the world. They are also frequently hired by US companies. Approximately 40% of the engineers hired by Microsoft in the US are from India. The combination of well-educated, hardworking, available employees who speak English has also enabled a booming outsourcing business in India. It also makes sense for US businesses competing in a global economy. The labor in India is cheaper than, and as competent as, that within the US. Outsourcing jobs to countries all over the world is now common. Business Week (Jan. 30, 2006) reported that in 2005 the US outsourced $90 billion worth of information technology work and $179 billion in logistics and procurement work to other countries, and that is just the tip of the iceberg. The following companies outsource work to India as well as to countries like Russia, Hungary, Poland, Mexico and Malaysia: GE, IBM, Citibank, AOL, Nortel, and American Express, and the list goes on.

The conference and faculty development program were superb. Conference presenters came from around the world, but primarily from all over India. I met faculty with similar research interests with whom I will now collaborate. I also learned a great deal about Indian culture from our gracious hosts and from the Indian business students who guided me from session to session and made sure I showed up on time (no small task). The faculty development program was a key highlight. We all, including the session leaders, faculty from around the world, and business leaders from Bangalore and Coimbatore, talked day and night for three days about issues related to globalization and human resources. We visited workers in textile plants in and around Coimbatore, and together we ate fabulous local food served on banana leaves. Already my students have benefitted from the examples and stories I am now able to share.
In June, Professor Grant Drumheller, Department of Art and Art History, traveled to Italy where he explored archaeological sites, taking photos and making sketches for future paintings.

On June 25, I traveled to Sorrento, Italy, a cliff-side vacation town on the Bay of Naples. Sorrento, while a touristy place, proved a fine base from which to explore the local ruins of Herculaneum, Pompeii and Oplontis.

My objective had been to return to some familiar sights (Pompeii, Naples and the National Museum of Archeology), explore new ones (Paestum, Herculaneum) and generally gather photos for my own use in future works. Since I derive “sketch” material from photos, and some drawings, and much prefer my own source materials to commercial photos, it was incumbent that I make the journey and do the work myself. Given the brevity of the trip, I am happy to report that I did succeed in my objectives.

Mainly I am interested in the extant spaces and the way light carves them out of the archeological sights and how Roman decorative painting embellished the residences that still stand. Herculaneum was the revelation on this trip. I did not realize that the city had been inundated with up to 50 meters of molten magma and ash that completely negated its existence until it was discovered by someone drilling for a well (unexpectedly finding empty caverns where rooms now stood). The sense of how the excavation sits in its enveloping rock with the contemporary city built above at its edges is quite remarkable.


Perhaps only Dante can get away with such a disclaimer, but it is true that a description of Italy in late spring makes me aware of my limits with language. The University of Parma, where I met with my colleagues in the Doctorate of Social Psychology, is located near the center of the beautiful city of Parma. As a center of learning, the university has a rich history. When Dante wrote the words in the Divine Comedy back in the 14th century, the school was already two hundred years older than UNH is now. Over the years, the institution has weathered the changes brought on by popes, dukes and powerful neighbors. In one phase of that history, the buildings where I met with my hosts were used as the stables for Napoleon’s horses. This sense of living history surrounds the campus.

As I traversed Via Gramsci and entered the university gates, I was greeted by a brilliant image of the early 20th century Italian political philosopher, Antonio Gramsci, on a poster announcing a conference to celebrate the legacy of his thought. It turned out that a friend was organizing the conference, and I returned to UNH with one of the posters. It now hangs in my office where I can point to it as I try to explain what Gramsci’s idea of hegemony has to do with communication.

The purpose of my travel to Italy was simple. I went to meet with colleagues at the University of Parma to continue work on a collaborative study program. For a full report visit http://unh.edu/cie/newsletter/2007/fall/faculty_lannamann.html.

In June, Professor Jack Lannamann traveled to Italy in June 2007 to discuss a collaborative study program with colleagues at the University of Parma.

How incomplete is speech, how weak, when set against my thought! And this, to what I saw is such— to call it little is too much. (From Dante, Divine Comedy, Paradiso, Canto 33. Mandelbaum, Tr.)

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Michelle Grenier, assistant professor of kinesiology

Professoe Michelle Grenier traveled to Brazil for the International Symposium on Adapted Physical Activity held in Rio Clara.

Despite its paradoxes, Brazil is a modern country with an interracial blend that creates a complex population and a mosaic of ethnic cultures. Attending the International Symposium on Adapted Physical Activity in Rio Clara this past July was a rewarding experience that enabled me to establish cross-cultural connections with educators from Europe, South America, Australia, and North America.

The day before I was to leave I received notice that a co-presenter from the United States would not be able to attend because of VISA issues. As a result, I invited an individual with cerebral palsy to fill in for my missing colleague with the intention of grounding the theoretical aspects of my presentation with the experiences of a person with a disability. The choice proved successful on many accounts. Most importantly, it served as a catalyst for future collaborations investigating the construct of inclusion and how its meaning is shaped by cultural expectations and linguistic variations. It also spawned the development of a collaborative, cross-cultural manuscript on the inclusive education.

Yet, listening and participating in the presentations was only a small part of the experience. Traveling the streets of Rio Clara with wheelchair athletes in search of a restaurant was an event unto itself as we navigated the potholed roads and the rampless curbs. Driver mentality is very different; all things are treated equally, irrespective of your mode of transportation. Pedestrians, motorcyclists, bicyclists, and automobiles all jockeyed for space on the road. These excursions proved an exercise in timing, anticipation and the art of dodging moving vehicles.

While at the conference, I was also able to participate in some early morning running sessions with two blind athletes from Germany and Norway. Each was Paralympian in their own right and easily outpaced me on the runs. Their ability to understand their environment minus the use of their vision taught me that there are many ways to operate in the world and that, really, much of it has to do with desire, opportunity, and curiosity.

Mary Malone, assistant professor of political science

Professor Mary Malone recently returned from Germany where she attended the Law and Society Association’s annual conference in Berlin.

For political scientists, Berlin is a fascinating city. Rarely does one encounter a city that has undergone so many dramatic transformations in such a relatively short period of time. Thus, I was very fortunate to have the opportunity to travel to Berlin this summer to participate in the 2007 Law and Society Association’s annual conference. At the conference, I was part of a panel that examined the rule of law in the developing world. The panel participants approached this topic from a variety of vantage points. One theorist examined the legal framework of the United Nations Millennium goals and poverty reduction programs in Uganda, while another focused on the changing role of legal norms in Vietnam. My paper was one of two that examined judicial reform and legal culture in Latin America. While most of my work focuses on the Latin American region, it was very insightful to compare the trends I identified with those of the other panelists, particularly those working in such different geographic regions. My research benefited tremendously from the perspectives of these other panelists, as well as from members of the audience who approached the study of the rule of law not only from other geographic perspectives, but from other academic disciplines as well. Indeed, the discussant of the panel based much of his critique upon economic theories of the rule of law, and his critiques will ultimately strengthen the paper that I presented.

Since my paper assessed how legal culture changes as nations transition from dictatorship to democracy, it was quite interesting to present this research in Berlin. To understand how democracy breaks down and can be restored, it is imperative to examine German history for the many lessons it offers to nations struggling to democratize today. In my courses on democratization and comparative politics, students examine how the institutional weaknesses of the Weimar Republic undermined German democracy in the 1930s, and how the new democratic government of 1949 strived to avoid such pitfalls with greater attention to institutional design. Students also examine how dictatorship fell in East Germany in 1989, and the mechanisms by which the democratic institutions of the West were extended to the rest of the country.

Lucy Salyer, associate professor of history

Professor Lucy Salyer traveled this summer to England and Ireland. She presented a paper at the Anglo-American Conference of Historians held in London and conducted research at the National Archives of the United Kingdom located in Kew, and at the National Archives of Ireland in Dublin.

As an American historian, my research usually takes me to rather mundane places – the National Archives in Washington, D.C., the Massachusetts Historical Society, the California State Library in Sacramento, to name a few. This summer, I was fortunate to expand my scholarly horizons as I traveled to London and Dublin for three weeks, with the assistance of a grant from the Center for International Education, to participate in a conference and conduct research in various archives. While it may not have been the best time to visit those cities, with their record-breaking rainfall and the plummeting value of the dollar, the trip proved very beneficial in developing scholarly contacts and gathering material for my book project.

I am currently writing a book, tentatively entitled “Pledging Allegiance,” on the history of American citizenship law since the Civil War. The book begins with a major issue in citizenship law after the Civil War: the right to give up one’s citizenship and pledge allegiance to a new sovereign. It tells the story of Irish American nationalists, the “Fenians,” who launched attacks on Canada and traveled to Ireland to foment rebellion against British rule in the 1860s. While their objective was Ireland’s independence, the Fenians sparked an international crisis over the boundaries of national citizenship as the Irish Americans were arrested and tried for treason as British subjects. For a full report visit http://unh.edu/cie/newsletter/2007/fall/faculty_salyer.html.

Peter Urquhart, associate professor of music

Professor Peter Urquhart traveled this summer to several locations in Europe. While abroad he presented a paper at a conference in Vienna and worked on a number of projects that took him from Austria to Switzerland and France.

With the help of a CIE grant, I took a trip to Europe in August 2007. The grant was aimed specifically at my participation in a conference held in Vienna, so I left wife and child with family members in France, while I travelled further east. In Vienna I read a paper about a Josquin motet, Benedicta es, and its final cadence, which is peculiar in the context of music of the time. That probably sounds like a specialized and pointed topic, typical of esoteric scholarship in any field; but actually my paper serves as an invitation to a very large chapter in a book I am writing, which is about one of the central problems in Renaissance music: what it sounded like, in terms of the pitch content. OK, that still sounds esoteric, but the audience was specialized themselves, and thus got most of the implications. But since many of them have in the past claimed rather different things about my topic, reception was cordial, mixed, and guarded. More explicit differences of opinions will emerge upon publication.

But my trip was about more than that conference. I carried three other projects along with me, and started discussions about them in Vienna with scholars in my field. One was about the instrumentation (or not) of the 15th century chanson, a project that I am pursuing together with a graduate student at UNH. We hope to publish the results this fall, which will prove that the lute or harp participated in the performance of chansons, an idea that has been disparaged over the last 25 years. I made a trip to Basel, Switzerland, to talk to the premiere lutenist in this area of 15th century plectrum lute, Crawford Young of the Schola Cantorum Basiliensis, an institute set up in the 1930s by Paul Sacher.