“Study abroad changed my life!” “Study abroad was awesome!” Often, students make these claims without hesitation when asked about their study abroad experience. Less often does this breathless endorsement come with a cogent explanation of what made the experience so transformative and worthwhile. Even less frequently do students explain why their time abroad mattered so deeply.

To better understand students’ international experience through study abroad, the Buffett Center for International and Comparative Studies and the Searle Center for Teaching Excellence launched a collaborative project in the summer of 2008 called the Student Conceptions of International Experience (SCIE). Rather than relying on the types of assessment instruments that are customarily used in study abroad—brief post-program surveys to tabulate program satisfaction or scales to measure linguistic gains or intercultural competencies—the SCIE study adopts a unique approach that, while well-developed within the higher education research on student learning, provides a wholly new way to understand the impact of international educational experiences, including but not limited to studying abroad. The study is aimed at providing a broad learning framework for researchers, teachers and administrators who are engaged in enhancing students’ international experience.

Buffett and Searle Centers Evaluate Student Conceptions of International Experience

by Bernhard Streitwieser, Shyanmei Wang and Gregory Light, Searle Center for Teaching Excellence

Buffett and Searle Centers Evaluate Student Conceptions of International Experience

Faculty Affiliate Research » The European Court’s Political Power: Selected Essays

The Buffett Center presents recent research by Faculty Affiliates, from books, articles, and project proposals.

The European Court of Justice (ECJ) has emerged as a Supreme Constitutional Court for Europe. The success of the European Union’s chief judicial institution is a surprise for many reasons. The ECJ was not created to be a supreme court; rather, its accretion of power is largely a result of the actions of ECJ judges. The ECJ built its powers in a political context where powerful constitutional courts did not exist. Italy and Germany had fledgling constitutional courts that were created as part of their post-war orders. France, Britain, Belgium, and the Netherlands had no tradition of judicial review for the ECJ to build upon. Also surprising is that the ECJ made its boldest rulings—decisions that transformed the Treaty of Rome into a constitution for Europe—at a time when European governments were abandoning the European integration project. Indeed, all evidence suggests that the ECJ undertook its revolution because the political process for integration was blocked.

continued on page 7

continued on page 16
Welcome from the Director

by Hendrik Spruyt

Welcome back to Northwestern. The Buffett Center aims at serving the Northwestern academic community and beyond, while focusing on global issues, broadly conceived. With your interest, help, and attendance, we hope to maintain and even expand our efforts to reach out to all disciplines across the University.

Last year was a considerable success, with the Center active in many issues relating to undergraduate and graduate studies, as well as serving as a conduit for faculty research. We will continue to be involved, as you can deduce from the very heft of this newsletter.

Running the risk of suggesting completeness, whereas in reality I provide merely a few sound bites, let me give a preview of some things to come. Besides a speaker series on Turkish issues, the Center hopes to host two conferences dealing with Turkey and related countries in winter and spring quarters. Moreover, the newly created Middle East Forum anticipates having a conference in April of next year. Guided by Professor Elie Rekhess, the organization is already in full swing. Furthermore, our numerous working groups, programs and centers will continue their seminars and meetings, so please be attuned to those announcements. The energy speaker series that was launched last year will continue, with particular emphasis on the U.S.-Canadian energy relations in the coming year. Our undergraduate and graduate support continues to expand with the Center co-sponsoring numerous events and providing funds for graduate student travel.

Finally, the Center will, as before, serve as the nexus for bringing to campus speakers whose intellectual and public profile appeals to a broad constituency. Among the many such luminary speakers last year were John Waterbury, former president of the American University in Beirut, and David Kilcullen, senior advisor to General Petraeus and an expert on counter-insurgency. The Tiananmen retrospective likewise was a resounding success, bringing Wang Dan, the key student leader of the protest, to campus. Well over a hundred people attended the day long event. This year we similarly are bringing a very strong line-up to Northwestern.

In sum, I and the entire Buffett Center team welcome you back and we hope to see you at the Buffett Center welcoming reception.

MISSION

The Buffett Center sponsors and facilitates collaborative interdisciplinary scholarship on crucial problems facing the world. Our activities promote dialogue on international affairs thereby enriching educational programming at Northwestern. Working with a variety of organizations and communities, we contribute to preparing exemplary global citizens.

CONTACT

BUFFETT CENTER
Northwestern University
1902 Sheridan Road
Evanston, IL 60208-4005
Tel: 847-467-2770
Fax: 847-467-1996
buffettcenter@northwestern.edu
www.bcics.northwestern.edu

NEWSLETTER EDITOR
Krzysztof Kozubski (kozubski@northwestern.edu)

ASSISTANT EDITOR
Meghan Beltmann
The Buffett Center and the Center for Global Engagement (CGE) proudly welcome home the 44 participants of this year’s Global Engagement Summer Institute (GESI).

GESI is a one-of-a-kind Northwestern summer study abroad program that prepares undergraduate students with the knowledge, tools and experiences to confront shared global problems. It is among the few programs that provides meaningful hands-on experience alongside academic training and credit.

Since inception in 2006, GESI has doubled its enrollment and tripled the number of country site offerings. This year, in addition to Northwestern students, the GESI class represented eighteen other prestigious institutions including Brown, Duke, University of St. Andrews and Wellesley College and majors ranging from mechanical engineering to peace studies.

GESI participants were placed in teams of three to five students at ten NGOs in India, Uganda and Argentina to implement community development projects.

Some of the teams mobilized migrant communities in Argentina to build a greenhouse out of wasted plastic bottles, documented the relationship between the environment and tribal communities in India, and trained a newly formed Ugandan savings and credit cooperative to begin micro-lending activities. In doing so, GESI program participants challenged and changed the way they interpret and engage the realities of global inequality.

GESI participants overwhelmingly identify hands-on development experience, pre-departure training, and team-based site placements as their reasons for choosing this program over traditional summer opportunities.

Abigail Hannifan, a Vanderbilt junior majoring in Medicine, Health and Society, chose GESI “because it paired academics with action.” For GESI students, putting their learning into action means that their projects emerge from the direct involvement of the community: “We were trained on how to utilize our individual assets, along with the assets of our NGO and community, to implement well-designed project ideas. There were no pre-determined project plans. Our project was a product of interviews and asset assessments with local community members.”

**Academic Training**

This year’s program commenced with a rigorous 10-day pre-departure training at Northwestern featuring presentations by country experts, panels of development specialists, and two 30-hour courses taught by two Northwestern professors: Paul Arntson’s Theory and Practice of Community Consulting and Jody Kretzmann’s Introduction to Community Development in an International Context.

In the courses, students explored team and intra- and intra-group dynamics, decision-making, and leadership in multicultural environments. They also learned about Asset-Based Community Development (ABCD), a large and growing movement, founded at Northwestern by Kretzmann, that considers local assets to be the primary building blocks of sustainable community development.

**International Immersion**

Rachel Suffrin, a Northwestern psychology major explains, “This program was special because it really brought new meaning to hands-on learning.

---

Learn more about GESI through the stories of personal, organizational, and long-term impact in the following pages. 

---

Katie Bruksch, a pre-med student, and fellow GESI students prepared a nutritional seminar for HIV/AIDS affected families in Jinja, Uganda. 

continued on page 7
Sometimes when conducting fieldwork, I could not help but feel like an intruder. Sitting on the straw mats that the women whom we visited reserved for guests, I felt invasive, armed with my pen and notebook and asking the women what their average income level was, how much money they saved per month (if any), what their level of education was and so on.

Because I had grown up in a different culture and would never be able to experience these women’s way of life in the way that they had, could I really create any program that wouldn’t be imposing my own “Western” values onto them? Was I, a twenty-year-old college student from the United States, wrong to come into these women’s homes and presume that I could develop a curriculum to teach them how to better manage their money?

Questions aside, we persevered. One of the main goals of the original financial literacy curriculum was to make the women aware of their life cycle needs and to encourage them to create a financial plan, to save for the future. We communicated this idea by having the women draw their lives as children, their lives now, and what they wanted their lives to look like in the future. When we tested this exercise, the women giggled and looked at us as if waiting for us to tell them that we were joking. Most of them were illiterate or else had not held a pen in a long-time and therefore felt uncomfortable using one.

My teammate and I drew our own pictures to encourage everyone else to do the same. They eventually began drawing their own pictures, and we went around the circle and asked everyone to share their drawings with the group. Our pictures were eerily similar. In the future, we wanted our children to be happy. We wanted lots of grandchildren and a nice house to retire in. We wanted to be happy in old age. I realized that, despite all of our different life experiences and the fact that we grew up in such different cultures, what we wanted for our lives were the same.

In an effort to be “culturally sensitive” we often forget that we are all human and there are some things we all value and cherish, regardless of culture. The problem with development and with critiques against development is the focus on “Western values” vs. “Eastern values,” “developed” vs. “underdeveloped.” When we strip away the labels and see each other as simply fellow human beings, we begin to see that there are indeed ways that we can learn from each other and help each other, and all that starts with building friendship and understanding first. I am thankful that the GESI experience allowed me to do that.
This year, one GESI group worked with Biosfera, an active environmental non-profit in Argentina’s provincial capital, La Plata. Since 1991, the organization has carried out projects in education, research, and development related to the environment. Biosfera has hosted hundreds of international volunteers, and its founder, Ecology Professor Horacio de Beláustegui, is a respected voice among national and international environmentalists.

The NGO operates with few full-time staff and its growth is usually credited to the volunteers that have passed through its welcoming doors. “The sense of responsibility, curiosity and efficiency that foreign volunteers bring is exceptional. This is to be expected when a person is making a large commitment to cross an ocean and partner with strangers,” says Beláustegui.

Beyond the passion of international volunteers, Beláustegui credits the success of his organization to “the perspective and critical eye students bring. Their outsider perspective—in 99% of the cases—enriches our way of thinking and problem solving.”

This year’s GESI students worked with Biosfera in an immigrant village on the outskirts of La Plata. The area has grown exponentially in the past few years and suffers from a severe lack of infrastructure—such as sewer systems or paved streets—that prevents a sanitary lifestyle.

The GESI group sought to increase the environmental awareness of this neighborhood, to engage the community in environmentally responsible behavior and to strengthen ties between Biosfera and the community for future projects.

To this end, students mobilized the community to create a greenhouse made of discarded plastic bottles. The community will grow organic produce in the greenhouse, decreasing its dependency on the municipality to provide food for the poor.

The GESI group also completed a multimedia project with pictures and recorded interviews that document the relationship residents have with the environment. The activity increased environmental consciousness among the community.

The GESI program design yielded unintended benefits for Biosfera as well. Before the group arrived to the NGO, Beláustegui says the office was individualistic, with interns and employees working separately on their own projects. The GESI group’s “integrative attitude encouraged greater collaboration and pooling of resources” with other employees and interns.

“It is a very beautiful experience for us to host students, facilitate their growth and our own. I am always touched by the emails I receive years later from students expressing how the experience led them to new paths,” concluded Beláustegui.

GESI students mobilized community members to create a greenhouse out of wasted plastic bottles. Produce will feed residents and excess will be sold for profit.

GESI students documented residents’ relationship with the environment through interviews and photography.
Emily Eisenhart and Allison Bream are GESI (then ENGAGE Uganda) alumni. In 2007, Eisenhart and Bream worked with four other students at CHAFORD (Charity for Rural Development), a community-based organization, to implement a high school computer-training program.

Since then, both students have leveraged their experience. After GESI, Eisenhart traveled to Egypt, where she studied at the American University in Cairo. A few months later, she received a $10,000 grant from Davis Projects for Peace, an initiative that challenges undergraduates to design and implement their own grassroots project for peace anywhere in the world.

Eisenhart is convinced her GESI experience made her a competitive (and winning) candidate. She explains, “Although previous experience isn’t a prerequisite, the selection committee has to be convinced of your abilities to carry out a project internationally. Even though Uganda was a different country with a different context and focus, I was able to take the core elements of my experience there and map them on to my experience in Egypt to successfully compete.”

Eisenhart’s grant allowed her to spend the summer of 2008 implementing an arts for peace program that utilized refugee art communities to encourage peaceful cohabitation of Egyptian and African refugees in Cairo.

At Northwestern, Eisenhart built upon her two experiences in Cairo to craft a thesis on the challenges LGBT asylum-seekers face in the United States.

Bream, meanwhile, poured herself into the offerings back at Northwestern, becoming increasingly involved in the Global Engagement Summit (GES), a five-day capacity-building conference that brings eighty delegates from universities around the world to Northwestern. Bream then marketed her experience in Uganda to receive a competitive internship at the Clinton Global Initiative, consulting with university students as they developed their own grassroots projects internationally—much like her team in Gulu did. After researching public housing in Oman during fall 2008, Bream returned to Northwestern, and was named co-director of the Global Engagement Summit along with fellow GESI 2007 alumna Megha Agrawal. A senior this year, Bream hopes to inspire more students to engage globally through her new position and to pursue an international development career upon graduation.

The Buffett Center and the Center for Global Engagement look forward to following GESI alums new and old as they engage for social change and self-discovery.
The background at the pre-departure training on development was great, and then a week later you were on site attempting to implement what you had learned and in the process learning far more than you could have from reading reports.”

In Uganda, Hannifan’s group created opportunities for HIV/AIDS affected communities to improve the nutritional value of their diets and to augment their income through mushroom farming. The project will benefit six families and be replicated by many more. Hannifan explains the advantage of GESI’s team model in her experience: “My teammates were very committed to and focused on our project. The engineering students’ knowledge was especially useful in the construction of our mushroom sheds.” In addition, pre-health students drew on knowledge from past experiences to create a nutritional seminar that increased health and diet awareness in the community.

GESI’s in-country partner, the Foundation for Sustainable Development, monitors the impact student projects have on their host NGOs and communities. Their findings have been affirming:

NGOs report that GESI students are responsible, innovative and well-prepared for community development work.

Returning Home

A critical and lasting result of the program is that alumni engage their world differently after their experience. Immediately following the program, students returned to Chicago for a wrap-up summit where they shared and reflected on their experiences, networked with international development professionals, and learned about opportunities that will enable them to stay engaged in global development issues.

Simon Han, a Northwestern communication studies and creative writing major, explains, “I have grown a lot as a person and I think it will change the way I am around my parents, my friends, and even strangers. Professionally, this serves as valuable work experience. Academically, I can apply the principles I’ve learned in other teamwork situations and use the perspective I’ve gained when approaching new development situations.”

and assessing students’ learning through experiences abroad.

The primary focus in phenomenographic methodology is to identify how a particular group of learners who are experiencing a shared phenomenon differ in their conceptions and understanding of that phenomenon. The strength of phenomenography as a research paradigm is that by more deeply understanding the ways that learners think about and approach a particular learning encounter or activity, educators gain valuable information that helps them know how to adjust their teaching approaches or better prepare students for the activity. The empirically-derived data that a detailed phenomenographic analysis produces can provide study abroad administrators with a better understanding of how students who want to study abroad think about and approach the experience initially, and how their conceptions of international engagement are different afterwards.

The SCIE study is divided into three phases. In the first phase, which was completed during the fall of 2008, qualitative interviews were conducted with a broad segment of Northwestern students, the majority of whom had studied abroad. In addition to study abroad, the students brought a range of international experiences to the interview, including growing up abroad; traveling abroad with family and friends; learning a foreign language and taking internationally-focused courses; participating in international events; or interacting with foreign students on campus or within linguistically and ethnically diverse communities. The interviews sought to develop a comprehensive understanding of the different ways in which students think about and approach international education. During the interview, students were guided through a detailed sequence of semi-structured questions, which took them from describing their various international experiences to comparing and contrasting each experience and articulating how it was significant in terms of their personal and educational development.

In the second phase of the study, currently underway, the research team is using the qualitative analysis software NVivo to analyze each
The initially generated categories are not accepted as valid until they have been reviewed numerous times and confirmed or reworked by additional readings of relevant sections of the transcript in relation to the interview as a whole. Once reviewed and confirmed by the researchers, the identified categories are illustrated in the form of a conceptual, hierarchically organized typology. This typology illustrates the range of different ways that students understand international experience in terms of a finite number of conceptions and the key constitutive dimensions that describe these conceptions.

Preliminary analysis suggests that students’ experiences can be categorized into four distinct conceptions, described in terms of three dimensions: 1) Being in the other country/culture; 2) learning and changing with respect to the other country/culture; and 3) the relationship of the country/culture to oneself. For example, students’ experience of Being in the Other Culture is described by students in four different ways: a) exposure to the culture as an observer; b) interaction with the culture with the goal of understanding; c) engagement with the culture with the goal of participating in it; and d) becoming part of the culture and feeling like you belong in it. Rene, for example, describes Being in the Other Culture as simply observing: “I kept learning by going out and it would be simple things like going to the grocery store and, you know, people walking around barefoot. You just observe these things and you take from it.” In contrast, Harry explains: “I think it’s about trying to become a part of that culture and then coming, you know, it’s going through the circle of being in your own culture, going through a different culture, coming out the other side, and saying, ‘OK, what was that?’ And thinking about how you’ve come out differently and why.”

In the third and final phase of the study, the researchers will draw upon the dimensions and categories of student conceptions and understanding to develop an initial set of pedagogical guidelines and assessment items that will be made broadly available to study abroad program administrators. Assessing students’ changes in conceptions of international experience before and after a study abroad experience, for example, might provide administrators with a more nuanced understanding of the impact of their current programs on their students’ development.

In addition to mapping out student learning in terms of a broader and deeper framework of student understanding of international experience, it is our hope that the findings of the SCIE study will have practical value in helping study abroad administrators in their future selection of students for international experience; in designing or adding new programs; in choosing locations and influencing optimal durations of study; or in making any number of other decisions that directly impact the quality of students can have during their international experience. In a climate of strong federal and institutional pressure to increase study abroad numbers, and a conviction on the part of students and their parents that study abroad is a must-have notation on a competitive resume, the challenge looms large for colleges and universities to make a broad array of opportunities available while also providing empirical and rigorously-generated evidence for the high caliber of their programming. In the face of frequent criticism of study abroad as unserious tourism or watered-down academics—and a relative lack of research data to make the case otherwise—it is the responsibility of researchers to demonstrate with data that goes beyond the anecdotal or hyperbolic why study abroad is, indeed, a core ‘high impact’ activity for students in higher education.

The preliminary findings and initial data analysis from the first and second phases of this study have been presented at the annual conferences of the Comparative and International Education Society and the American Educational Research Association. Several academic papers are also currently in development. For more information please contact Dr. Bernhard Streitwieser, b-streitwieser@northwestern.edu, Dr. Greg Light, g-light@northwestern.edu or Shyanmei Wang, shyanmei@northwestern.edu.
New & Recent International and Comparative Faculty

Several new faculty joining Northwestern specialize in international and comparative issues. We encourage our affiliates to introduce themselves to these new colleagues. Additionally, keep an eye out for our Faculty & Fellows Colloquium schedule for opportunities to learn more about their research.

Lori Beaman is an assistant professor in the Department of Economics. Her primary fields of interest include economic development and labor economics, specializing in social networks, political economy, gender, and program evaluation. Recent work includes an evaluation of the impact of a political affirmative action program on gender bias in rural India and a study of the role of social networks in facilitating labor market access among political refugees in the United States. She has conducted research or consulted for international organizations in Mali, India, Kenya, Mozambique, Nigeria and Tanzania. She is a graduate of Northwestern and received her PhD in 2007 from Yale University. She formerly served as a Robert Wood Johnson Scholar in Health Policy Research at the University of California, Berkeley. Beaman teaches courses in development economics.

Nathalie Bouzaglo, an assistant professor in the Department of Spanish and Portuguese, holds a PhD in Latin American Literature from New York University. She is working on a book manuscript, “Illicit Passions: Nation and Adulteration in the turn-of-the century Latin America,” which addresses the function of adultery as a violation of bourgeois family structure and as adulteration of any homogenous or closed conception of the nation. She envisions adultery and adulteration as concepts around which ideas about change are gathered in response to the anxiety that constitutes nationalism. Her other research includes the relationship between law, literature and ethics.

Héctor Carrillo is an associate professor in the Department of Sociology and in the Gender Studies Program. He was born in Mexico City and received a doctorate from the University of California, Berkeley. Carrillo’s areas of specialization are Latino culture and ethnicity, sexuality, migration, and health. He is the author of The Night Is Young: Sexuality in Mexico in the Time of AIDS (University of Chicago Press, 2002), which received the Ruth Benedict Prize from the Society of Lesbian and Gay Anthropologists of the American Anthropological Association. With funding from the National Institutes of Health, he currently investigates the intersections of sexuality, migration, and health among Mexican gay and bisexual men who have relocated to California.

Mark Hauser is an assistant professor in the Department of Anthropology. He is an anthropological archaeologist who specializes in material culture, social inequality and the African diaspora. His work pays special attention to understanding the everyday life and material world of enslaved laborers in the colonial Caribbean. Hauser’s publications focus on the archaeology of informal and unexpected economies; methodological considerations for understanding colonial landscapes and identity formation; and the centering of craft industries in Caribbean political economy. He synthesized many of these ideas in his book, An Archaeology of Black Markets: Local Ceramics and Economies in Eighteenth-century Jamaica (University Press of Florida, 2008).
Georgia Kernell is an assistant professor in the Department of Political Science. Her research interests include political parties, political behavior, European politics, comparative democratic institutions, and research methodology. She received her PhD from Columbia University in 2008, and spent the 2008-2009 academic year as a postdoc in the Penn Program on Democracy, Citizenship, and Constitutionalism. She is currently revising her dissertation into a book that examines how party organization affects electoral success in parliamentary systems. She is also working on several projects examining the institutions regulating party diversity, the normative implications of party organizations for representation, and how political information shapes consumer sentiment.

Emily Maguire, assistant professor of Spanish and Portuguese, received her PhD from New York University in 2004. She comes to Northwestern after four years at Indiana University. Her research focuses on the relationship between literature and ethnography in the Caribbean, and she has published articles on Cuban cyberpunk, Afro-Antillean poetry and performance, and issues of race in Caribbean literature. She is completing a book manuscript titled “Fieldwork for the Nation: Racial Experiments in Cuban Literature and Ethnography.” Maguire has also translated the work of Sonia Rivera Valdés, Paquita Suárez Coalla, and Angel Lozada.

Grégoire Mallard is an assistant professor in the Department of Sociology. Born and raised in Paris, he graduated from the Ecole Normale Supérieure de Cachan, after which he obtained a PhD in sociology from Princeton University, and completed post-doctoral work at McGill University. Grégoire is completing a book manuscript on the history of international treaty making practices in the nuclear field. His book focuses on the writing of treaties between the United States and Europe from the Second World War up to the ratification of the Nuclear Non-Proliferation Treaty by West European nations in the mid-1970s.

Stephen Nelson is an assistant professor in the Department of Political Science. His PhD is from the government department at Cornell University. His dissertation is entitled “Creating Credibility: the International Monetary Fund and the Neoliberal Revolution in the Developing World.” Aside from his current work on the IMF and the diffusion of neoliberal economic ideas, Nelson has ongoing research projects on the consequences of compliance with international law, the political economy of foreign direct investment in low- and middle-income countries, the determinants of ideological moderation by left parties in wealthy democracies, and the contributions of constructivist perspectives to international political economy.

Rachel Beatty Riedl, an assistant professor of political science, earned her PhD from Princeton University in 2008. Before joining the Northwestern faculty she was a visiting fellow at the Kellogg Institute for International Studies at the University of Notre Dame and a post-doctoral research associate at the Princeton Institute for International and Regional Studies. Riedl’s research interests include institutional development in new democracies, local governance and decentralization policy, and authoritarian regime legacies. Her current research explores why democratization in Africa has produced such a varied array of representative institutions and political structures by focusing on the causes of variation in party system institutionalization.
Alejandra Uslenghi is an assistant professor in the Department of Spanish and Portuguese, and is affiliated with Comparative Literature Studies and Latin American and Caribbean Studies. She has a PhD in Comparative Literature from New York University and an MA in Liberal Studies from The New School for Social Research. Uslenghi specializes in modern Latin American literature, with an emphasis on visual culture and comparative modernisms. She is working on a book manuscript titled “Images of Modernity: Latin American Culture at Universal Exhibitions” which examines the differential character of modernity in Latin America through the forms of visualization that shaped the discourses on landscape and national identity, subjectivity and technology, and spectacle and urban experience within the comparative and emerging global context of early exhibitions.

Jessica Winegar, senior lecturer in the Department of Anthropology, is a sociocultural anthropologist whose research interests in the Middle East include cultural politics and culture industries, material and visual culture, nationalism, Islam, secularism, neoliberalism, social class, gender, art worlds. She is the author of the award-winning book Creative Reckonings: The Politics of Art and Culture in Contemporary Egypt (Stanford University Press, 2006). She has also published numerous articles, including “The Humanity Game: Art, Islam, and the War on Terror” in Anthropological Quarterly and “Of Chadors and Purple Fingers: U.S. Visual Media Coverage of the 2005 Iraqi Elections” in Feminist Media Studies. Winegar is also a founding member of the Task Force on Middle East Anthropology, which is dedicated to increasing the relevance, visibility, and application of anthropological perspectives on the region.

Ivana Stolze Lima, Buffett Center Visiting Scholar, received her PhD from Universidade Federal Fluminense, Brazil, in 2000. She specializes in 19th-century Brazilian history, with an emphasis on race relations, cultural and intellectual movements, and Afro-Brazilian themes. Lima works at Fundação Casa de Rui Barbosa, a research center supported by the Ministry of Culture, where she leads a project about the social and historical aspects of the national language-building process. Her dissertation, published as Cores, marcas e falas: sentidos de mistiçagem no Império do Brasil (Colors, Markings and Words: Some Definitions of Miscegenation in Imperial Brazil) won the National Archive Prize in 2003. In 2008, she co-edited História Social da Língua Nacional (Social History of the National Language), an interdisciplinary collection by distinguished scholars from several Brazilian institutions.

Stephan H. Lindner, Buffett Center Visiting Scholar, is professor of Interdependence of Technological and Social Change at the University of the Bundeswehr Munich and director of the Munich Center for the History of

New Visiting Scholars

This fall we have a strong group of visiting scholars in residence, who have much to contribute to the intellectual life on campus. We encourage you to read through the bios to identify people you would like to get to know during their stay. We will also be featuring these visitors in our Faculty & Fellows Colloquium series throughout the year.
Science and Technology. Lindner has published books on the German enemy property custodian in WWII, and on the West German and the French textile industries (1930/45-1990). His last research project was on the history of the Hoechst chemical firm, when it was part of IG Farben (1925-1945); the resulting study was published in English in 2008 by Cambridge University Press: Inside IG Farben. Hoechst During the Third Reich.

Daniel Makonnen, French Interdisciplinary Group Visiting Scholar, studied German and political science at the Ecole Normale Supérieure (Lyon). His main interests are national identity and immigration policy in Germany and in France, and his master thesis was on the anti-immigrant riots in Germany in the 1990s as seen through newspaper articles. He also worked for several months in art galleries in Berlin dealing with the subject of migrant identity in Germany and in the European Union. Modern art and media theory are the fields in which Makonnen will carry out his research on national and ethnic identities while at Northwestern.

Nathalie Monot is a French Interdisciplinary Group Visiting Scholar. Monot has studied various fields of philosophy at the Sorbonne, including modern, medieval, metaphysics, and political. She followed a master’s degree in analytical philosophy, specializing in philosophy of the mind. She has also studied cognitive science and conducted research with the Department of Developmental Psychology in an experiment with newborns to examine their numerical sense. During her time at Northwestern, Monot plans to write an essay about consciousness and attention, gathering works in philosophy of the mind, and from the sciences of psychology and neuroscience.

Kristin Monroe, visiting assistant professor in the Department of Anthropology, is a cultural anthropologist specializing in urban studies and the production of social and spatial inequalities. She pursues a range of interests through her research and teaching including cultural geography, theories of power, and practices of mobility and immobility. Her doctoral research, recently completed at Stanford University, examined relations of space and mobility that play a critical role in the formation of Lebanese civic culture.

Ambassador Richard S. Williamson is the Roberta Buffett Visiting Professor of International Studies in fall 2009 and winter 2010. A partner in the international law firm of Winston & Strawn LLP, he has a wide range of government and academic experience. Ambassador Williamson recently completed an assignment as the President’s Special Envoy to Sudan. Earlier, he served in the Reagan White House as Special Assistant to the President and Deputy to the Chief of Staff and then on the White House senior staff as Assistant to the President for Intergovernmental Affairs. His many diplomatic posts have included serving as Ambassador to the United Nations in Vienna (including the International Atomic Energy Agency); Assistant Secretary of State for International Organization Affairs; a member of the President’s General Advisory Committee on Arms Control; and Ambassador to the United Nations Commission on Human Rights. Ambassador Williamson has been an adjunct professor at the University of Delaware Law School and the Sharkey Visiting Scholar on United Nations Studies at the Whitehead School of International Relations, Seton Hall University. He is editor of three books and the author of over 180 articles and seven books, most recently American Primacy and Multilateral Cooperation. He received his AB from Princeton University and his JD from the University of Virginia School of Law where he served as Executive Editor of The Virginia Journal of International Law.
New Staff

The Buffett Center is pleased to introduce three new staff members, whose strong experience and skills will support the Center’s activities. We are excited to have them join us.

Bethany Croasmun is a program manager for the Global Engagement Summer Institute (GESI). She graduated from Georgetown University’s Walsh School of Foreign Service with a BSFS in Latin American Studies and International Development. While at Georgetown, she interned for the Washington Office on Latin America, a policy non-profit advocating for social and political change in Latin America. She also conducted research for the English department, facilitated performing arts student groups, and was a John Carroll Fellow. She has lived and studied in Quito, Ecuador and Mexico City, Mexico and managed student service teams in Bangalore, India.

Nicole Patel is a program manager for the Global Engagement Summer Institute (GESI). She spent the past three years working on international development projects in India. Patel served as livelihood program officer at the American India Foundation in New Delhi where she managed Rickshaw Sangh, a national microfinance initiative enabling cycle rickshaw pullers to avail asset finance while forging a group identity through collectivization and credit plus programs. Prior, she helped pilot a community-owned rural tourism project through a UNDP and Government of India grant in the Kutch District of Western India. In 2006, Patel received her BA from Northwestern, in political science and Latin American and Caribbean Studies. As an undergraduate, she spent a year studying abroad in Chile and conducted field research in South Africa. She worked closely with refugee families in Chicago through Heartland Alliance and interned at the Office of then Senator Barack Obama. She is a recipient of the William J. Clinton Fellowship for Service in India. Patel speaks Spanish, Gujarati and Hindi.

Jon Shaffer is executive director of GlobeMed, a Northwestern based organization that aims to strengthen the movement for global health equity by empowering students and communities to work together to improve the health of the impoverished around the world. GlobeMed was started by a group of students at Northwestern University and was incubated with support from the faculty and staff of the Buffett Center. GlobeMed now has 19 chapters at universities across the nation where students partner with grassroots health organizations, raise funds for public health projects, host education events about global health issues, and organize trips to volunteer with their health partners. Shaffer graduated from Northwestern in 2009 with a bachelor of science in biomedical engineering. During his time at Northwestern, he developed an interest in social sciences, especially sociology and anthropology, and their relation to understanding global health inequities. As an undergraduate, he led the GlobeMed chapter at Northwestern, which raised over $12,000 to support a rural medical clinic called the HOPE Center in Ho, Ghana. Shaffer also led a GlobeMed team to Ghana during the summer of 2008, where they installed an electronic medical records system and performed data analysis.

Read Bethany Croasmun and Nicole Patel’s report from the 2009 Global Engagement Summer Institute on page 3 »
New Publications from Buffett Center Affiliates

We are proud to announce new publications by our affiliates. If you have a recent publication we should know about, contact Krzysztof Kozubski at kozubski@northwestern.edu.

**Until the Last Man Comes Home**

POWs, MIAs, and the Unending Vietnam War  
by Michael J. Allen, Department of History  
(University of North Carolina Press, 2009)

Fewer Americans were captured or missing during the Vietnam War than in any previous major military conflict in United States history. Yet despite their small numbers, American POWs inspired an outpouring of concern that slowly eroded support for the war. *Until the Last Man Comes Home* reveals how wartime loss transformed United States politics well before, and long after, the war's official end. Throughout the war's last years and in the decades since, the effort to recover lost warriors was as much a means to establish responsibility for their loss as it was a search for answers about their fate. Though millions of Americans and Vietnamese took part in that effort, POW and MIA families and activists dominated it. Insisting that the war was not over "until the last man comes home," this small, determined group turned the unprecedented accounting effort against those they blamed for their suffering. Allen argues that POW/MIA activism prolonged the hostility between the United States and Vietnam even as the search for the missing became the basis for closer ties between the two countries in the 1990s.

**The Andes Imagined**

Indigenismo, Society, and Modernity  
by Jorge Coronado, Department of Spanish & Portuguese  
(University of Pittsburgh Press, 2009)

*The Andes Imagined* examines and recasts the *indigenismo* movement of the early 1900s. Coronado departs from the common critical conception of *indigenismo* as rooted in novels and short stories, and instead analyzes an expansive range of work in poetry, essays, letters, newspaper writing, and photography. He uses this evidence to show how the movement's artists and intellectuals mobilized the figure of the Indian to address larger questions about becoming modern, and he focuses on the contradictions at the heart of *indigenismo* as a cultural, social, and political movement. Coronado reveals an underlying current in which intellectuals and artists frequently deployed their indigenous subject in order to imagine new forms of political inclusion. He suggests that these deployments rendered particular variants of modernity, making *indigenismo* representational practices a privileged site for the examination of the region's cultural negotiation of modernization. His analysis reveals a paradox whereby the un-modern indio becomes the symbol for the modern itself. *The Andes Imagined* offers an original and broadly-based engagement with *indigenismo* and its intellectual contributions, both in relation to early twentieth-century Andean thought and to larger questions of theorizing modernity.
In 2004, the State Department gathered more than a thousand interviews from refugees in Chad that verified Colin Powell’s United Nations and congressional testimony about the Darfur genocide. The survey cost nearly a million dollars to conduct, yet it languished in the archives as the killing continued, claiming hundreds of thousands of murder and rape victims and restricting several million survivors to camps. *Darfur and the Crime of Genocide* for the first time fully examines that survey and its heartbreaking accounts. It documents the Sudanese government’s enlistment of Arab Janjaweed militias in destroying black African communities. The central questions are: Why is the United States so ambivalent to genocide? Why do so many scholars de-emphasize racial aspects of genocide? How can the science of criminology advance understanding and protection against genocide? This book gives a vivid firsthand account and voice to the survivors of genocide in Darfur. *Darfur and the Crime of Genocide* received the 2009 Stockholm Prize in Criminology and the 2009 Albert J. Reiss Distinguished Scholarship Award.

---

**Contracting States**  
*Sovereign Transfers in International Relations*  
by Hendrik Spruyt, Department of Political Science  
and Alexander Cooley, Barnard College  
(Princeton University Press, 2009)

Increasingly today, nation-states are entering into agreements that involve the sharing or surrendering of parts of their sovereign powers, often leaving the cession of authority incomplete or vague. Until now, we have known surprisingly little about how international actors design and implement these mixed-sovereignty arrangements. *Contracting States* uses the concept of “incomplete contracts”—agreements that are intentionally ambiguous and subject to future renegotiation—to explain how states divide and transfer their sovereign territory and functions. The book demonstrates why some of these arrangements offer stable and lasting solutions while others ultimately collapse. Building on important advances in economics and law, Cooley and Spruyt develop a highly original, interdisciplinary approach and apply it to a broad range of cases involving international sovereign political integration and disintegration. They reveal the importance of incomplete contracting in the decolonization of territories once held by Europe and the Soviet Union; United States overseas military basing agreements with host countries; and regional economic-integration agreements such as the European Union. Cooley and Spruyt examine contemporary problems such as the Arab-Israeli dispute over water resources and explain why the international community inadequately prepared for Kosovo’s independence. *Contracting States* expands international policymaking knowledge regarding how states with equally legitimate claims on the same territory or asset can create flexible, durable solutions and avoid violent conflict.
The ECJ presents a tantalizing theoretical case to examine. The ECJ is the most successful international court in history. It has ruled on highly sensitive issues. For example, the ECJ has condemned Germany’s exclusion of women from combat-related military roles, Ireland’s censoring of a student brochure locating abortion clinics in Britain, the United Kingdom’s practice of requiring different retirement ages for men and women, and the European Union’s implementation of a United Nations program that froze the assets of alleged terrorist supporters. Its rulings are widely respected; indeed, governments intentionally avoid adopting policies that might run afoul of European Union law.

Perhaps most intriguing is that the ECJ started as a typically weak international court, and it grew powerful over time by essentially declaring for itself significant authority that was neither part of its written mandate nor desired by European governments. The ECJ asserted the supremacy of European law over national law; the direct effect of European law in national legal orders; the preemptive power of European authority in the national realm; the requirement that governments compensate individuals for costs incurred because of their slow implementation of European directives; and many more audacious doctrines that expanded legal authority at the expense of national political autonomy. If the ECJ could declare for itself new powers, then why doesn’t every international court do so?

The European Court’s Political Power brings together fourteen years of Karen Alter’s essays about the ECJ. Alter brings to the study of the ECJ an historical institutionalist approach. She embeds legal developments into their political context, and then shows how the actions of lawyers, judges and government officials contributed to changing the political reality in Europe. The essays span the post-war European period, offering unique insight into the evolution of the ECJ’s power, and into how the ECJ’s formidable power has a variable influence over domestic and supranational European politics. Alter also ties each chapter into larger theoretical debates in political science so that the ECJ becomes a lens to investigate general questions about European and international relations.

The common story told across analyses is that the ECJ gains influence by allying with societal actors to encourage greater respect for European rules. In allying with sub-state actors, the ECJ does an end run around national governments, creating a domestic pressure to comply with European rules. Domestic actors do not always choose to draw the ECJ into their campaigns. Also, agency matters—the ECJ can choose to play a minimalist role, interpreting law narrowly and even illogically when there is little social support for the law it is asked to apply. This general narrative means that factors exogenous to the ECJ, activation by others and the presence of domestic actors who share the ECJ’s substantive objectives, are the largest factors shaping the varied influence of the ECJ in European politics.

Individually, the chapters address a variety of questions—How do domestic factors shape the power of international courts? In what ways are courts affected by the interests of governments? When do litigants turn to legal strategies of policy change? What factors shape the influence of courts over policy outcomes? The articles also address questions specific to the European experience: Why would national courts take on a role enforcing European law supremacy when doing so can compromise
national sovereignty and their own independence? Why didn’t European governments stop a legal transformation that they neither intended nor desired? Alter addresses these questions mostly through analyses of specific cases or issues, animating the analysis over time so as to see how law and politics interact to shape political outcomes.

The book includes four chapters that put the ECJ in a comparative perspective vis-à-vis other international courts. International law scholars tend to want to see the ECJ as unique, while European scholars usually want to see the ECJ as a domestic rather than an international court. Alter, by contrast, insists on seeing the ECJ as an international court that is unusually successful, but not itself unique. She writes:

I see the ECJ as representing the far end of the continuum of influence for an international court—the ECJ is about the most powerful and influential international court that is realistically possible. I tend to view limits to the ECJ’s power and influence as “normal”—general limitations that even the most powerful courts face. This does not mean that I expect all international courts to follow the ECJ’s trajectory. Rather I believe that if we can understand the limits of the ECJ, we can adjust our expectations—we can figure out what limits are inherent to even the most independent and powerful courts (after all, every actor faces limits), and what limits are specific for a particular court or particular political system. If we can unlock why the ECJ is so successful, I believe we can then understand better the challenges that limit the influence and political power of other international courts.

The comparative chapters reveal the extent to which evolving European politics contributed to the ECJ’s success.

Also unusual is that the book shows the development of Alter as a scholar. The book includes articles written while Alter was still a graduate student, when scholarly debates about the origin and consequences of European legal integration were just beginning and when she herself was uncertain about how to think about the ECJ’s experience. And it includes recent articles that reflect how scholarly understandings as well as her own reflections about the ECJ have evolved. Many of the book’s essays are well known, although some were published in edited volumes and thus nearly lost. The book adds to previously published essays an original introduction and conclusion, which bring her understanding of the European Court’s political power to the present while showing how her thinking has evolved over time. The lucid and candid additions make this a personal retrospective, one that reveals how many issues still challenge Alter. Alter’s continued curiosity about European history, law and politics are meant to inspire others. She concludes the book by noting “It is my hope that by elucidating some of the many elements that have shaped the political role of the ECJ, I may spark others to join me in this project of investigating how delegating authority to international courts is transformative of international politics.”

Karen J. Alter

*Karen J. Alter

The European Court’s Political Power: Selected Essays
by Karen J. Alter
(Oxford University Press, 2009)
Northwestern University Middle East Forum (NUMEF)
Launched in Spring 2009

A new interdisciplinary group of faculty members interested in the study of the contemporary Middle East (including North Africa, Turkey and Iran) was established in early June under the Buffett Center auspices. The newly established Northwestern University Middle East Forum (NUMEF) is co-chaired by Visiting Crown Chair in Middle East Studies Elie Rekhess and Buffett Center Director Hendrik Spruyt, the Norman Dwight Harris Professor of International Relations.

The inaugural meeting of the Forum was held June 2, 2009. It was attended by 45 scholars studying the region and representing diverse disciplines including: history, political science, sociology, anthropology, economics, law, cultural studies, journalism, communications, Arabic, Turkish, and Persian languages. While its core group will be faculty, the Forum will also engage Northwestern undergraduate and graduate students.

Outgoing University President Henry S. Bienen highlighted the importance and centrality of Middle Eastern studies and expressed the University’s intensive efforts to expand the field. “Rather than creating a new center or program, the Forum is taking advantage of, and fully utilizing existing human and administrative resources in its important mission of furthering understanding of the Middle East,” said President Bienen.

At the first meeting, Professor Kristen A. Stilt, associate professor at Northwestern Law School and the Department of History, spoke to the Forum on “Enshrining Islam in National Constitutions: Genealogy, Mobility and Contestations in Egypt and Malaysia.” Professor Stilt spoke of her current research indicating that the label “Islamic state”—used both by Islamicists and the people who study them—obscures far more than it assists in understanding law and politics in the Muslim world today.

“We will strive to stimulate discussion, analysis and debate on key issues, such as the stability of regimes, political processes, elections and democratization; ideological discourse; national, ethnic and religious conflicts; minority rights; the role of constitutions; political Islam; regional security and cooperation; violence and terrorism; women’s empowerment; and culture and media,” said Rekhess. On sabbatical from his position as director, The Adenauer Program For Jewish-Arab Cooperation at Tel-Aviv University, he is one of Israel’s leading experts on that country’s Arab minority.

The Forum will hold workshops and seminars, produce publications, assist Middle East visiting scholars in their research, and seek to build bridges with local organizations, such as the Chicago Council on Global Affairs. At roundtable discussions, Forum members will present their current work or speak about the themes of their research on or affecting the important Middle East region.

A major international conference titled “The Middle East in the 1950s—Historical Perspectives: Israel, the Arab World and the Great Powers” will be among the Forum’s first undertakings. Planned for April 2010, the conference will be co-sponsored by the Crown Family Center for Jewish Studies and the Buffett Center.

The inaugural meeting of the Middle East Forum was attended by 45 scholars representing diverse disciplines.
Fall Events Calendar

SEPTEMBER

Buffett Center Open House
Tuesday, September 29, 4pm to 6pm - Buffett Center

OCTOBER

Faculty & Fellows Colloquium » Archaeology and Empire: Excavating a Harbor Settlement along the Hittite Imperial Frontier
Ann Gutter, Art History
Friday, October 2 at 12pm - Buffett Center Conference Rm.

A Revolution in Crisis: Iran after June 12
Roger Cohen, New York Times
Wednesday, October 7 at 4pm - McCormick Tribune Center Forum, 1870 Campus Dr., Evanston

Faculty & Fellows Colloquium » The New Terrain of International Law: International Courts in International Politics
Karen Alter, Political Science
Friday, October 9 at 12pm - Buffett Center Conference Rm.

Kathleen Staudt, University of Texas at El Paso
Wednesday, October 14 at 4pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » Asia Modern: The Kamakura Modern Art Museum and Democratic Political Culture in Postwar Japan
Laura Hein, History
Friday, October 16 at 12pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » International Sexual Migration and Health: The Case of Mexican Gay Migrants in California
Héctor Carrillo, Sociology and Gender Studies
Friday, October 23 at 12pm - Buffett Center Conference Rm.

Keyman Modern Turkish Studies » Turkey’s Changing Foreign and Energy Policy Priorities
Bulent Aliriza, Center for Strategic and International Studies
Thursday, October 29 at 4pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » War and State Making: A Retrospective on Charles Tilly
Hendrik Spruyt, Political Science
Friday, October 30 at 12pm - Buffett Center Conference Rm.

NOVEMBER

My Prison, My Home: One Woman’s Story of Captivity in Iran
Haleh Esfandiari, Woodrow Wilson International Center
Thursday, November 5 at 4pm - Hardin Hall, Rebecca Crown Center, 633 Clark St., Evanston

Faculty & Fellows Colloquium » Hot Rocks, Strong Waves and High Tides: A Review of up-and-coming Carbon-Free Energy Sources
David C. Dunand, Materials Science and Engineering
Friday, November 6 at 12pm - Buffett Center Conference Rm.

Keyman Modern Turkish Studies » A Moveable Empire: Ottoman Nomads, Migrants, and Refugees
Reşat Kasaba, University of Washington
Thursday, November 12 at 4pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » The State and Enterprise in Nigeria: On the Political Economy of Private Sector Development
Chikwendu Christian Ukaegbu, Sociology
Friday, November 13 at 12pm - Buffett Center Conference Rm.

Human Rights Series » Is Climate Change a Violation of Human Rights?
Dinah Shelton, George Washington University
Thursday, November 19 at 4pm - Buffett Center Conference Rm.

Faculty & Fellows Colloquium » After the Revolution: Problems of Writing in Postrevolutionary Haiti
Doris Garraway, French & Italian
Friday, November 20 at 12pm - Buffett Center Conference Rm.

Join the Buffett Center Email List

Join our email list, www.bcics.northwestern.edu/join, to receive information about international and comparative events. You can customize your subscription by choosing one or more of the following lists:

- Africa
- East Asia
- South & Central Asia
- Central & Eastern Europe
- Western Europe
- Latin America & Caribbean
- Middle East & North Africa
- Turkish Studies
- U.S. Foreign Policy
- Global Issues
- Human Rights
- Documentary Films
- Comparative-Historical Social Science
- French Interdisciplinary Group

The Buffett Center is located at 1902 Sheridan Road in Evanston. All events are free and open to the public. For additional information visit www.bcics.northwestern.edu or call 847-467-2770.
The Buffett Center is bringing two eminent speakers to Northwestern this fall to provide perspective on the recent election and subsequent civil unrest in Iran.

Roger Cohen, the New York Times and International Herald Tribune columnist will give the talk A Revolution in Crisis: Iran after June 12. Cohen was on the ground in Iran during the post-election protests, providing unparalleled insight into events as they unfolded. The talk will take place on Wednesday, October 7 at 4pm, in the McCormick Tribune Center Forum, 1870 Campus Dr., in Evanston.

Haleh Esfandiari, an Iranian-American scholar, was arrested in Tehran in 2007 on false charges and incarcerated in the Evin Prison, the most notorious penitentiary in Ahmadinejad’s Iran. She will discuss her new book, My Prison, My Home: One Woman’s Story of Captivity in Iran. Esfandiari is director of the Middle East Program at the Woodrow Wilson International Center for Scholars. The talk will take place on Thursday, November 5 at 4pm, in Hardin Hall, Rebecca Crown Center, 633 Clark St., in Evanston.

Roger Cohen and Haleh Esfandiari to Discuss Recent Upheaval in Iran