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UNH International Educator Newsletter

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Spring 2006

### Spring 2006, CIE Newsletter

Center for International Education

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# Center for International Education

University of New Hampshire

CIE Newsletter

March 2006

## Doctors Without Borders Executive Director Nicolas de Torrenté to speak on April 18

### Spring New Hampshire International Seminar series focusing on natural and human-caused catastrophes

*International Responses to Natural and Human-Caused Catastrophes* is the theme of the New Hampshire International Seminar series for Spring 2006.

The series opened on March 2 with Sarah Terry, former staff writer for the Christian Science Monitor, speaking on "Aftermath: Bosnia's Long Road to Peace."

She was followed on March 9 by Tulane University Professor of Political Science Ray Taras, who presented "After the Storm: A Canadian Perspective on the Pathologies of Decision Making in New

Orleans." All sessions of the spring seminar series are funded by the UNH Class of '54 Fund.

On Tuesday, April 18, Nicolas de Torrenté, Ph.D., Executive Director of Doctors without Borders-USA (*Médecins Sans Frontières*) will speak on "Humanitarian Responses to Conflict and Crisis." Co-sponsored by the Yale-Maria Endowed Fund, the seminar will begin at 4:00 p.m. in MUB Theater II. The series is free and open to the public. Light refreshments will be served during a reception starting at 3:30.



Nicolas de Torrenté  
(Photo by Jody Waldron/MSF 2001)

## Faculty Intern'l Development Grant applications due April 21

Every year, with funds provided by the Vice President for Academic Affairs, the Center for International Education makes awards on a competitive basis to 12 full time, tenure-track faculty members to encourage new or continued academic endeavors abroad.



Barbara Cooper, Professor of French, is the recipient of the 2005-06 Award for Excellence in International Engagement. Recognizing the value of study abroad in her own life, she has been active in providing and supporting international experiences for students since coming to UNH in 1979.

The awards include ten \$500 travel grants and two \$2,000 grants for new or continuing international research. In addition, the Vice President for Academic Affairs invites nominations to recognize one faculty member for Excellence in International Engagement.

Information on how to apply for grants (**Deadline: April 21**) or submit a nomination can be found on the CIE web site at <http://www.unh.edu/cie/faculty/facgrants.html>.

The 2005-06 Excellence in International Engagement Award was presented to Professor Barbara Cooper, Languages, Literatures and Cultures (French). The \$2,000 prizes went to Professors Sean Moore, Department of English, and Raelene Shippee-Rice, Department of Nursing. Winners of \$500 travel grants were Professors Gregory McMahan, History; Honggeng Zhou, Decisions Sciences; John Halstead, Natural Resources; Ronald LeBlanc, LLC (Russian); Ginny Garland, Education; Andrzej Rucinski, Electrical and Computer Engineering; Stephen Brunet, LLC (Classics); Eugene Alibrio, TSAS Restaurant Management; P.T. Vasudevan, Chemical Engineering; David Frankfurter, History; and Barbara White, Women's Studies. **For travel reports, see the Faculty Travel Insert.**

## Students report on new UNH program in Utrecht

"I had an amazing time," says English major Tyler Langendorfer of his recent study abroad experience. Langendorfer, a senior from Plymouth, NH majoring in English teaching, spent last spring studying at Utrecht University (UU) in the Netherlands.

A relatively new option for UNH students, the arrangement between the University of New Hampshire and Utrecht University essentially allows UNH students and Dutch students to swap places.

Attending UNH from Utrecht University to work on her American studies minor this semester is Elsemeike Bouwer. Concerning life at UNH, she says, "I love it! I don't want to go back!" She enjoys her classes and likes the feel of the UNH campus--that there are "only students" here; she adds that, by contrast, Utrecht University blends into the city. Among

the things she misses are good European bread and European public transportation. Having traveled to Boston, she was quite unnerved by "the crazy driving" and decided not to get an international drivers license.

Tyler was surprised at how diverse the Utrecht campus is. "Being exposed to students from many other places was an enlightening experience." Tyler felt that the academic program at Utrecht was very good, and he found a couple of the courses quite challenging. One of the things that especially impressed him was the reliance on bicycles. "It was a nice reprieve from the gas guzzling cars and congested roads that are so common back here." Tyler concludes, "Altogether, I couldn't imagine a more ideal study abroad experience. Not only did it open my mind up to one European country, but it also served as a great in-



*Tyler Langendorfer and Elsemeike Bouwer.*

roduction to Europe in general." Inspired by his experience, he has added a Spanish major and plans to study in Barcelona, Spain in fall 2006.

For more information on the UNH-UU student exchange program, visit CIE in Hood House 223.

## Study Abroad Fair and photo contest a great success

CIE's annual Study Abroad Fair, held this year on January 31, hosted representatives from among UNH's 19 programs as well as 37 from programs across the country. More than 520 students attended the three-hour event which was staged in the MUB Granite State Room. Representatives attending were



*Evan Shuman, a sophomore from Amesbury, MA, spoke with students about the National Outdoor Leadership School (NOLS) programs abroad. Shuman, a communication major, spent fall 2005 in Mexico through NOLS.*

exceptionally pleased with the location, organization, and amount of student interest.

"I had tremendous activity at my table," says Joy Winston, coordinator of the UNH London Program, "so much activity, in fact, that it took me two hours to eat my sandwich, one bite at a time!" Donna Dowal, coordinator of the UNH EcoQuest Program adds, "The fair was very successful from my point of view. I have already met with two students after meeting them at the fair and have an appointment with another next week."

A special feature of this year's fair was a student photo contest. Students returning from abroad were invited to submit photos from their travels. Fair attendees cast their votes for winners in three categories: people, places and students on location. Winners received cash prizes ranging from \$20 to \$50. "This year we had three times the number of entries we have had in the past, and many of them were quite professional," says Mindy McMahon, the CIE staff member who organized the contest.

Winners in the "places" category were Robin Larson (Patagonia), James Finn Gavagan (Italy), and Emily Loughlin (Australia). Prizes for photographs of people were Emily Wright (Jordan), Kelly Connor (Myanmar), and Kathryn Daly (France). The pictures of students on location that most impressed the voters were those of Robin Larson (Patagonia), Allison Rowe (Italy), and Jon Pelletier (Mexico). *To see some of the wonderful photos submitted for the contest, turn to page 6.*

## Strengths drawn from IA/mechanical engineering dual major and fluency in German leads to career with Audi

by Andrew Cunningham, '04



Andrew Cunningham while in Poland

After 10 years of schooling, my dream of working for a German automobile company has finally become a reality at Audi of America in Auburn Hills, Michigan.

The springboard to my dreams began with four years of high school German followed by a year-long scholarship exchange to Kiel, Germany, for which UNH granted me a year-long deferral on my acceptance to school.

During my UNH tenure, I learned of the International Affairs (IA) dual major program and, through the helpful guidance of Marina Markot from the Center for International Education and Tracey Harvey of the Department of Mechanical Engineering, I was able to complete a dual major in four and one-half years, and set myself apart as an engineer bound for international waters.

To meet my foreign experience requirement for IA, I spent a semester with the UNH College of Engineering and Physical Sciences' program at the Budapest University of Technology and Economics in Hungary.

My final summer, I parted from employment consisting of outdoor adventure trips and searched out an international internship. I landed in Poland through IAESTE, the International Association for the Exchange of Students for Technical Experience. Having gained some professional experience, I spent a "bonus semester" in Salzburg, Austria, to finish up university requirements needed for graduation. I thoroughly

(CUNNINGHAM, continued on page 8)

## Living in Greece --the myth and the reality

by Sophia Koustas '96

This year marks ten years since I graduated from UNH and eight years since I left the U.S. to live in Greece. The journey was, and still is, an interesting, educational and difficult one. It all started with my curiosity to see how life is lived in Greece.

The myth and the reality are different for every single one of us. The truth is that I probably wasn't prepared for the Greek mentality even though I was brought up by two wonderful Greek parents who taught me that hard work and faith in myself would help me achieve my dreams. What they hadn't realized was that the overall system had changed since my father left Greece as a 13-year-old to "live the dream" in the U.S. fifty-something years ago. Unfortunately, I had to face a system that is mostly based on "who you know" – politically

speaking, and a culture that in most cases is not familiar with the word "meritocracy."

During my eight years here in Larissa, a city located in central Greece, I have worked as a public relations officer, event coordinator for the Municipality of Larissa, political campaign manager, music teacher, translator, and English tutor. I have had the chance to work with energetic, hard working and wonderful individuals with whom I shared the vision of making the city we live in better. Through my positions I was fortunate to have the opportunity to visit other European countries - most of the time within the framework of a funded European educational project – and meet a lot of interesting people. I have visited Ireland, Austria, Spain, France, Cyprus, Italy, Turkey and Poland, just to name a



IA alumna Sophia Koustas '96, who lives in Greece

few. I have also been involved in creative activities, such as founding a music (KOUSTAS, continued on page 8)



## Teaching ESL abroad on a Student Fulbright grant

### Germany is Carroll's home for the year

Thanks to a scholarship from the U.S. Student Fulbright Program, John Carroll, a recent UNH graduate from Hampton, NH, has spent the last six months in Germany teaching English to grade schoolers in Rotenburg an der Wümme.

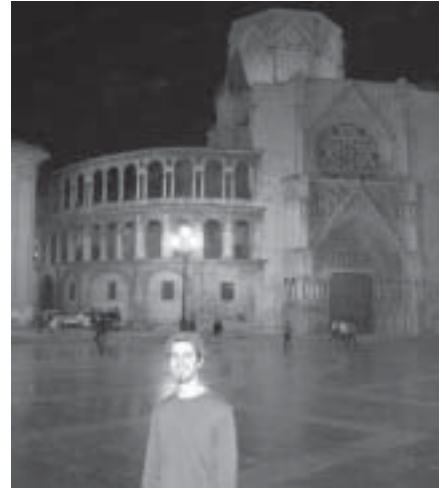
Carroll graduated in May 2005 with a B.A. in History and a minor in German and was a member of the University Honors Program. He took up his position in Rotenburg in September 2005 and will continue working there until June of this year.

"I've learned a great deal about foreign language teaching in an early educational setting," says Carroll of his experiences thus far. "There are certain trouble spots in pronunciation and grammar that are common to all Germans and if you can work on these with

children, it can have a big effect on their learning later on."

In addition to teaching normal classes at the grade school, Carroll also works with an advanced group of students once a week. "The extra hour gives us the opportunity to reinforce the things we talk about in the normal classes as well as explore areas of the English language and Anglophonic culture that aren't covered in the normal curriculum." Songs, storybooks and photo albums are among the most commonly used materials. "It's always important to have something visual to work with—I have a book of photographs from the White Mountains and Acadia National Park that I used to introduce some vocabulary to the kids, and it had a great effect."

When John finishes his term in



2005-06 Fulbright winner John Carroll

Rotenburg, he's interested in pursuing English teaching in Germany and has been taking courses at the Universität Bremen. "I'll just have to see how everything pans out!"

## Kimchi and an outlook on life: A year in Korea

by Cathy Bozek, '03G

People often ask what surprised me most about Korea. Once I finish telling them about buying snacks of steamed silk worms from street vendors, eating kimchi (spicy pickled cabbage) for breakfast, and being stared at by *everyone*, I say that what really surprised me was how similar to the U.S. Korea can appear on the outside, while being entirely different just a little under the surface. As a country filled with modern cars, big shiny buildings, and cell phones glued to every ear, Korea can appear to be so like America at first glance. But spend some time there and it becomes clear that the underlying culture,



Cathy Bozek in Korea

customs, and attitudes can be tremendously different. People constantly collide with each other on the sidewalk in this extremely crowded country, businessmen have routine drinking binges with their colleagues, people's weight and wages are openly discussed, and (one of the most unfathomable things to my friends and me), women line up for individual bathroom stalls in public restrooms, and remain in their line even if another stall is standing empty.

In the summer of 2004, I flew with 70 other Americans to Seoul to begin a year-long stay in Korea. We had a six-week orientation, during which we were introduced to the Korean culture and language (most of us knew absolutely no Korean when we arrived), and also briefed on the best teaching strategies to use in Korean schools. In late August, we were sent off to our separate cities, all around Korea.

I taught conversational English in the local girls' high school. With class sizes of around 40 students, the task was sometimes intimidating. In traditional Korean classes, students are expected to sit quietly and copy notes from the blackboard. Some students have been taking English for 10 years, and have never really spoken the language before. I had to come up with inventive lessons, like having them create and perform commercials about Korea, to get them over their reluctance to speak. Some students wanted to discuss the tradition of eating

(KOREA, continued on page 8)

## Thirty-five receive scholarships for study abroad

The Center for International Education (CIE) is pleased to announce the names of 35 UNH students who were granted scholarships for study abroad in summer or fall 2005 or spring 2006. The winners represent 20 majors from four schools or colleges and study in 13 countries. CIE \$500 scholarships were provided by the Ellsworth Endowed Fund for International Study, the Robert G. Leblanc Memorial Endowment and the American Institute of Foreign Study (AIFS). Other scholarships awarded competitively through CIE are provided, as noted, by Academic Programs International (API), Butler University, Cultural Experiences Abroad (CEA), Study Australia, the University Study Abroad Consortium (USAC), Denmark International Study (DIS), and the Council on International Educational Exchange (CIEE).

### Summer and Fall 2005 scholarship awards

A \$500 CEA scholarship was awarded to **Kathryn Daly**, an environmental conservation major from Burnt Hills, NY, for study in Grenoble, France.

A USAC scholarship in the amount of \$500 was awarded to **Julia Nudelman**, an English teaching major from Chicago, Illinois, who studied at Charles University in the Czech Republic.

**Jenny Doan**, a business administration major from Dover, NH, who is spending the academic year studying in Beijing, China, was awarded an Ellsworth Scholarship in the amount of \$500. Doan was also awarded a national Freeman-ASIA scholarship (see article below).

Five API scholarships were awarded to UNH students for the summer and fall. **Krystal Hicks**, an English and journalism major from Dover, NH, received \$325 for her studies at the National University of Ireland in Galway, Ireland. **Jacqueline deSegonzac**, an English teaching and Spanish major from Milford, MA, received \$500 to attend the Univer-

sity of Barcelona in Spain. **Hallie Pope**, a communication major from Southbury, CT, was awarded \$500 to study at Lorenzo de Medici in Florence, Italy. **Evening Shinerock**, a political science major from Greenfield, NH, was awarded \$500 to study at the University of Pablo de Olavide in Seville, Spain. **Angela Twinning**, a Spanish major from Nashua, NH, was awarded \$500 for her studies at the University of Granada in Spain.

Two UNH students were awarded \$1000 Butler University Scholarships to study at the National University of Ireland in Galway, Ireland: **Joe Scala**, a geography major from Portland, ME and **Erin Delaney**, an English major from Portsmouth, NH. Two other students received Butler scholarships: **Erin MacCurtain**, a family studies and psychology major from Milton, MA, was awarded \$500 for study at University College in Cork, Ireland, and **Caitlin Murdoch**, an English and political science major from Peabody, MA, was awarded

\$1000 for her studies at Bond University in Australia.

Scholarships were also awarded for study in Australia through Study Australia: \$1,000 to **Marisa Conover**, from Sudbury, MA, pursuing graduate studies at the University of Wollongong, and \$500 to **Laura Twomey**, a recreation management and policy major from Westborough, MA, for study at the University of New South Wales.

**Anna Boisvert**, a business administration and Spanish major from Litchfield, NH, was awarded a \$500 AIFS Scholarship for study at the Puebla Program in Mexico. **Valerie Perrinez**, a nursing and Spanish major from Etna, NH, attended the same program with a \$500 scholarship from the Robert G. Leblanc Memorial Endowment.

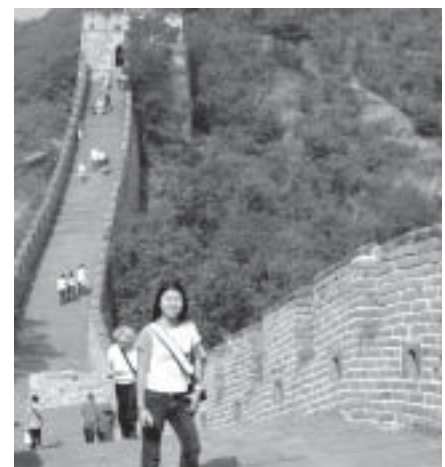
**Kristen Houldcroft**, a psychology major from Manchester, NH, was awarded a \$500 DIS scholarship for study in Copenhagen, Denmark, and **Jillian** (AWARDS, continued on page 6)

## UNH's Jenny Doan wins national Freeman award for study in China

Jenny Doan, a junior from Dover, NH majoring in business administration, is spending her junior year studying in Beijing, China, through a grant from the Freeman-ASIA Award Program. Jenny is taking courses in Chinese language and culture, business and economics.

The primary goal of the program is to increase the number of American undergraduates who study in East and Southeast Asia. Grantees are expected to share their experiences with their home campuses upon their return to encourage more study abroad in Asia, and to spread greater understanding of Asian peoples and cultures within their home communities.

Jenny is also a part of the Beta Gamma Sigma honor society, the National Society of Collegiate Scholars, the UNH Honors Program, and is involved in the UNH Atkins Investment Group.



Jenny Doan visiting the Great Wall



Allison Rowe described Florence, Italy, as “Mia citta bella--my beautiful city.” The photo shows Rowe at Piazzale Michelangelo, the highest point in the city.



Emily Loughlin’s winning picture, taken on a windy and rainy day, is of “The Twelve Apostles,” a rock formation in Port Campbell National Park in Victoria, Australia.

## ~ Some photo contest winners ~

(AWARDS, continued from page 5) was the recipient of a \$1500 scholarship Sorrentino, a recreation management and policy major from Boscawen, NH, from AustralLearn to study at James Cook University in Australia.

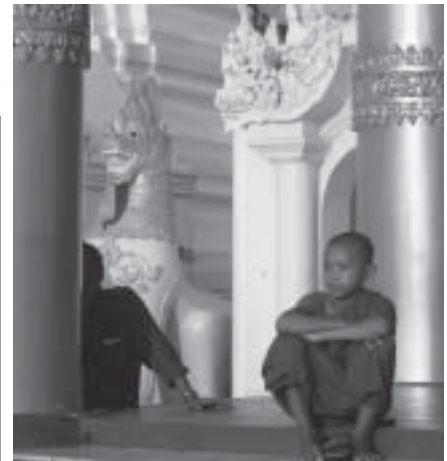
### Spring 2006 scholarship awards

For spring 2006 study, \$500 AIFS scholarships were awarded to **Emma Brown**, a psychology major from Blue Hill, ME, for study at Richmond College in Florence, Italy; **Katelyn Dolan**, an environmental conservation major from Center Conway, NH, for study in New Zealand through the UNH EcoQuest Program; **Lily Finnigan-Allen**, a fine arts major from Milan, NH, for study at Lancaster University in England; **Corinna Gilson**, a Spanish major from Moultonborough, NH, and **Kathryn Irving**, a history major from New Ipswich, NH, for study in Granada, Spain; **Katherine Steere**, a communication disorders major from Exeter, NH, for study in Pau, France; **Miyoko Taniguchi**, an economics major from Rockland, ME, for study at Utrecht University in The Netherlands; and **Christian Hommes**, a biology major from South Lancaster, MA, for study at the University of Queensland in Australia.

Also studying in Australia, on scholarships from Study Australia, are **Lindsay Irwin** (\$500), a nutrition science ma-

major from Peru, NY, Bond University, and **Kara Erickson** (\$1,000), a communication disorders major from New Boston, NH, for study at the University of New South Wales.

Australia was the most popular destination for students receiving \$1,500 scholarships from Butler University. They are **Ainslie Seeber**, a recreation management and policy major from Stonington, CT, for study at James Cook University; **Laura Chapman**, a psychology major from Framingham, MA, and **Erica Tuton**, a sociology major from Randolph, MA, for study at Griffith University; **Sarah Cresswell**, an English major from Braintree, MA, and **Sally Henderson**, an animal science major from North Stonington, CT, for study at the University of Queensland. **Kimberly Hartford**, a business administration major from Coventry, RI, used her \$1,500 Butler scholarship for study at the University of Glasgow in Scotland. **Nikki Nichols**, a linguistics major from Essex Junction, VT, received a \$500 scholarship from CIEE for study in Alicante, Spain.



“Reflection,” by Kelly Connor, was taken at the Shewagon Pagoda in Yangon, Myanmar, one of the most sacred places of the Buddhist culture.



“Bedouin Girl,” was taken in Jordan by Emily Wright, who noted that in her travels she never met “a kinder group of people than the hospitable Bedouins.”



# Lyon: International experience helps students develop confidence, insight and maturity

Alynn Lyon, Assistant Professor of Political Science  
interviewed by Jennifer Scotia

***What is your feeling about the state of world affairs? Are you optimistic that things will get better in time, or do you think that there are some issues that are insurmountable?***

This is a very difficult question. There are two schools of thought on this matter and I tend to waver between them. The first view is known as realism and it sees conflict and even war as inherent in human experience. Scholars from this perspective point to thousands of years of human strife and would point to the current Iraqi War and claim that war is inevitable. This view makes a rather convincing argument and has a great deal of history to support its claims. At the same time, it is rather fatalistic and I tend to want to take a more optimistic view. I do see progress in several areas of human development including rising levels of education and greater potential and awareness to deal with the root causes of international violence. Addressing many of these issues will take extensive international cooperation and coordination.

***Where have you spent time abroad and how did that change your perspective on world politics?***

Each place I go changes my understanding of myself, my culture, and U.S. foreign policies just a bit. When

travelling in Europe I am always amazed at how environmentally focused their society is, from recycle bins in your hotel room and on every corner, to public transportation and fuel efficient automobiles. In addition, I am consistently surprised by the level of interest and information people in other countries have about American politics. My experiences in Cuba were the most changing. The generosity of the people and the absence of commercialism and homelessness were profound.

***What is one thing that would most surprise the majority of Americans about the way international governments are organized and how they are run?***

One thing that seems to surprise students is how unique the American system is; it was set up to be rather inefficient and ineffective (to protect individual rights). Most are surprised to learn how weak governments are in many parts of the developing world. Things we take for granted, like birth certificates, roads and access to drinking water are often not available to over a billion of the planet's population. Furthermore, if we look at the United Nations, many are surprised to learn that it was the creation of the United States (Roosevelt and Churchill during World War II) and that it is structured to maintain the power of the countries that have permanent seats in the Security Council. Many view the UN as a competitor to the U.S., when in fact it was meant to be one of its most powerful tools in navigating the challenges of international affairs.

***What overarching messages and themes do you teach your students?***

I strive to provide a global perspective. There are multiple causes to complex international

problems and multiple approaches to handling the challenges of global security. I hope students have some understanding of the lessons of history and how important cultural literacy is to understanding the causes of conflict and the foundations for international cooperation.

***What things need to be in place for the world to be a more peaceful place?***

A primary source of conflict is political and economic inequality, the divisions between the developed world and the Global South are growing at an alarming rate. At the same time, the population is expanding in the Global South. Take Pakistan for instance; there are over 150 million people in that country with about 45 percent under the age of 16. The demographic patterns are rather alarming for the future in many respects. These children will need education, employment, housing and political access. Without these goods and services, I am afraid many will become desperate and turn to radicalism and even violence.

***How can today's students contribute to world peace?***

Increase their knowledge base and become more informed voters. Students have lots of information about international politics, but very little understanding of historical context, how the U.S. is involved, the role of the U.N. and how these actors impact other countries. Students can roll up their sleeves and do great things on the ground. There are hundreds of non-profit nongovernmental organizations looking for people to help set up schools, wells, banking systems, and to teach sanitation skills and language skills. Programs like Peace Corps and Cross-Cultural Solutions provide great opportunities. In addition, students

(LYON, continued on page 8)



Professor Alynn Lyon, Political Science



(CUNNINGHAM, continued from page 3) enjoyed every minute of being overseas and grew in ways never to be expected while seeking this international position.

Currently I am fortunate to use my dual major working as a Product Support Specialist for Audi and am in constant contact with my German counterparts at the factory in Ingolstadt, Germany. Our Product Support division monitors failures on cars in the field and reports findings to the factory. The purpose is to implement changes in the vehicles during production to reduce any future failures. We are also consultants for immediate “fixes” in the field to get customer cars up and running as soon as possible.

(KOUSTAS, continued from page 3) theater group, hosting an English-speaking radio show and being chief editor for a local magazine.

The journey, as I have said, has been fascinating, though not easy. But then again, isn't that what life is all about? Every time I was ready to pack my bags and come back to the States, another opportunity arose to keep me here. So, I am still here, waiting to face the next challenge. Until then, I will be looking forward to the sunny weather, the beautiful beaches, traveling and hanging out with the wonderful people I have met.

(KOREA, continued from page 4) dog meat in their commercial, and they were surprised and profusely thankful when I let them explain this touchy issue.

I was placed with a wonderful family, the Kims, in the small city of Yeosu along Korea's southern coast. I lived with them in their high rise apartment, eating home cooked Korean food, going on family trips, making kimchi, and celebrating traditional holidays. Living with my host family was definitely one of the best things about my time in Korea. I discussed views on life with my *appa* (father), swapped recipes with my *omma* (mother), went shopping with my sister, and my brother and I played pranks on each other. I felt totally accepted into their family. My very petite host mother, who stands about a foot shorter than me, would even grinningly introduce me as her “large size daughter.” While I was hiking with the Kims up the mountain behind our apartment building, the father and I discussed how some people see their goal as the top of the mountain and put all their efforts into climbing there as fast as possible and others take their time, explore hidden trails, and enjoy the walk. My host dad said, “Ceshy (as I was known in Korea), I think you are enjoying the walk.”

*Bozek graduated in December 2003 with an Master of Science degree in Environmental Conservation/Water Resources.*

(LYON, continued from page 7) today are doing important research that may help solve many of the global issues facing our planet.

***How important do you think it is for students today to study abroad?***

With growing interdependence between peoples and nations, students need to be aware of how the U.S. influences other countries and their peoples. Foreign travel often brings exposure to new ideas and cultures and, at the same time, educates people about the universals of the human experience. Perhaps the most valuable experience is learning about yourself; I find that foreign travel illuminates things about your own culture, your values and political system through comparative experience. Travel abroad experience should be a core requirement of all degree programs.

***What kinds of changes do you see in those students who have spent a significant amount of time abroad?***

Students who have a travel abroad experience are confident, insightful and even more mature. For many, it begins a life-long commitment to international travel and a desire to engage people from other perspectives. They also are more competitive when they enter the job market with highly marketable language and travel skills. They become teachers themselves; I often learn from their experiences and viewpoints.

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Center for International Education

UNIVERSITY OF NEW HAMPSHIRE

## Activities abroad through CIE

# Faculty International Development Grants

*Each year, the Center for International Education awards competitive grants for faculty international activities from funds provided by the Vice President for Academic Affairs. Below are recipients' reports for fall 2005 travel.*

### John Halstead, Professor of Resource Economics and Development

*In August 2005, Professor John Halstead traveled to the Netherlands to meet with research colleagues and to attend the European Regional Science Association Meetings on "Land Use and Water Management in a Sustainable Network Society."*

The first visit of my trip was to Utrecht University (UU) to meet with Drs. Walter Vermeulen, Hans Runhaar, Carel (Max) Dieperink, and Peter Driesen of the Copernicus Institute for Sustainable Development and Innovation. The focus of our conversation was how we could collaborate to link our programs in environmental studies and economics. We agreed that in the short run working to send students on exchange to Utrecht (and from Utrecht to UNH) would be easiest. In the longer term, Peter suggested we work on a Socrates agreement to more formally link our programs, and to incorporate UNH into the Erasmus Mundus program, which would allow graduate students to move freely between programs. Finally, we hope to work on faculty exchange, especially for intensive short courses between UNH and UU. It is of note that they identify an area of weakness at UU as environmental economics, which happens to be one of UNH's strengths.

The next four days were spent at the 45th Congress of the European Regional Science Association at Vrije Universiteit, Amsterdam. The conference theme was "Land Use and Water Management in a Sustainable Network Society." Ironically, many of the discussions revolved around simulation of catastrophic failure of the dike system due to sea level rise or other factors, and managing the ensuing flooding. During this time I delivered my own paper, "Privatization and cooperative management in the provision of public services in the rural United States," served as discussant for an Italian colleague's paper, and served as moderator for a session. Many of the papers in the conference proceedings will be of use in my own teaching.

On Saturday (8/27), I went with a group of conference attendees on a technical excursion to the Netherlands' newest province, Flevoland. This province has literally been reclaimed from the sea in recent decades, and so is a study in how to situate roads, canals, and even cities. During this time we were fortunate to sit down with Andreas Greiner, Deputy Minister for Space Planning and Economic Affairs for Flevolan.

While the last two days of my time were spent sight seeing, I did have a chance to see the scale of wind energy in Europe, especially Germany. While windmills are historically associated with Holland, Germany has about 15 times the wind energy capacity of the Netherlands—about 15,000 MW (vs. 6,300 in the U.S.), or the equivalent of about 16 Seabrook nuclear plants. This information will again prove useful in our research here as we are currently working with the Cape wind project.



*Halstead in Amsterdam stop his rental bike*

### Faculty International Development Grants

\* \$2,000 grants for the initiation or expansion of international engagement **Deadline: April 21, 2006**

\* \$ 500 international travel grants

For travel between July 1 - December 31, 2006 **Deadline: April 21, 2006**

**(Applications are available on line at <http://www.unh.edu/cie/faculty/facgrants.html>)**

## Ronald LeBlanc, Professor of Russian and the Humanities

*Professor Ron LeBlanc traveled to Russia in August 2005 to participate in an international conference, “Leo Tolstoy and World Literature,” held at the Tolstoy family estate at Yasnaya Polyana.*



*LeBlanc at the Tolstoy estate*

As its title suggests, the conference was dedicated to the influence exerted by the great Russian writer, thinker, and social activist, Lev Nikolaevich Tolstoy (1828-1910), on writers from world literature. Slavic scholars from the U.S., Canada, Russia, France, Italy, England, Germany, Japan, and other countries around the world delivered papers on various aspects of Tolstoy’s art, life, and thought.

In the paper I presented, “Artsybashev’s *Sanin* as a Response to Tolstoy and Tolstoyism,” I examined how some of Tolstoy’s later writings on the issue of sexual morality – including fictional works such as *The Kreutzer Sonata* (1889) and “The Devil” (1890), as well as moralizing essays such as “The First Step” (1892) and *The Kingdom of God Is Within You* (1894) – prompted the modernist writer Mikhail Artsybashev (1878-1927), a champion of pagan liberation of the body and its senses, to respond by writing a countertext that attacks the moral puritanism and sexual asceticism Tolstoy was publicly advocating during his later years. I argue that Artsybashev’s so-called pornographic novel of 1907, *Sanin*, can be read very productively as a text that challenges the principle of sexual abstinence preached by Tolstoy and his Tolstoyan followers in early twentieth-century Russia.

In addition to a wonderful two-hour tour of the Chekhov estate-museum at nearby Melikhovo during the return trip to Moscow, the highlight of the conference for most of the participants was undoubtedly the opportunity to spend four days at the 1,100-acre Tolstoy family estate of forests, streams, and meadows near the bucolic village of Yasnaya Polyana, located some 135 miles south of Moscow. This was the rural setting where Tolstoy wrote such immortal literary works as *War and Peace* (1865) and *Anna Karenina* (1877); it also served as the author’s permanent home

during the last decade of his life. Tolstoy, who was excommunicated from the Russian Orthodox Church in 1901 due to his unorthodox religious beliefs, was buried in a simple unmarked grave on his estate at Yasnaya Polyana, which quickly became a shrine and place of pilgrimage for many spiritually-minded Russians during the Soviet period. In 1994, shortly after the collapse of the former Soviet Union, the Russian Minister of Culture shocked many people by appointing the writer’s great-great-grandson, the 32-year-old Vladimir Ilych Tolstoy, to serve as the new director of the Tolstoy estate museum at Yasnaya Polyana. By all accounts, he has succeeded in preserving his family’s country estate as a close approximation of the cultural ideal of traditional Russian estate life at the same time as he has turned this famous site into a financially viable and sustainable tourist attraction.

Although Tolstoy’s novels were widely published and discussed during the Soviet period, his moral and religious essays have only come into open public discourse in Russia since the collapse of communist rule in late 1991. Not surprisingly, many of the conference papers delivered by the Russian participants focused upon these moral and religious ideas that Tolstoy came to advocate after the spiritual crisis he experienced during the late 1870s, while many of the international scholars spoke about his reception as an artist and thinker in foreign lands (including the U.S.) at the turn of the century.

What I believe I will take back with me from this conference is primarily a greater appreciation for the complexity and subtlety of both Tolstoy’s art and thought. I hope that the insights I gained from listening to the papers delivered at this international conference and from discussing Tolstoy’s works and ideas with my fellow conferees will enhance the courses on Russian literature – such as RUSS 522 (Morality, Sex, and Revolution in Russian Literature), RUSS 593 (Dostoevsky and Tolstoy), and RUSS 691 (Readings in Russian Literature) – that I regularly teach in the Russian Program within the Department of Languages, Literatures, and Cultures here at UNH.



## Gregory McMahon, Associate Professor of History and Humanities

*Professor Gregory McMahon, Associate Director of the Çadir Höyük Excavation in Turkey, spent summer 2005 working at the site of this archaeological project.*



*L. to r: McMahon, excavation director Ronald Gorny, and friend, Cengiz, who owns the tourist hotel at Bogazköy, site of the Hittite capital.*

In July I traveled to central Anatolia (Turkey), to a small village where I have lived most summers for the past decade. The village is called Peyniryemez, which is Turkish for “the one that doesn’t eat cheese,” and I have enjoyed over the years the comical range of folk etymologies provided by the villagers to explain this rather unusual toponym. Here in this village is the dig house for the Çadir Höyük Excavation, an archaeological project for which I serve as Associate Director. We’ve been coming to this village since 1994, so our arrival is a real homecoming, as we greet friends and fellow workers with whom we have created very heartfelt and productive friendships, which in Turkey are an essential aspect of working relationships.

Our project involves the excavation of a large *höyük*, or occupation mound, about ten minutes walk from the dig house. There we have painstakingly and methodically been exposing the archaeological strata left by five thousand years of continuous occupation at this site. Many archaeological sites in Turkey are mounds, built up by hundreds and hundreds of years of occupation and building in the same location, so that a city which began on the plain, after millennia of rebuilding, will be located 20 meters or more above the level of the countryside. We

began the project primarily in search of the Hittites, a Late Bronze Age people who dominated the central Anatolian plateau from their capital at Hattusa, less than two hours drive from us. Our search has been rewarded; there were in fact Hittites at our site, as is evident from Hittite pottery coming up in several different places on the mound. What we did not expect when we opened our first trench in 1994 was that everybody else would also be there, beginning in the Chalcolithic period around 4000 B.C.E., and continuing all the way to the middle of the Byzantine era, in the 11th century C.E.

Because my interest remains firmly rooted in the Late Bronze Age, I have always worked in the step trench on the south side of the mound, where Hittite materials are closest to the surface. This year I spent my season in a trench opened last year by a colleague, looking specifically for evidence of a large scale temple whose existence we only began to suspect at the beginning of this year’s season. Although I didn’t find the temple, my student assistants did find, in one morning, more pieces of Hittite spindle bottles, a very distinctive type of Hittite cultic pottery, than a much larger neighboring site yielded in six years of excavation. Finding the temple’s foundations would have been more exciting, but at least now we know that we should keep looking, since this pottery only occurs in a temple context.

This year’s excavation season was especially productive because for the first time we ran a field school, in which students from a number of universities enrolled in a program to learn archaeology in the field, through excavation experience. That meant that I had a series of student assistants whom I was teaching to dig while we worked in our trench. Since some facility in the local language is an essential component of successful archaeology, I also taught a class in Turkish in the afternoons. In addition, I had the chance to lead the students on a tour of Hattusa, the spectacular capital city of the Hittites, where we explored monumental architecture and Hittite relief carving, and observed the first large scale restoration of a mud brick building in Turkey.

This productive season of research and teaching was made possible in part by a CIE Travel Grant. I am deeply grateful to the CIE for recognizing the importance of travel for scholars who must work overseas, and for helping make it possible for me not only to uncover more Hittites, but to guide potential archaeologists in the wonders of revealing the past.



*McMahon working with students cleaning baulks in the Byzantine level on the top of the mound.*

## Virginia Garland, Associate Professor of Education

*In October 2005, Professor Virginia Garland presented a paper at the 10th North American Higher Education Conference held in San Juan, Puerto Rico.*



*Garland during free time in Puerto Rico*

Associate Professor of Education Virginia Garland gave a presentation on October 13, 2005 at the *10th North American Higher Education Conference in San Juan, Puerto Rico*. Her paper, "Internationalizing North American Higher Education: Integrating the Topic of Natural Disasters in the Curricula," drew the interest of conference participants from Mexico, Canada, the Caribbean and the United States. The focus of this interactive presentation was on the impact of hurricanes and earthquakes on university efforts at internationalization. The session in which she spoke was widely attended due to the very recent tragedies of Hurricane Katrina and the Pakistan earthquake.

During the conference, the InterAmerican University of Puerto Rico hosted a welcoming reception, staged at El Arsenal de la Puntilla Storehouse, built in 1847. Similar to a typical Patron Saint's Festival, the reception included several kiosks featuring traditional island crafts. At left, Professor Garland is pictured with a local artisan specializing in shark's teeth jewelry.

Since coming to UNH in 1988, Professor Garland has been active in international engagement. In 1992 she was a visiting Professor at the Shanghai, Beijing and Tianjin Institutes of Education in China. From 1994-1996, Professor Garland served as the UNH College of Liberal Arts exchange professor at Kobe University, Japan. Her survival of the 1995 Kobe earthquake informed her research interests in the cross-cultural implications of educational leadership during crises.

In her presentation at the conference in Puerto Rico, she suggested the following ways to internationalize higher education: focus on the topic of natural disasters as an international theme, integrate emergency management in education courses, continue to support new curricula such as Professor Bruce Lindsay's resource economics course, "Catastrophe and Terrorism," expand offerings in foreign languages, and provide services for international students impacted by natural disasters and terrorism.

## Honggeng Zhou, Assistant Professor of Decision Sciences

*In August 2005, Professor Honggeng Zhou traveled to China to initiate a research collaboration with a colleague at Zhejiang University.*

This past August, I traveled to Hangzhou, China, to initiate a research collaboration at Zhejiang University with Professor Jin Chen. The largest university in China, Zhejiang University ranks 3<sup>rd</sup> in 2005 according to *People's Daily*. ([http://english.people.com.cn/200502/17/eng20050217\\_173863.html](http://english.people.com.cn/200502/17/eng20050217_173863.html)).

The research program will focus on innovation and technology management in China. As China's economy develops, the innovation ability becomes more important for Chinese firms. Meanwhile, more and more foreign firms have established research centers in China to take advantage of the intelligent labor with relatively cheaper cost. As the globalization trend continues, we believe that this research stream has a very promising future.

Using data collected in 2004 by the Department of Commerce, Professor Chen and I are working on an empirical research paper that examines 97 leading electronics companies in China to explore the impact of innovation on firm performance. We expect to submit the paper to a leading journal and to present it at the Asia-Pacific Decision Sciences Institute 2006 annual conference in Hong Kong. While in Hong Kong, we are planning to meet again to discuss future research projects.

I appreciate the support that the award provided to start a promising research stream and to engage in research collaborations with a fellow international colleague.



*Honggeng Zhou (right) in China with his colleague, Jin Chen.*