

SPRING 2014 | Issue 1

# UConn

*Global Affairs  
Newsletter*

**opening  
doors**

**the world  
is waiting for you**

*Photo of doorway in Rhodes, Greece by Jacqueline Vissat, University of Connecticut.*

worldly

international

trans-oceanic

abroad

cultured

**Where is UConn?**

**We are Global**

foreign

worldwide

cosmopolitan

universal

overseas

inter-continental

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Daniel Weiner  
Vice Provost for Global Affairs

*We are delighted to publish this inaugural issue of the UConn Global Affairs Newsletter. Global Affairs is a hybrid administrative-academic unit which includes: Study Abroad; International Student and Scholar Services; Global Partnerships; the Global Training & Development Institute; the University of Connecticut American English Language Institute, which now includes the International Teaching Assistant Program; the Human Rights Institute; Thomas J. Dodd Research Center; UNESCO Chair and Institute for Comparative Human Rights; and, an M.A. in International Studies. We also support area studies planning and programming.*

*We are a dynamic organization and the engine for comprehensive global education at the University of Connecticut. Global Affairs provides university-wide leadership that builds and sustains UConn's global programming, promotes collaborative international research and nurtures strategic global partnerships with the world's leading higher education institutions. We also develop and manage faculty and student mobility programs, deliver curricula that instill global competency, and, provide educational and professional services that promote sustainable social and economic development.*

*This Global Affairs Newsletter is a sampling of the many activities taking place at the University of Connecticut. We take you around the world through the eyes of our faculty, students and staff. At UConn, global education starts at home. This is why we begin the newsletter with three significant human rights events that took place on the Storrs Campus this fall. We then travel to South Africa with the GTDI's Sport for Social Change Program and conclude with experiences of UConn students from Renmin University in Beijing. Along the way, we make stops in China, Nicaragua, Europe, Nigeria and Guatemala.*

Enjoy!

**UCAELI**

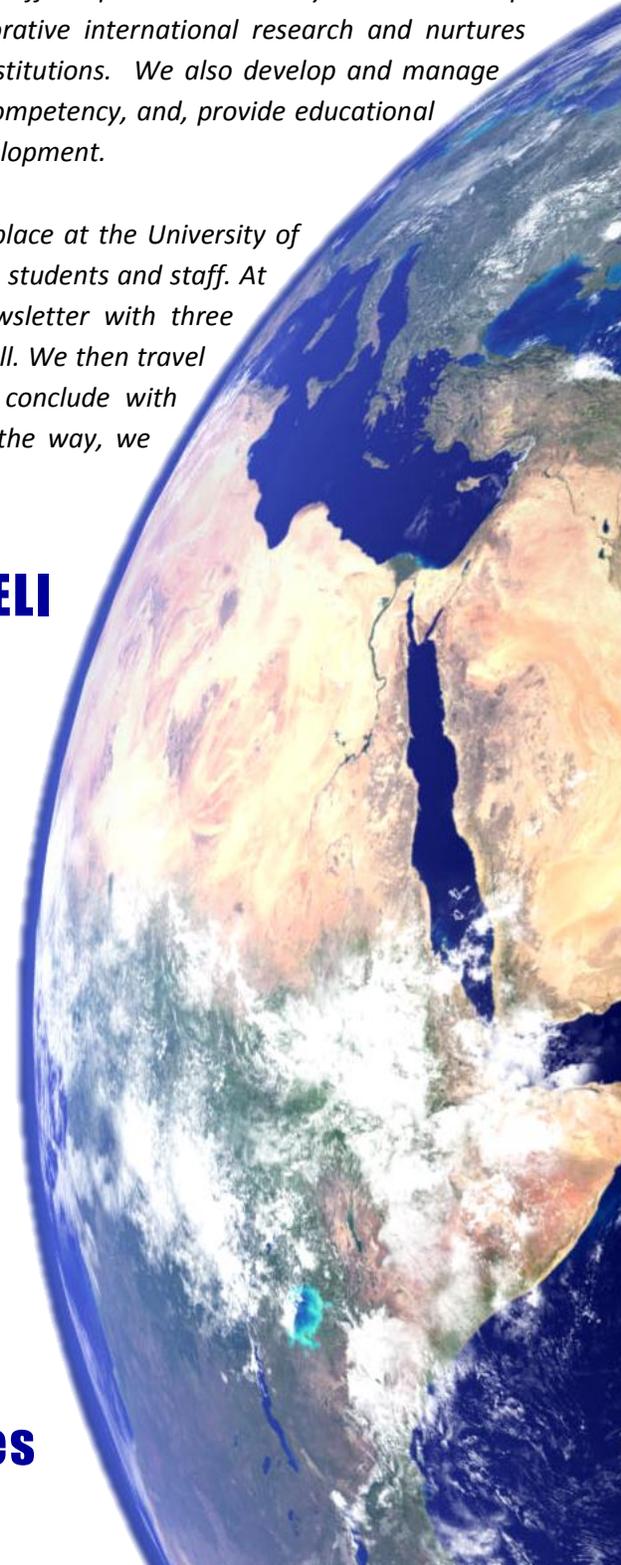
**Study Abroad**

**Global Partnerships**

**M.A. International Studies**

**Global Training & Development Institute**

**International Student & Scholar Services**



**Thomas J. Dodd Research Center**

**UNESCO Chair & Institute for Comparative Human Rights**

**Human Rights Institute**



*NASA Photo*



**At UConn, the world is your classroom.**



*Photo (top) of Collioure, France by Emily Vasington, University of Connecticut.*

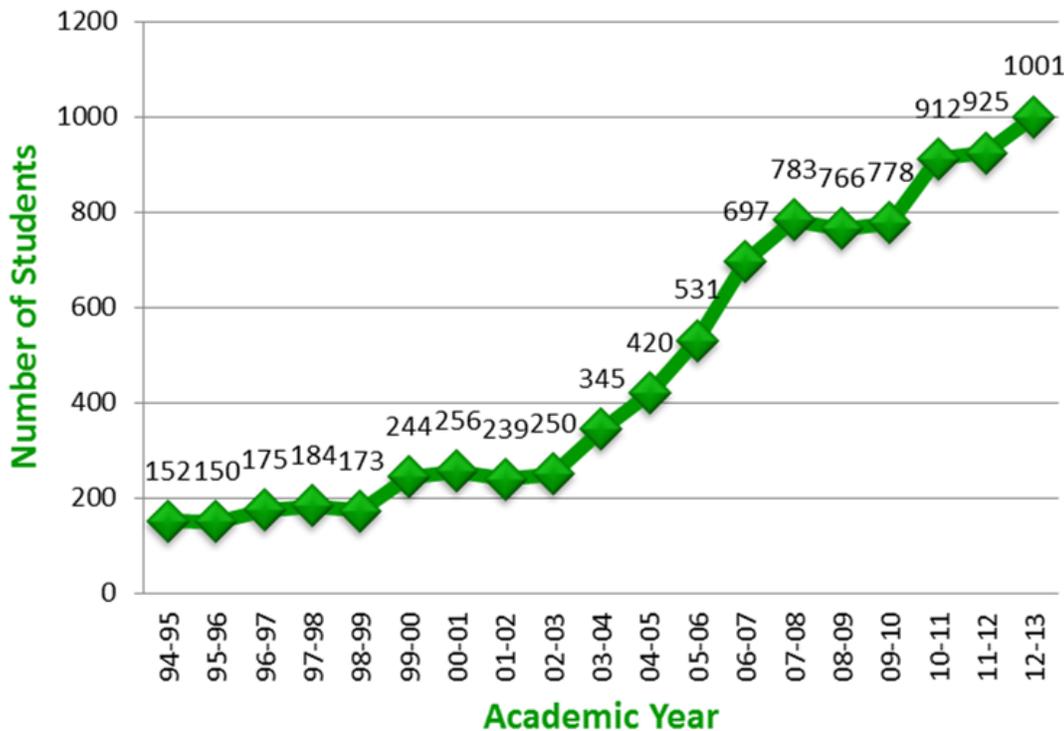
*Photo (bottom) of Field Ecology Safari, South Africa by Kelly Niland, University of Connecticut.*

# DID YOU KNOW?

IN 2012-2013 . . .

**1,001** UConn Undergraduate Students **STUDIED ABROAD**

*Study Abroad Participation 1995 - 2013*



**2,172** INTERNATIONAL STUDENTS from **95** countries enrolled at UConn.

UConn sponsored **188** VISITING SCHOLARS from **40** countries.

# AND DID YOU KNOW?

**40%** of undergraduate students in UConn's **SCHOOL OF NURSING** graduate with a study abroad experience.

For more information on Study Abroad at UConn visit <http://studyabroad.uconn.edu>.

For information on International Student & Scholar Services visit <http://iss.uconn.edu>.

# The Human Rights Institute's 10<sup>th</sup> Anniversary Conference: Contexts of Human Rights

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The Human Rights Institute held its 10<sup>th</sup> Anniversary Conference on Contexts of Human Rights in September 2013. The international conference highlighted the “Connecticut School of Human Rights,” a contextual approach to human rights that has been advanced at the Human Rights Institute of the University of Connecticut over the last ten years. Despite the predictions of some that the era of human rights had ended, interest in human rights has in fact expanded beyond law schools and mushroomed throughout the academy, particularly in the social sciences and humanities. The conference consisted of a number of panels that covered a range of topics including evaluating the idea of human dignity, affirmative action policies, humanitarianism and visual media, the enforcement of economic rights, refugee camps, health and human rights, historical memory and transitional justice, and the future of the European Court of Human Rights. These conversations, along with those inspired by the wider lens of the Keynote Addresses given by Thomas Pogge (Yale University) and Aryeh Neier (Open Society Foundation), point toward new horizons for the Institute and for the interdisciplinary study of human rights for decades to come.

The event was organized by Richard Ashby Wilson and Glenn Mitoma and was co-sponsored by the College of Liberal Arts and Sciences, Humanities Institute, Office of Global Affairs, Office of the Provost, School of Law, Thomas J. Dodd Research Center, and El Instituto.

# 14<sup>th</sup> Annual UNESCO Chair International Human Rights Conference: Violence Against Women

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The 14th Annual UNESCO Chair International Human Rights Conference convened on October 22, 2013 to disclose facts, raise social awareness, and discuss ways of preventing and



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Office of Global Affairs, Office of the Provost, School of Law,  
Thomas J. Dodd Research Center, El Instituto and CO:LAB.



eliminating violence against women. A tragic reality of the world today is that although the rhetoric of human rights has become a staple in international political discourse, a substantial percentage of women continue to be subjected to degrading and unacceptable violence. Although the more egregious examples—such as the endemic violence stemming from the war environment in the Democratic Republic of Congo (DRC)—receive media attention, the more insidious violence committed daily by intimate partners or relatives is barely acknowledged or tackled as a priority public policy issue. This is despite the fact that a number of organizations—including the World Health Organization (WHO) and the United Nations High Commissioner for Human Rights (UNHCHR)—have documented the horrifying extent of violence against women perpetrated daily by their intimate partners and strangers. Equally significant is the impact of such violence on society beyond the immediate harm caused.

The Planning Committee of the UNESCO Chair in Comparative Human Rights invited a range of distinguished international and national practitioners and scholars to address the issue from various regional perspectives and disciplinary approaches. Speakers included: Mrs. Zainab Hawa Bangura, United Nations Special Representative on Sexual Violence in Conflict; Dr. Abena P.A. Busia, Chair of the Department of Women’s and Gender Studies at Rutgers, The State University of New Jersey; Dr. Jacquelyn Campbell, Co-Chair of the Forum on the Prevention of Global Violence; Dr. Lee Ann De Reus, Co-Founder of the Panzi Foundation; Ms. Alexa Hassink, Program Associate and Communications Officer at Promundo; Ms. Kathleen Holgerson, Director of the UConn Women’s Center; Advocate Hina Jilani, Lawyer and Human Rights Activist in Pakistan; Ms. Anuradha Kapoor, Founder and Managing Trustee of Swayam, a Women’s Rights Organization in India; Dr. Nancy Lombard, Lecturer in Sociology and Social Policy at Glasgow Caledonian University; Dr. Rashida Manjoo, United Nations Special Rapporteur on Violence Against Women, Human Rights Council; and Dr. David Wolfe, RBC Chair in Children’s Mental Health at the Centre for Addiction and Mental Health.

The Conference was co-sponsored by the Thomas J. Dodd Research Center, Office of Residential Life, the Human Rights Institute, Office of Global Affairs, Student Health Services and the Women’s Center.



# Thomas J. Dodd Prize in International Justice & Human Rights

Dr. Glenn Mitoma (University of Connecticut, Thomas J. Dodd Research Center)

On November 13, 2013, the Thomas J. Dodd Research Center at the University of Connecticut awarded the sixth Thomas J. Dodd Prize in International Justice and Human Rights to the Business & Human Rights Resource Centre (BHRRC). BHRRC is a nonprofit, nongovernmental organization dedicated to encouraging companies to respect and promote human rights around the world. Since its founding in 2002, the Centre has pursued its mission by advancing transparency, public accountability, and informed decision-making.

The Centre's website is an essential forum for collecting and disseminating information about the human rights impacts (both positive and negative) of over 5,100 companies, operating in over 180 countries. By actively seeking responses from companies to allegations of misconduct, the Centre helps ensure those companies address concerns raised by civil society and provides balanced coverage of issues. Taking international human rights standards as its starting point, the Centre also operates as an essential repository of guiding principles and standards, as well as best practices and model business policies. Through close contacts with grassroots NGOs and local business people, an International Advisory Network of over 70 experts, and Academic Partners at 23 institutions with expertise in business and human rights, the Centre has created a hub of information exchange unlike any other. Advocates, businesses, governments, investors and the UN all rely on the Centre's coverage of allegation and reference materials on business and human rights standards. By exposing the reality in a field too often dominated by rhetoric, the Business & Human Rights Resource Centre helps

protect vulnerable people and communities against abuses.

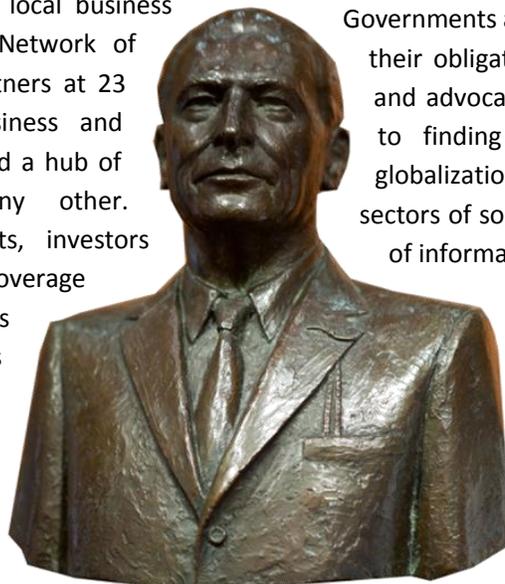
Prior to the award ceremony, the Dodd Center Archives Director, Greg Colati, demonstrated the new Dodd Papers Digitization project. This project will eventually digitize the entire Thomas J. Dodd Papers collection, and currently includes over 12,000 pages from the Nuremberg Trials series in a fully searchable format. This will be an essential resource for both historians and practicing lawyers going forward.

Senator Christopher Dodd presented the prize to Phil Bloomer, Executive Director of the BHRRC, in front of an audience of some 150 members of the UConn community. The ceremony was live-streamed on both the UConn and BHRRC's websites.

The prize ceremony featured a keynote address by BHRCC Founder, Chris Avery, entitled "Business and Human Rights in the 21st Century – Opportunities and Challenges Ahead." Avery noted that while business has long played a role in both the violation and realization of human rights, today there are new challenges and unprecedented opportunities.

Governments and businesses are more aware than ever of their obligations to protect and respect human rights, and advocates around the world are more committed to finding remedies for the negative effects of globalization. Concluding with a call to action by all sectors of society, Avery's remarks were the perfect mix of information, provocation, and inspiration.

The BHRRC staff spent the day on the Storrs campus engaging with faculty, students and others, which resulted in several ideas for establishing ongoing collaboration between the BHRRC and the University.



Dr. Glenn Mitoma is the Director of the Thomas J. Dodd Research Center and Assistant Professor in Residence at the Human Rights Institute. He is the author of *Human Rights and the Negotiation of American Power* (University of Pennsylvania Press, 2013) which examines the fraught origins of the UN human rights system. As the Director of the Dodd Center, he has begun new initiatives in K-12 Human Rights Education and Business and Human Rights. Dr. Mitoma can be reached at [glenn.mitoma@uconn.edu](mailto:glenn.mitoma@uconn.edu).



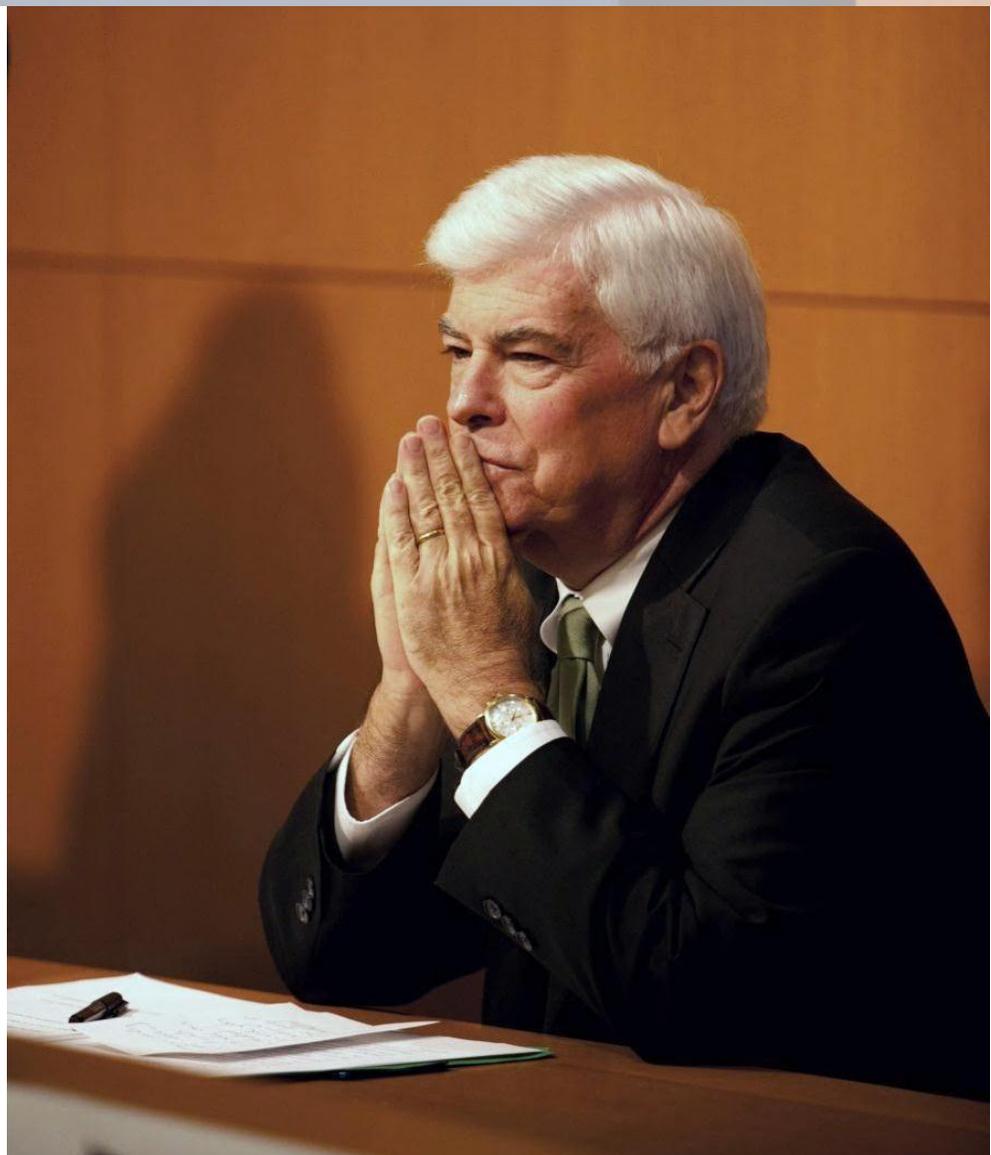
*(L-R) Chris Avery (Founding Director, BHRRC), Annabel Short (Programme Director, BHRRC), Gregory Regaignon (Research Director, BHRRC), Phil Bloomer (Executive Director, BHRRC), and Senator Christopher Dodd. Photo by Tina Covensky.*



*Chris Avery (Founding Director, BHRRC). Photo by Tina Covensky.*



*Phil Bloomer (Executive Director, BHRRC). Photo by Tina Covensky.*



*Senator Christopher Dodd. Photo by Tina Covensky.*

# GTDI Sport for Social Exchange Program in South Africa

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For the second year in a row, the University of Connecticut (UConn) has been awarded a \$225,000 International Sports Programming Initiative exchange grant by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) SportsUnited Division. The grant will fund the *Sport for Social Change* two-way exchange program, aimed at promoting collaboration, knowledge sharing and mutual understanding between the U.S. and South Africa. The program increases the professional capacity of individuals who design and manage community or school youth sport programs that function as tools for fostering positive social change.

UConn's Global Training and Development Institute (GTDI), located in the Office of Global Affairs, developed and piloted the *Sport for Social Change* program in Hong Kong in 2012. The success of the pilot program led to the development of a similar program for South Africa. Roy Pietro, Principal Investigator for the program and Director of the GTDI, explains that what makes this program unique is its focus on the "role of youth sports as a significant factor in promoting educational success, psychosocial development, tolerance, cross-cultural understanding and conflict resolution."

The program serves as both an educational and cultural exchange, which will enable American and South African youth sport administrators to share their experiences, challenges and successes in managing and organizing youth sport programs.

In the Hong Kong pilot program, job shadowing was one of participants' favorite aspects. Participants noted that job shadowing provided an opportunity to interact with their American peers and share the sports culture of their home country. It also allowed them to observe new methods and applications, which could be adapted for their communities back home. Acknowledging the importance of these interactions, the GTDI, working closely with UConn's Husky Sport program, led by Sport Management faculty Dr. Jennifer Bruening, has incorporated a significant amount of job shadowing into the South Africa *Sport for Social Change* program.

UConn is also partnering with the University of Western Cape (UWC), in Capetown, South Africa to deliver this program. Professor Marion Keim leads the UWC's award-winning Centre of Excellence for Sports Science and Development (ICESSD), which is internationally renowned for its work in the sport for peace and community development arena.

The ICESSD, in coordination with UConn and the U.S. Embassy in South Africa, will select ten youth sport administrators in an open, merit-based competitive process.

The South African participants will work as youth sport program administrators in communities and schools with predetermined host organizations.

They will spend two weeks in the U.S. job shadowing and participating in workshops on the emerging practice of sport-based youth development in the U.S. As the exchange program is reciprocal in nature, ten American youth sport administrators from the host organizations will travel to South Africa to participate in a two-week program focused on using sport for peace and community development.

The American participants will then collaborate with their South African counterparts to develop and launch sport-based youth development projects, for hundreds of youth throughout South Africa, funded by the grant.

For more information on UConn's Global Training & Development Institute, visit <http://qtdi.uconn.edu>.



# What will your impact be?



*Netball at local school in South Africa. Photo by Kelly O'Connor, University of Connecticut.*



which the SimCon oversees the learning process, coaching students to think critically about the complex issues central to their scientific arguments, and provides feedback to students regarding the content, structure and tone of their communications with other countries.

The culminating event of the Interactive Phase is the posting of the country's closing statement, reflecting the final position of each country-team on the four issue areas. Students construct closing arguments, articulating points of agreement and topics where continued work is necessary among the countries participating in the simulation, marking the start of the third phase, Debriefing.

The two week Debriefing Phase is designed to promote student metacognitive processes as they review what they learned and how they can apply this new science content knowledge and associated skills in other contexts. The SimCon facilitates a scheduled online debriefing conference with all students in the simulation, exploring issues related to learning outcomes, simulation processes and transfer to other contexts. Teachers also perform debriefing activities promoting metacognition, learning and transfer through educational activities,

relating the experience back to the educational context and the real world at both local and global levels.

Between 2009 and 2011, the GE2 team conducted five simulations for over 1,500 middle school students and their social studies teachers from Connecticut and Chicago. Results examining pre-post gains on student learning outcomes highlight significant positive changes in participating students': 1) interest in science-related education and career trajectories, and global issues; 2) quality of persuasive writing; 3) science topic knowledge; and 4) quantity and depth of science topics discussed. Further, results demonstrated that these positive changes occur across diverse student groups, including African-Americans, Hispanics and females, addressing existing achievement gaps in these traditionally underserved populations.

Between the 2014 and 2017, GE2 will be conducting ten simulations in classrooms across Connecticut and Chicago linking more than 6,000 students in a PBL environment designed to promote educational gains for all students.

*For more information on the GlobalEd 2 Project, visit:*  
[www.globaled.uconn.edu](http://www.globaled.uconn.edu).



Scott W. Brown is the Project Director and Co-Principal Investigator of the GlobalEd 2 grant. Dr. Brown is a Professor of Educational Psychology at the Neag School of Education at the University of Connecticut and has published three books on issues related to educational psychology, as well as over 140 refereed journal articles and book chapters in the field of educational psychology, educational technology, learning and cognition. In over 25 years of service at the University of Connecticut he has held positions as the Director of the Teachers for a New Era Project, Director of the Bureau of Educational Research and Service, and Department Head for Educational Psychology. He has been awarded over \$12 million in federal, state and private grants. Dr. Brown can be reached at [scott.brown@uconn.edu](mailto:scott.brown@uconn.edu).



Kimberly A. Lawless serves as Co-Principal Investigator of the GlobalEd 2 grant. Dr. Lawless is Professor of Educational Psychology and the Associate Dean of Research for the School of Education at the University of Illinois at Chicago. Dr. Lawless studies how individuals acquire and comprehend information from nonlinear digital environments, focusing on how aspects of the learner, the media, and the task influence navigational strategy and learning outcomes. She has procured over \$10 million in grant funding and published over 100 articles in these areas. Dr. Lawless can be reached at [klawless@uic.edu](mailto:klawless@uic.edu).

*The GlobalEd Project began in 1998 as a collaborative, interdisciplinary project between Dr. Scott Brown, Department of Educational Psychology, and Dr. Mark Boyer, Department of Political Science, at the University of Connecticut. Dr. Mark Boyer is a Senior Scientist on the current GlobalEd 2 Project.*



Beijing. Photo by Rebecca Allen, University of Connecticut.

# Making Strides in Avian Influenza Research

*Ms. Patsy W. Evans (University of Connecticut, College of Agriculture & Natural Resources) in collaboration with Dr. Mazhar Khan (University of Connecticut, College of Agriculture and Natural Resources). First reported on <http://naturally.uconn.edu> blog on October 23, 2013.*

On September 29, 2013, Dr. Mazhar Khan, Professor in the Department of Pathobiology and Veterinary Science, received the People's Republic of China Friendship Award. The award is an annual commendation that recognizes outstanding work of foreign experts who have made extraordinary contributions to China's economic and social progress in the fields of economy, science and technology, education and culture, as well as personnel cultivation. China's Vice Premier Ma Kai presented Dr. Khan's medal and plaque during a ceremony in the Great Hall of the People in Tiananmen Square, Beijing. While in China, Dr. Khan met prominent dignitaries, including Chinese Premier Li Keqiang, and participated in National Day festivities.

Dr. Khan develops DNA-based diagnostic tests for the detection of animal diseases and vaccines for avian influenza. His achievements in avian influenza research, and successful collaborations with Chinese institutions over the past 15 years, won him this award. He collaborated with Chinese scientists from various research institutes including the Beijing Academy of Agriculture, Shandong Veterinary Medical Institute and Guangxi Veterinary Research Institute. In addition to

presenting a series of lectures on molecular biotechnology and zoonotic diseases in animals, Dr. Khan participated in a surveillance program of wild birds in southern China to detect strains of the avian influenza virus. According to Dr. Khan, the sooner the presence of a disease is detected, the more effective the resulting control program can be.

This work benefits humans as well. According to the World Health Organization, influenza viruses circulating in animals pose threats to human health when people have direct or indirect exposure to infected live or dead animals or contaminated environments.

Dr. Khan said, "Receiving the Chinese Government Friendship Award in the Great Hall of the People of China was an honor for me, as well as for the Directors of Guangxi Veterinary Research Institute and Guangxi Bureau of Agriculture in Nanning."

Currently, there are approximately 550,000 foreign experts from 60 countries working in China. Fifty foreign experts from twenty countries received the award in 2013.



*Dr. Mazhar Khan. Photo by Peter Morenus, University of Connecticut.*

# Nursing in Nicaragua

*Dr. Kelley Newlin Lew (University of Connecticut, School of Nursing)*

The second poorest nation in the Western Hemisphere, Nicaragua has the second highest rate of new diabetes cases in the Americas. In Nicaragua, diabetes is the third leading cause of death, outpaced only by heart attack and stroke, respectively, which are both often complications of diabetes. Nicaragua's ethnic minorities—the indigenous Miskito and Afro-descendant Creoles, or Blacks populating the Atlantic Region—disproportionately suffer from diabetes relative to the Hispanic majority. Health care policies emanating from Managua, Nicaragua's capital located in the Pacific Region, demonstrate compromised reach and effectiveness in the Atlantic Region. This, coupled with poverty and limited access to health care, plays a significant role in creating major health disparities. Less than 25% of the Atlantic Region's ethnic minorities have access to health care, with the most marginalized populations concentrated in the lowest income group (< US \$300 annual income). Further contributing to diabetes health disparities are the chronic shortages of diabetes medications and trained diabetes specialists, which persist in the Atlantic Region.

Nearly 90% of outpatient health care is provided by local nurses, who lack specialized training in diabetes education. Diabetes specialists, trained in the Hispanic influenced Pacific Region, are often met with distrust in the Atlantic Region due to ethnic and linguistic differences and historical marginalization. Before Nicaraguan independence in 1842, the Atlantic Region, unlike the Pacific Region, was not under Spanish rule but British control, with English remaining as a predominant spoken and written language among the Miskito and Creoles.

In 2008, I conducted community-based participatory research (CBPR) to assess the problem of diabetes on Nicaragua's Atlantic Coast. Working with political, church, and health leaders as well as lay people, we held town meetings in the Moravian Churches of Bluefields, Pearl Lagoon and Taspabonie to understand community needs and strengths in addressing diabetes. Community members overwhelmingly voiced a preference for

establishing church-based diabetes clinics led by nurses to provide much needed diabetes education, measure blood glucose and blood pressure levels, and dispense medications.

In 2009, following the town meetings, we conducted a mixed methods CBPR study with a sample size of 154, which indicated a high risk for diabetes complications, such as kidney failure, heart attack, stroke, amputation, and blindness among participants. This CBPR study identified that on average, participants had an A1C (the gold standard indicator of glycemic control) of 10.5%, or an average blood glucose level of ~255 mg/dL. Results largely confirmed the findings from our town hall meetings; limited access to medications, affordable healthy foods, and diabetes self-management education were identified as salient barriers to optimal diabetes outcomes. Findings revealed that participants often believed “there is nothing I can do about my diabetes” with many reporting they felt hopeless about their chronic illness.

**“there is nothing I can do about my diabetes”**

In 2010, our study findings informed the development of three church-based diabetes clinics sited in communities where town meetings had been held. Although one clinic is temporarily closed due to security issues in the outlying region, two remain active. Clinic nurses receive extensive initial training in diabetes care and education as well as ongoing continuing education. A partnering physician from the Ministry of Health provides clinical oversight while I provide consultative clinical services. As a result of diabetes self-management education, care, and medications now being provided, patients report increased empowerment and self-efficacy in addressing their chronic illness. No person is turned away from the clinics. Medications are available to all patients, along with clinical care, case management and education, free

of charge. Services are funded through donations and grants.

The largest of the three clinics, Bluefields, serves nearly 1,000 patients. Here, diabetes care, case management, diabetes prevention education and self-management education are provided. Our prevention efforts, modeled after the seminal Diabetes Prevention Program, target weight loss using nutritional and exercise strategies and goal setting. Our diabetes self-management education programs are informed by the standards of the American Diabetes Association, and address nutrition, exercise, medication administration, blood glucose monitoring, foot care, and prevention/management of diabetes acute and chronic complications. In Nicaragua, only two generic oral diabetes medications are available (metformin and glibenclamide). As diabetes is a progressive disease, the use of oral medications often becomes insufficient to control blood glucose levels, thereby necessitating the introduction of insulin therapy. In our clinics' diabetes programs we strive to dispel myths about insulin and help patients overcome related fears.

The Bluefields clinic serves as a site for research studies, student projects, and outreach efforts. To date, two clinical studies have been conducted to assess the effect

of the church-based care on outcomes. Recent results indicate provision of medication plus nursing diabetes self-management education has resulted in a mean 1.5% reduction in A1C, or ~43 point drop in average blood glucose levels. Compelling research shows that a 1% reduction in A1C is associated with a 37% decrease in the risk of kidney, eye, and nerve disease and a 21% reduction in the risk of any diabetes-related complication or death.

At the Bluefields clinic, research and clinical training is provided for baccalaureate, master's and doctoral students. Currently, UConn nursing doctoral and undergraduate honors students are conducting research targeting diabetes foot care and adolescent nutrition, respectively. Student outreach efforts have included service programs for underserved indigenous populations and a comprehensive nursing-dental program.

Our work on Nicaragua's Atlantic Coast is a promising model for community-based diabetes care to address the region's escalating diabetes epidemic. Future plans include conducting a multisite randomized controlled trial, to rigorously test the effect of the church-based diabetes care on outcomes, as well as establishing a Nursing Study Abroad Program.



Dr. Kelley Newlin Lew is an Assistant Professor in the College of Nursing at the University of Connecticut. She is a diabetes nurse practitioner and certified diabetes educator. Dr. Newlin Lew has worked in partnership with communities on Nicaragua's Atlantic Coast to address the problem of diabetes for the past five years.

# 'Power and Legitimacy' in the Euro Crisis: An Intellectual Journey

*Prof. Peter Lindseth (University of Connecticut, School of Law)*

I'm not normally a "stop the presses" kind of person. But as Oxford University Press was demanding the return of the galleys on my last book (*Power and Legitimacy: Reconciling Europe and the Nation-State*, OUP 2010), events forced me to do something quite like that.

It was May 2010 and the crisis of the European Union's common currency—the 'euro'—had entered a critical phase. The sovereign debt crisis in Greece was intensifying and European leaders had just agreed to what seemed to be a massive bailout mechanism to address the incipient crisis (it would prove inadequate). I told OUP that before the book was published, we would need to add a note to the front-matter, before the preface. The result was a short one-and-a-half page insertion entitled "Preliminary Note on the Euro Crisis."

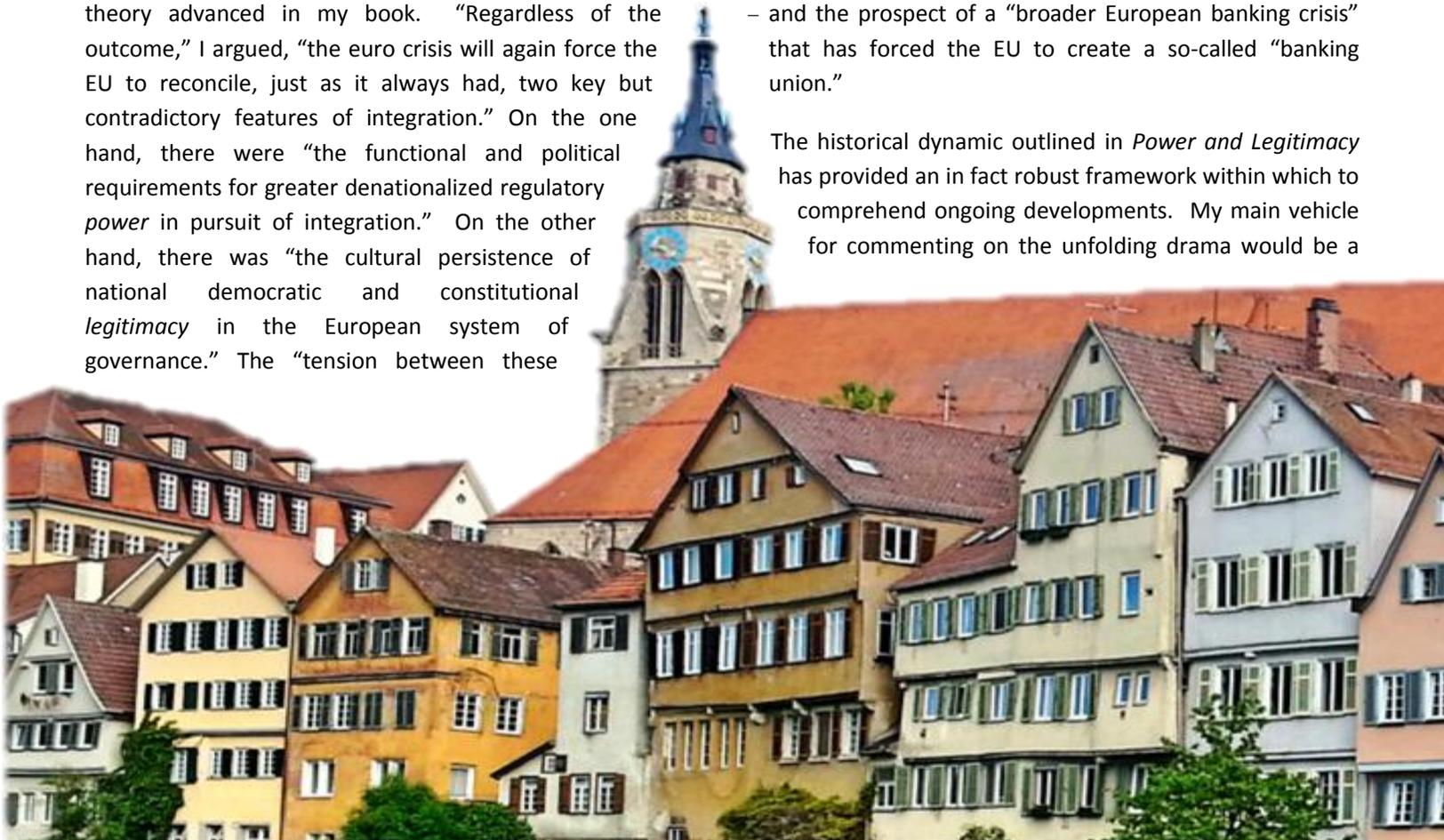
The aim of that "Preliminary Note" was to argue that "several institutional aspects of the unfolding drama" were "entirely comprehensible" in terms of the legal-historical theory advanced in my book. "Regardless of the outcome," I argued, "the euro crisis will again force the EU to reconcile, just as it always had, two key but contradictory features of integration." On the one hand, there were "the functional and political requirements for greater denationalized regulatory power in pursuit of integration." On the other hand, there was "the cultural persistence of national democratic and constitutional legitimacy in the European system of governance." The "tension between these

elements," I pointed out, had "characterized the integration project since its inception," and their interaction would almost certainly continue to do so "as integration proceeds into an uncertain future."

Thus began an unexpected intellectual journey that would transform me from a legal-historian into a real-time commentator on the unfolding euro crisis. Many of the events suggested as theoretical possibilities in the "Preliminary Note" have in fact come to pass, at least in one form or another:

- the effort to create a kind of "economic government" for the eurozone (through the imposition of budgetary constraints on the member states, supervised by the European Commission);
- a "default (in the form of a debt restructuring)" in Greece;
- "a new ruling from a national high court on the legal limits of integration relative to national constitutional orders" (in fact there have been several);
- and the prospect of a "broader European banking crisis" that has forced the EU to create a so-called "banking union."

The historical dynamic outlined in *Power and Legitimacy* has provided an in fact robust framework within which to comprehend ongoing developments. My main vehicle for commenting on the unfolding drama would be a



*Tubingen-Germany Riverfront. Photo by Alixe Dittmore.*

London-based blog, [EUtopialaw.com](http://EUtopialaw.com), in which over the course of 2011-2013 I published a series of longer essays and shorter posts (34 in total). Additionally, in the spring semester 2012, I was awarded the Daimler Fellowship at the American Academy in Berlin, which offered an opportunity to disseminate my thinking in that crucial member of the EU—Germany. More recently, I have contributed to a volume on the “constitutionalization of European budgetary constraints,” in which my chapter addressed the question whether “democracy and integration can be reconciled” in the context of the crisis. I was also the keynote speaker at this year’s annual Irish European Law Forum, with a lecture at the Royal Irish Academy on a similar topic.

What the crisis of the euro suggests is that history matters. This is something that the recent negotiations over the banking union demonstrate quite nicely. My historical theory suggests that certain kinds of regulatory power (e.g.,

monetary policy, bank supervision) are capable, at least in part, of delegation to supranational institutions. However, my theory further suggests that other powers (i.e., ones that demand strong democratic legitimacy like taxation, spending, and borrowing) are likely to remain national. The current negotiations over the banking union conform strikingly well to this pattern.

Although the purpose of the banking union was purportedly to break the so-called “sovereign-bank link” (i.e., the burden on national budgets to provide the ultimate fiscal back-stop for banks, and the burden on banks to buy sovereign debt), the negotiations to date have arguably ended up reaffirming that link. From the perspective of my work, this result is indeed “entirely comprehensible.”

Look for Peter Lindseth’s book “Power and Legitimacy: Reconciling Europe and the Nation-State” on the Oxford University Press website: <http://global.oup.com/academic>.



Peter Lindseth is the Olimpiad S. Ioffe Professor of International and Comparative Law at the University of Connecticut, School of Law. He has served as a visiting professor at Yale, Princeton, the Université Panthéon-Assas Paris II, and the Université d’Aix-Marseille III. He has also served as a Daimler Fellow at the American Academy in Berlin, a Jean Monnet Fellow at the European University Institute in Florence, a Chateaubriand Fellow at the Conseil d’Etat in Paris, and a *Stipendiat* at the Max Planck Institute for European Legal History in Frankfurt. Professor Lindseth’s Daimler Lecture at the American Academy in Berlin was published in the *Berlin Journal* as “Of the People: Democracy, the Eurozone, and Lincoln’s Threshold Criterion.” In 2014, he will be a Royal Netherlands Academy of Arts and Sciences Visiting Professor at Tilburg University.





## Nigerian Defence Academy Turns to UConn to Map Snail-Borne Diseases

*Ms. Cary B. Chadwick (University of Connecticut, CLEAR) in collaboration with Dr. Yahaya Umar (Nigerian Defence Academy) & Dr. Dominic Maikaje (Nigerian Defence Academy)*

When Dr. Yahaya Umar and Dr. Dominic Maikaje, two biology professors from the Nigerian Defence Academy in Kaduna, Nigeria, were looking for a way to map the incidence and spread of diseases in their country, they turned to UConn's Center for Land Use Education and Research (CLEAR) for help. In December 2013, the two professors participated in CLEAR's 3-day "Introduction to Geographic Information Systems (GIS)" training at the Middlesex County Extension Center in Haddam.

The Nigerian Defence Academy is the country's premier military university and serves students from throughout Western Africa. Dr. Umar and Dr. Maikaje study the transmission of zoonotic diseases, which are diseases transmitted from animals to people. Dr. Umar specializes in

helminthology and is the Head of Academic Planning and Senior Lecturer in the Department of Biological Sciences. Dr. Maikaje is an Associate Professor specializing in protozoology and biotechnology. Both have extensive experience studying tropical diseases such as schistosomiasis, fascioliasis, leishmaniasis, trypanosomiasis, and onchocerciasis.

The Nigerian professors were interested in using geospatial technology to visualize tropical disease data in ways that reveal spatial relationships, patterns, and trends that could help in identifying disease "hot spots." Some simple internet searching brought them to UConn CLEAR's Geospatial Training Program (GTP) and its many geospatial workshops.

CLEAR is a partnership between two departments in the College of Agriculture and Natural Resources, Extension and Natural Resources and the Environment, as well as the Connecticut Sea Grant Program. Typically, the GTP's target audience is municipal land use officials, staff and commission members looking to use geospatial technology to address local land use and natural resource challenges. While it is not unusual for participants to travel to UConn from neighboring states for training, Dr. Umar and Dr. Maikaje were the first attendees from outside the U.S.

"Although the workshop was based on Connecticut's land use data and applications, our exposure to the basic principles as beginners will enable us to apply this technology for disease epidemiological mapping and prediction," Dr. Umar said after completing the training.

Infrastructure advancements in developing countries, such as the construction of hydroelectric power dams, irrigation networks, and roads, give rise to new public health complications. For example, dams provide suitable breeding sites for several species of freshwater snails, which in turn serve as hosts to parasites of medical and veterinary significance, such as *Schistosoma* spp., *Fasciola* spp., *Paragonimus* spp., and *Amphistome* spp. among others. In Kaduna State, freshwater snails such as *Bulinus* sp., *Biomphalaria* spp. and *Lymnaea* spp. have frequently been reported in some water bodies. However, information on the human and animal health risks associated with freshwater snail-borne helminthiasis in Nigeria has not been well documented.

Drs. Umar and Maikaje intend to apply GIS technology to provide an accurate visual picture of the spatial distribution of freshwater snails and their infestation rates, and also to predict areas of high risk for trematode diseases. They plan to map the snail species found in Kaduna State's freshwater dams and to assess the trematode species distribution profiles within those snails in order to indirectly determine

the endemicity of these parasites. Ultimately, they would like to use the technology to predict patterns of disease outbreak and map high-risk areas where freshwater snail-borne diseases might occur in the future. Due to the fact that geospatial technology provides such a powerful visual aid, Drs. Umar and Maikaje hope their work will entice policy makers and other stakeholders, including NGOs and communities in Kaduna State, to plan for effective control of trematode diseases in humans and livestock.



(L-R) Dr. Dominic Maikaje, Emily Wilson, Cary Chadwick, and Dr. Yahaya Umar. Photo provided by CLEAR, University of Connecticut.

***"Our experience at UConn was invaluable. CLEAR's workshop was intensive and involved both theoretical and hands-on sessions. We will arrive home with the knowledge and tools necessary to begin our work. Additionally, we enjoyed American spirit of friendship exhibited by the workshop facilitators, participants, and staff of CLEAR who made us feel at home in Connecticut. With the same spirit, we met staff and scientists at UConn with whom we discussed some common areas of research interest. We hope that our visit to the University will open opportunities for research collaborations between scientists at the Nigerian Defence Academy and the University of Connecticut." –Dr. Maikaje***



Cary Chadwick joined the University of Connecticut's Center for Land Use Education and Research (CLEAR) team in 2006 as a member of the Geospatial Training Program. As a geospatial educator, her role is to contribute to the hands-on technical training classes offered by the program on the use of geographic information systems and global positioning systems. Cary is also actively involved in a number of collaborative research projects that integrate geospatial technologies to better manage and understand natural resource systems.



Guatemala. Photo by Annie Pancak, University of Connecticut.

## Questioning Micro-Consignment in Guatemala

By Ms. Annie Pancak (University of Connecticut, College of Liberal Arts & Sciences)

A woman I don't know tugs at her blouse exposing her bare breast as a baby sitting on her lap latches on, and another child clings to her leg, while sitting on the dirt floor in a small room in which five American interns and a Guatemalan entrepreneur are trying to sell water filters. I look for a reaction from the male intern sitting next to her, who is describing the water filter in broken Spanish. He doesn't flinch, and actually his Spanish sounds smooth; 'he's getting good at this,' I think to myself.

After a three-hour van ride from Xela, our campaign is almost over. My calves are tired. There are not enough chairs in the small room a church lent us, so today I gave eye exams crouched down, weight suspended on the balls of my feet. I am giving my last exam to a man with one leg. He is friendly and I assume he is the woman's

husband because of another child that runs between them.

I'm interested in the family; I wonder if they came to the campaign today just to see us Americans attempting to use our two weeks of Spanish tutoring to sell them the Soluciones Comunitarias products. It must be a humorous sight. I start to listen to the conversation between the woman and my fellow intern.

He is talking about the health feature of the water filters, one of the three prongs of the promotion strategy our team designed. It is marketed towards the poorest people, those who are not educated on the dangers drinking the water in Guatemala presents, especially for children. Our talk also involves the economic benefit, saving money from buying jugs of water, and the

environmental aspect for the urban populations like in Xela. But right now he is focusing on health.

The mother agrees with him. She understands it is dangerous for her to give her children “chorro” water.

Then he asks her how much she thinks the water filter costs. “300 quetzales”, she answers.

Her estimate is 100Q too high. It’s \$25.

“Pero, no tengo dinero,” she says. She does not have the money. I look at her husband who also seems to be listening now. He shakes his head.

This has happened before; old men with skin growing over their eye cannot afford our program’s eye drops, women whose livelihood is weaving beg for a pair of bifocals so they can continue their work. Many times they know about the SolCom products and save up to buy them when a campaign comes through their town. But other times this is not the case.

A part of me would like to work for an organization that just gives water filters, eye drops, and glasses to people who need them. But that would not conform to the micro-consignment model of Social Entrepreneur Corps (SEC), my internship sponsor.

During our orientation with SEC we read an article about the business model for TOMS shoes. The model is that of a “handout” to help the poor. When someone buys a pair of TOMS, the company gives a pair away for free to someone in need in a developing country. This sounds nice, but the problem is it is not sustainable and doesn’t help the developing country’s economy to grow.

The evaluation of this model stayed with me. I wanted to do something to help people in the world, but I had not previously considered the dynamics of differing approaches. From an economic perspective, I agreed with the value of micro-consignment, delivering needed goods by enabling local entrepreneurs.

But now things were different. Being in-country, meeting real people, made me question the model. This was a real family in need, not a piece of paper and a group of university-educated people analyzing what the paper said. My emotions swooped in and stood right in front of that part of my brain that appreciated so much what micro-consignment promoted.

Here was a woman, probably not much older than me, with three children who needed clean water. And was her husband able to work? What if they couldn’t save up for the filter? Her children would end up in a similar situation or sick. Perhaps the model that allowed us to give away water filters really was better. I was torn.

Something nudged that part of my brain, and I realized the perspective of the Guatemalan woman entrepreneur. She had worked hard to have this business. Selling water filters would help her family buy things they needed.

There was a tug of war going on inside my head. How foolish I was to think that addressing the problems of poverty in developing countries would be clear-cut and feel good.

Being on the ground in-country, meeting real people, I began to understand the extent of need and the complexity of solutions better than I ever had from reading about it before arriving.



Annie Pancak is a sophomore at the University of Connecticut. She is studying Journalism and Photography. She writes for the Daily Campus, an independent news source for the University of Connecticut. Annie aspires to be a travel writer.



*Guarding the Forbidden City. Photo by Rebecca Allen, University of Connecticut.*

## From Beijing to Storrs: Renmin 1+1 Student Perspectives

*By Ms. Hualu Zheng (University of Connecticut, College of Agriculture and Natural Resources)*

In fall 2012, an annual “1+1” joint degree program was ratified between the College’s Department of Agricultural and Resource Economics and Renmin University of China’s School of Agricultural Economics and Rural Development. The purpose of the “1+1” program is to foster global partnerships for the College; increase opportunities for students in the Department of Agricultural and Resource Economics; and stay competitive with peer institutions who have already targeted leading Chinese universities as international partners for scholarly activities, student exchanges, and graduate education.

Participating students gain admission to UConn following a joint admission process with the Renmin University of China. Admitted students complete their first year of graduate study at Renmin University and their second

year at UConn, where they are subject to all academic standards and rules of conduct set forth by the UConn Graduate School. Students receive a Master of Science in Agricultural Economics from the University of Connecticut upon the completion of their academic requirements during the second year of the program.

Academic Year 2013-2014 marks the inauguration of this program. The inaugural class consists of six Renmin University master’s students, enrolled in the Department of Agricultural and Resource Economics, who arrived on the UConn Storrs Campus in August 2013.

During their first semester at UConn, the students faced various challenges due to cultural differences and experienced a drastically different academic environment and campus life than they were accustomed to. Jingyi Chen, one of the six participating students, commented

that she found that classes at UConn are quite different from her classes in China. “The class is much shorter but more frequent here. Most mandatory classes are twice a week and each class lasts for 75 minutes. In China, however, classes are once a week and one class usually takes 3 hours. I find it works better for me here because it is easier to follow a short class. I constantly review and prepare for each class which makes exams less painful.” said Jingyi.

**“ Thanks to UConn, I was provided a chance to make more friends with various backgrounds, and a chance to show the real China to others. ”**

In addition to their schoolwork, students actively participate in extracurricular activities. Xuan Chen, another program participant, has a part-time job in the Student Union dining hall. Xuan prepares food ingredients behind the counter and is sometimes responsible for the food court’s hygiene. Xuan explained that what she has learned from this job could not be acquired from textbooks or from normal classes: “What I

have learnt is not how to make a sandwich. It is about how to communicate with others, to be a team player, and to behave and be responsible for my colleagues and for clients’ health.”

This group of students also contributes to the campus’s cultural diversity. They share traditional Chinese customs and stories with classmates who are interested in Asian cultures, and they take part in English-Chinese conversation groups with students majoring in Chinese. Participating students are grateful for the “1+1” program not only because it provides an opportunity for them to gain a broader perspective of the world, but because it also gives them a platform to present themselves, their culture, and their country to the rest of the world. Chaoshuo Huang, who achieved straight A’s this past semester, is actively involved in the multicultural activities UConn affords its students. Chaoshuo said in one of the “international coffee hour” community-building events: “Thanks to UConn, I was provided a chance to make more friends with various backgrounds, and a chance to show the real China to others.”

As the fall 2013 semester concluded, the success of the “1+1” program was apparent. These international students maintain outstanding academic records, participate in various activities to enrich their campus lives, and contribute to UConn’s cultural diversity. They will continue their adventure in the spring 2014 semester. In light of this success, UConn’s Department of Agricultural and Resource Economics has committed to continuing the program by admitting an additional four students from Renmin University for the spring 2014 semester and will recruit 20 for fall 2014. We are excited to welcome these new Huskies on campus.



Hualu Zheng is a Ph.D. candidate in UConn’s College of Agriculture and Natural Resources. She coordinates the “1+1” joint degree program for the Department of Agricultural and Resource Economics. Hualu is responsible for offering consultation and arranging accommodations for the M.Sc. students. She also organizes group trips to nearby cities, advises them on academic activities, and helps the students adapt to cultural differences.

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*Potsdam. Photo by Sylvia Cunningham, University of Connecticut.*

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