

Global Development Studies at the University of Virginia

WINTER 2015



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Linking Big Ideas to Our Daily Lives

David Edmunds, GDS Director

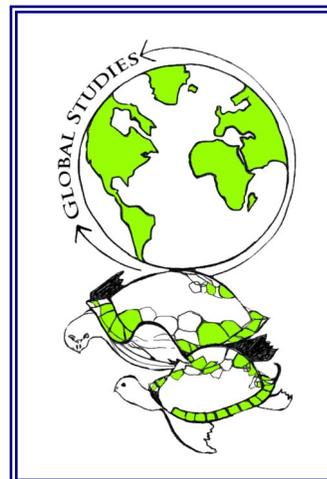
'Tis the season for grant writing at UVA, and GDS students are busily working to secure funding for work outside the classroom. I am happy they are doing so. In GDS, we emphasize the importance of linking the big ideas we discuss in class with the details of our own daily lives and how we encounter and engage with others. When we move off Grounds, we are forced to grapple with the ways in which concepts such as personhood, community, gender, race, inequality, rights, sustainability, and, of course, development are understood and acted upon very differently in different contexts. This is true in rural Ethiopia and urban Buenos Aires, on an American Indian reservation or down the street from UVA. We also have to deal with less-than-perfect forms of dialogue, collaboration, inter-disciplinarity, and other "process" issues. We learn to be encouraged, if not satisfied, with modest challenges to larger structures of oppression or with creating small windows of opportunity for the pursuit of

various forms of justice. We often learn these things while working from within well-intended but flawed projects, programs, and organizations. But-- and this is important-- we can make the case that these things are still worth doing. Classroom discussions are political acts, and there is no escape from a political subjectivity. When we go out, we can at least test our politics directly in relation to the knowledge and experience of others who are very different from us. If we listen and observe carefully, we should be deeply challenged, taught important lessons, and provided a foundation for doing better work next time.

The GDS classroom is meant to prepare us for these lessons. We also improve the chances of learning worthwhile things when we build on the work of past student groups. Many of our students are proposing projects for the coming year in places where students have gone before; "project amnesia" is challenged by sharing experiences (as often as possible over pizza). Perhaps more importantly, most students want to go where local NGOs, networks, movements, and companies are learning to manage GDS students productively. Meaningful tasks can be assigned, questions can be answered, and conclusions can be drawn together. This is vital because students thrive when mentored. Where faculty cannot be present, mentor practitioners should be.

We have continual work to do within GDS in preparing students to "go out." This season of grant writing gives us a chance to take another step in the right direction.

Happy holidays of all sorts.



New Global Studies Courses - Spring 2016

Booms and Busts GSGS 3559

Professor Laura Goldblatt

The 2008 financial crisis threatened the health of the world economy and also challenged many tenets of modern economic thought. Taking this crisis as our starting point, this course will examine various representations of market "perturbations"--booms and busts--in news, films, TV shows, music albums, photographs and other media alongside analyses of crisis theory within competing economic frameworks. We will see that different sources construct

these stories very differently, and will try to identify the perspectives and assumptions that frame their differing conclusions.

Comparing these differing narratives will allow us to ask fundamental questions, such as: what is capitalism, and how does it function? Are there ecological or other limits to economic growth? What notion of freedom is posited by the "free market"? What structures were responsible for various cycles of booms

and busts, and how can we understand their social effects through the (intertwined) lenses of class, race and gender? How is a notion of the public constructed, and what are its limits?

The course will close by turning to the recent rise of apocalypse fiction--zombie narratives, pandemics, and mysterious disappearances--to ask whether global capitalism is heading for an ultimate crash, and, if so, what we can imagine coming next.

Introduction to Sustainable Energy Systems GSVS 1559

Professor John Bean

As individuals, we most often focus upon a single energy technology: One we particularly like (e.g., solar or wind), or one we particularly dislike (e.g., fossil fuel or nuclear).

And then we all start arguing (producing the "hot air" of the textbook's title).

At Bell Labs I researched semiconductor devices for fiber optic communications. These were kissing cousins to solar cells, and I got to know a lot of people in the solar cell field (including the founders of two U.S. solar energy companies). So, naturally, for me, that "single energy technology" was solar cells. But for years, my friends told me that "when the cost of cells falls below \$X.YZ / Watt, they will take over the world!" And then they fell below that cost. And they did not take over the world. I was clearly missing something. So I began reading almost every article, paper and book on energy I could find. And I gradually figured out what was missing: Sustainable energy is not just about the component technologies, it's about how they fit

together to create a complete energy system. Put another way, the individual technologies are only **pieces** of a much larger **puzzle**. And, frustratingly, many of those pieces still have shapes that are blurred, ill-defined, and/or changing with time.

But why not build an energy system based on just one "piece," for instance solar cells? Because, for now, **no single "piece" can affordably produce the amount of energy we need, when we need it.** To illustrate, say that solar cell efficiencies suddenly skyrocketed, and costs plummeted. Wouldn't that make an all-solar energy system possible? Yes, but only if you were willing to spend your evenings in the dark, either shivering or sweating. The problem? Solar cells require intense sunlight to produce energy, which only happens (with luck) near midday. But our power consumption peaks in the evenings. So for a solar-based energy system to work, we would also need an effective and affordable way of storing huge quantities

of midday energy for many hours - a technology "piece" we do not yet have. Or, if you lived on the U.S. east coast, you might tap into solar cells on the west coast, where the solar peak comes three hours later. But this would require another missing technological piece: efficient and affordable long-distance power transmission lines. So, even with miraculously improved solar cells, we would still need other (miraculously improved) pieces to build an energy system. And without such miracles, it's more likely that we will need **many** different energy-producing pieces, and **many** different complementary energy storage/transmission/ . . . pieces. In this class we will study the science and technology behind those energy "pieces" in an attempt to better define at least their present day shapes. And we will then explore ways in which such pieces might be fitted together to complete the much larger "puzzle" of a viable sustainable energy system.

STEPS TO GO ABROAD

1. Get a passport
2. Watch the Education Abroad Workshop
www.studyabroad.virginia.edu
3. Meet with an education abroad advisor and explore opportunities.
4. Talk with your academic advisor about timing and course sequences.
5. Research and Apply online
6. Engage in pre-departure and cross-cultural seminars (CORE).
7. Experience Study Abroad
8. Apply to compete in the Education Abroad Symposium
9. Excel by putting your experience on your CV.
10. Share your experience with your peers.

Contact for major course approvals:

Richard Handler, Director of Global Development Studies
rh3y@virginia.edu

For more information, make an appt. online with an Education Abroad Advisor according to the region of your interest.

International Studies Office
208 Minor Hall
studyabroad@virginia.edu
www.studyabroad.virginia.edu

Education Abroad in GLOBAL DEVELOPMENT STUDIES

GDS students are encouraged to study abroad in the second semester of their third year. Below, the International Studies Office has compiled a listing of programs especially suitable for GDS students.

AFRICA:

- * Kampala, Uganda: SIT Uganda- Development Studies or Post-Conflict Transformation and Community Building
- * Dakar, Senegal: Minnesota Studies in International Development-Senegal

ASIA:

- * Beijing, China: Alliance for Global Education- Development, Politics and Social Change
- * Kunming, China: IES Southeast Asian Development Courses in Kunming (summer)
- * Ulaanbaatar, Mongolia: SIT-Nomadic Culture and Globalization

EUROPE:

- * Amsterdam, Netherlands: UVA U21 Exchange: University of Amsterdam
- * London, United Kingdom: School of Oriental and African Studies
- * Belgrade, Serbia: SIT The Balkins- Post conflict Transformation and Community Building
- * Lund, Sweden: UVA U21 Exchange: Lund University

INDIA:

- * Jaipur: Minnesota Studies in International Development-India
- * Pune: Alliance for Global Education- Development, Environment, and Public Health

LATIN AMERICA:

- * Quito, Ecuador: Minnesota Studies in International Development-Ecuador
- * Arica, Chile: SIT-Public Health, Traditional Medicine, and Community Empowerment
- * Buenos Aires, Argentina: IFSA-Butler Argentine Universities Program

MIDDLE EAST & NORTH AFRICA:

- * Cairo, Egypt: UVA Exchange: American University in Cairo
- * Rabat, Morocco: SIT Transnational Identity, or Multiculturalism and Human Rights
- * Amman, Jordan: SIT – Modernization and Social Change

MULTIPLE DESTINATIONS:

- * International Honors Program- Health & Community and Beyond Globalization

SOUTH PACIFIC:

- * Suva, Fiji: University of Wisconsin-Platteville: Fiji

*** You are not limited to the programs listed above. They are a starting point for GDS majors to research programs. Speaking with an Education Abroad Advisor and your Academic Advisor will help you in determining which study abroad program best meets your goals.



Technical & Social Implications of a Secondary Water Distribution System in Rosa Grande, Nicaragua

In August, Kevin Cao (GDS '17), Madison DeLuca (GDS '17), Sarah Dugan (GDS '16), Ben Matthews, and Justis Midura traveled to Rosa Grande, Nicaragua to partner with Bridges to Community in conducting water infrastructure research. The team analyzed the technical components of a defunct water system and compared the social engagement of public and private water systems by community members in the region. In addition, the group organized a PhotoVoice project with the neighboring community of Pejibaye to identify expressed needs in hopes of continuing work and research in future years.



Scholarship Opportunities

- ◇ The **Aigrain Fund Scholarship** was established to provide support to undergraduate students interested in 1) carrying out a research project in a developing nation or 2) taking an internship in an emerging market. To learn more, contact Ingrid Hakala, Global Grounds. The deadline to apply for the Spring 2016 round is March 21st, 2016.
- ◇ **Global Internships Scholarships** are available to students who have secured internships in international or “global” settings. Scholarships will be awarded based on several criteria including: financial need, unpaid internship positions, quality of application, & academic merit. To learn more, contact Ingrid Hakala, Global Grounds. Application deadline: March 15th, 2016.
- ◇ The **Hannah Graham Memorial Scholarship** will be bestowed annually to a student with interests in global health, French culture, and service.
- ◇ **Study Abroad Grants** are available for all UVA students with demonstrated financial need. Consult with the International Studies Office to consider your options!

Diplomacy Lab's Wonk Tank Competition

The U.S. Department of State is launching a new policy pitching platform, Wonk Tank, under the existing Diplomacy Lab partnership aimed at fostering the next generation of foreign policy leaders.

Launched by Secretary Kerry in 2013, the Diplomacy Lab is a public-private partnership that enables the State Department to "course-source" research and innovation related to foreign policy challenges by harnessing the efforts of

students and faculty experts at universities across the country.

How to Pitch

University students will have the opportunity to pitch policy recommendations or insights to policy experts at the U.S. Department of State and the world at large. Students will submit two items for consideration:

1) a policy pitch proposal - detailing the foreign policy or development challenge,

the individual's proposed solution, and implementation steps.

2) a 3-5 minute video - a snapshot into the individual's pitch to State Department officials in Washington during the final round of the competition taking place on Friday, April 1, 2016.

Deadline for proposals will be Friday, February 19, 2016.



* For more info, please visit diplomacylab.org, or email diplomacylab@state.gov

GDS Students attend Clinton Global Initiative University

Sarah Higgins, Jennifer Moss, Rachel Prestipino, & Xavier Roberts

This past spring, our research team was invited to the Clinton Global Initiative University (CGI U), based on the acceptance of our Commitment to Action.

The Initiative asked us to identify a problem and how we might help to solve it. We submitted a proposal that outlined our plan to observe Charlottesville elementary school cafeterias, specifically looking at which foods students would or would not eat. We then wanted to create a strategy for helping students to prefer healthy foods.

Our group was invited to the CGI U and Jennifer Moss and Xavier Roberts were the two students available to travel to Miami for the conference. Once there, we attended breakout sessions focused on public health, education, nutrition, and wellness, as well as plenary sessions featuring distinguished speakers from a variety of fields. There were opportunities

for networking amongst students and featured projects were given space to set up tables to display information about their work.

On Sunday, a Day of Action concluded the conference. We students were bused to the Liberty City neighborhood of Miami. Wearing CGI U t-shirts, we were divided into small groups for the community service portion of the day. We listened to keynote speakers and took paintbrushes and paint into the neighborhood. We learned about the community on the bus ride there. We painted clotheslines, murals, front doors, sidewalks, basketball blacktops, picnic tables, bookshelves, and benches. Our work lasted a few hours before community members and volunteers stopped for lunch. The community members had a cookout in the middle of the field, and the volunteers gathered on the other side of the school for boxed lunches. We had to leave the project unfinished, as we ran out of time and had to head back to the conference.

Although Saturday's speaker sessions and plenaries spoke to important development practices, Sunday's Day of Action seemed to operate on a model of development that might *not* have passed CGI U's own standards of effectiveness. The impulse to serve in the context of a busy conference was admirable, but we were aware that leaving a project unfinished in a community that did not have the resources to complete it was far from ideal. It would be fantastic if CGI U could invite proposals specifically for community-based projects, designed from a community perspective of workability, within the scheduling constraints of the conference. We would love to be a part of this kind of challenge next year!



The Growth of Development Tourism in the Chamba Valley

Lorey Geary (GDS '16) worked with Arpana, an Indian NGO, during the summer of 2015 in a position arranged by the UVA Global Internships office.

In Delhi, before arriving in Himachal Pradesh, we had our task for the next few months described to us over tea, guava juice, and an array of treats by Arpana's executive director, Deepak Dayal. We would be creating a strategy report to advise Arpana in its efforts to facilitate the growth of development tourism in the Chamba Valley region. I was unsure how to feel about development tourism as an idea but, more than anything, I felt confronted by my own inexperience, inability, and outsidership.

I was also worried about running into contradictions between the ideas that are important to me and those that would underlay our project - and this did happen. There were differences of vision and values between myself and our project mentor, and the advice given by Arpana staff also seemed to run counter to that given by the mentor. After a great deal of hair-pulling and debate, my fellow intern Sheethal Jose and I decided that encouraging relatively slow-moving change - change that would allow village residents to control the pace of development and to participate in

protecting the ecology that would be vital to sustaining a tourism industry - would be the best option and we planned our report around this idea. As we approached the project with an ecotourism angle however, new problems arose. We encountered infrastructural and cultural incongruities with ecotourism as we'd first imagined it and we had to put our ideas in context and make them more suitable for the people of Chamba. In the future strategy portion of our report, we advised Arpana to focus on education programs, working with its existing women's and farmers' groups, local schools, and experts with knowledge of the unique northwest-Indian context.

In the few days leading up to what would be our last trek in Chamba, I had begun to feel overwhelmed by the prospect of leaving the place. I was feeling raw and inexplicably afraid with a deep gratitude to the people that had welcomed and mentored me while I was there. I'm still impacted by this experience and think of it often when approaching my study of GDS. I came to trust the residents' faith in Arpana as well as Arpana leadership's expertise. It was a profoundly meaningful and humbling experience that I will take with me as I prepare to leave UVA and enter the workforce.

GDO Gold Member Program

The Global Development Organization wants to reward students who consistently participate in GDO events and would like to become more deeply involved in the organization! This program is open to students in any major and any year. GDO's weekly events will remain open to everyone.

Gold Members will have exclusive access to:

- Run for GDO executive board 2016-2017
- Propose and organize GDO events alongside our current executive board
- Attend GDO's monthly dinner series
- Network with GDO alumni and other students

Gold Members are required to attend:

- One open event per month
- Two general body meetings for Gold Members per semester

* For more info, please visit GDO's Facebook page at: www.facebook.com/gdoatuva

Honors and Alumni Updates



- ◇ **Adam Joseph** (GDS '13) completed his two-year Venture for America fellowship in June, which he spent working at a transportation/urban planning startup in Las Vegas & at a startup accelerator in Philadelphia. He now works at a local Mongolian investment bank in Ulaanbaatar, Mongolia through a Princeton in Asia fellowship.
- ◇ **Christie Hercik** (GDS '11) is finishing her 5th year as a PhD student in the Global Infectious Disease program at Georgetown University. For the past 3 years, she has managed a US Centers for Disease Control & Prevention research project at a remote fever surveillance field site in South-Central Tanzania. She has recently been accepted into a post-doctoral research fellowship at the Pasteur Institute in Paris, France, & will be working for the Pasteur Center for Global Health.
- ◇ **Jacqueline Gannon** (GDS '13) has been working at a non-profit organization called Year Up, as a Partnership & Innovation Specialist.
- ◇ **Molly Osborne** (GDS '12) has started at the Kennedy School of Harvard's Master in Public Policy program.
- ◇ **Alumni – Please be in touch with your former professors with your own notes. We will be happy to include them in our next issue.**

A Note from an Alum

Krista O'Connell **GDS Class of 2013**

For the past two and a half years, I have worked as a senior program officer for Liberty's Promise, a nonprofit that serves immigrant youth in the Washington, DC metro area. As part of a small organization with less than a dozen staff, I've had the opportunity to work in multiple roles including program implementation and management, grant writing, and marketing. While I was a GDS student, my research focused on cultural tourism in Latin America, but I've found that addressing these big issues of inequality and injustice on a more local level has been especially meaningful for me.

Liberty's Promise offers multiple programs designed to empower immigrant youth to be more involved in their communities and prepared for college and careers. The most rewarding part of my job is getting to work

directly with our youth. Working with teenagers can be challenging, but it's also very inspiring and just plain fun. The youth that participate in my programs come from all over the world: some are unaccompanied minors from El Salvador, others are refugees from Ethiopia, and yet others are reuniting with their family from Vietnam. GDS prepared me to work in a multicultural environment and to understand that success means different things to different students; there is no one "American Dream."

Recently, I took a group of students before the local board of education to raise awareness about the lack of resources for immigrant students in the schools. As a graduate of GDS, I understand that addressing the issues of inequality, poverty, and racism that my students face needs to be done at more than an individual level. Institutional changes are needed, and

empowering students to have their voice heard is one of the most impactful things youth service providers can do.

I think often about the sustainability and organizational structure of Liberty's Promise. One of my favorite things about the organization is that immigrant youth are more than just our "clients." Program alumni are employed as part and full time staff, serve on our board of directors, come back to volunteer in our programs, help us to interview new hires, and even support us financially as donors.

I want to encourage current GDS students to take the global development skills they've learned in the program and use them to improve their local community. As the old adage goes, "Think Globally, Act Locally."

GDS prepared me to work in a multicultural environment and to understand that success means different things to different students; there is no one "American Dream."

Global Studies Major at Global Grounds

The GDS major began as an initiative of a UVA student group, the Global Development Organization (GDO). Beginning in 2006, GDO students researched similar programs at other universities, created a curricular plan, and recruited a faculty advisory group. The major was approved by the Faculty of Arts and Sciences in May 2009 and the first group of GDS students began their studies in the fall 2009 semester, graduating in 2011.

In 2014, GDS became part of a larger Global Studies major, which has four tracks or concentrations: global public health, security and justice, environments and sustainability, and global development studies. GDS students now major in Global Studies with a concentration in Global Development Studies. GDS has been generously supported by students and their families and other University donors interested in developing global curricular opportunities for our students.

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*** For questions, suggestions, or submissions of material for future newsletters, please contact Caroline Dionne, Newsletter Coordinator, at ced3sa@virginia.edu