Engaging in Research to Improve Education Policy Around the World

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UM Takes Leadership Role in Helping Afghan Farmers

AGNR faculty member Jim Hanson recently traveled to Afghanistan to develop a plan for the $115 million that USAID is providing for a project to revitalize agricultural research and extension services in the war-torn nation.

The Fulbright Teacher Exchange Program at the University of Maryland

This past semester, the University hosted 17 Distinguished Fulbright teachers. The program, the Fulbright Distinguished International Awards in Teaching, targets outstanding experienced international teachers and selects participants from a very limited set of countries around the world.

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RECENT IEP GRADUATE SANDEE PYNE (CENTER) WORKING WITH BURMESE REFUGEES
Engaging in Research to Improve Education Policy Around the World

In the 21st century, marked by the rapid pace of global change, comparative and international education has become of paramount importance. International peace at a global level requires transforming our educational and social institutions, but improvements are also needed in equity, social justice, and the ability to promote sustainable development. By understanding and critically reflecting on current policies, practices, and conditions, the International Education Policy (IEP) program hopes to contribute to both educational and social change. The UM program, which is recognized as one of the top programs of its kind in the country, aims at creating a community of faculty, students, and development professionals that strives to further cross-cultural and multicultural understanding and bridge the gap between scholars and practitioners.

The University of Maryland, as a whole, and the College of Education, in particular, has made a specific and strong commitment to internationalization throughout its programs and policies. The courses in the IEP program provide the foundations of educational theory and practice, the nature of comparative and international education, and the application of cultural, economic, political, and sociological perspectives to understanding education and development. Beyond the core courses, an individually tailored program is designed for each student that uniquely reflects their background and career goals. Students are encouraged to draw upon the entire range of resources the University of Maryland has to offer and to choose courses appropriate to their interests in the social sciences, the humanities, cross-disciplinary areas (e.g., focusing on gender or race issues), professional educational specializations (e.g., early childhood, international exchange, or higher education), and regional emphases (e.g., Africa or Latin America).

The IEP program has three core faculty who direct the program and a number of affiliate faculty who teach relevant courses and work with UM students. Professor Steve Klees coordinates the program. Klees previously taught at Cornell, Stanford, and Florida State University, as well as having taught courses abroad. He was a Fulbright Scholar on two occasions in Brazil and is former president of the Comparative and International Education Society. His research interests are in...
the political economy of educational policy and social change, particularly in the nature of educational and social inequalities and what is needed to overcome them. He has published extensively on a variety of related topics, including the situation of disadvantaged children and the policies of international institutions such as the World Bank.

Professor Jing Lin and Professor Nelly Stromquist are the other two core faculty. Lin taught at McGill University before joining UM in 2000. She has published five books on Chinese education, culture, and society, systematically examining educational changes in China in the last 30 years. Further, she has done extensive research on peace education and environmental education. She is also the co-editor of two book series, one on peace education and the other on transforming education for the future. Stromquist taught at the University of Southern California before coming to UM. Her research focuses on gender issues, adult literacy, the links between popular education and social movements, and the impact of globalization on education. She has published 15 books and numerous articles. She is former president of the Comparative and International Education Society and received a New Century Scholar Fulbright Fellowship in 2005-2006. Adding to their many activities, the three IEP faculty members were recently awarded a grant to work together, along with some of their graduate students and recent graduates, to study the shortage of female teachers in many African countries, focusing on the barriers to women becoming teachers and the policies that can remove these barriers. This is extremely important to furthering access to and quality of education for young girls.

**The University of Maryland, as a whole, and the College of Education, in particular, has made a specific and strong commitment to internationalization throughout its programs and policies.**

**The International Education Policy (IEP) program in the College of Education is designed to provide an interdisciplinary understanding of today’s educational policy and practice. The focus is on the relation of education to economic, political, and social development in both developing and developed countries at local, national, regional, and global levels. The IEP program gives comprehensive attention to education, considering both formal schooling from pre-school to higher education, as well as non-formal, adult, and community-based education. For more information, visit education.umd.edu/EDHI/academics/ied.html or contact Steven Klees at sklees@umd.edu.**

By Steven Klees, Coordinator, International Education Policy Program, College of Education
Jorge Baxter

Jorge Baxter, originally from Mexico, is currently the International Director of Education and Outreach for Sesame Workshop where he oversees education activities in Latin America, the Caribbean, and Western Europe. He is co-founder of MobilizArte, an organization focused on film and education for social change. Prior to Sesame Workshop, he worked as an education specialist at the Organization of American States (OAS), where he helped to launch a hemispheric program to promote human rights and citizenship education and launch the Inter-American Journal on Education for Democracy.

Dave Edwards

David Edwards is a senior policy analyst for International Relations at the National Education Association (NEA) where he helps to represent its teacher members in discussions at various international organizations, oversees a portion of NEA’s development cooperation projects, and conducts research on issues of global education. Prior to NEA, he was an education specialist at the OAS. Currently, he serves on the Leadership Council of the U.S. Chapter of the Global Campaign for Education and represents NEA in a number of coalitions and alliances such as the U.S. Global Leadership Campaign, the Education International Taskforce on Teacher Migration, and the Partnership for Global Learning.

Meredith McCormac

An international education practitioner and researcher in the nongovernmental sector, Meredith McCormac has worked in a wide range of countries including Zambia, Liberia, Uganda, Burma, Ethiopia, Cambodia, and Bosnia. Her work focuses on educational quality improvement in developing countries. Currently, she works at World Learning where she implements and evaluates USAID-funded projects that aim to expand access to and improve quality of basic education to marginalized communities.

Rachel McKinney

Rachel McKinney has worked in conflict and post-conflict communities for 14 years in the Balkans, South and Southeast Asia, Sub-Saharan Africa, and the Middle East. As lead consultant for the Inter-Agency Network for Education in Emergencies’ Teaching and Learning Initiative, she developed guidance materials for practitioners working with education systems in crisis-affected communities to support the transition from crisis to stable and peaceful societies through education.

Justin W. van Fleet

Justin W. van Fleet is currently a guest researcher at the Brookings Institution’s Center for Universal Education exploring the focus, volume, and motivations behind U.S. corporate philanthropy directed towards education in developing countries. At the University of Maryland, he has also served in several education-advising capacities for the Clinton Global Initiative.
Recent Graduates from the IEP Program

Nassim Abdi Dezfooli, Ph.D. 2010
Nassim Abdi Dezfooli, from Iran, is a faculty research assistant at the National Foreign Language Center at the University of Maryland. Her research addresses language and cultural programs for K-12 students across the United States. Inspired by discussions in the comparative education course at UM, she conducted a Freirean summer camp for young girls in her home country, an experience which provided the empirical grounds for her dissertation on the use of critical pedagogy.

Lan Gao, Ph.D. 2008
Lan Gao, from China, is currently working as a senior project analyst in the Office of the Vice President for Policy at Harvard University. She supports its core activities of collecting, analyzing, interpreting, and reporting data on faculty, students, and staff, as well as providing critical academic, physical, and financial information, and designing and executing research initiatives that answer strategic questions for the university. Her dissertation was on the impacts of economic and cultural capital on students’ access to college and their college choices.

Bjorn Nordtveit, Ph.D. 2005
Originally from Norway, Bjorn Nordtveit is an assistant professor in international educational development at the University of Hong Kong (HKU). His research is related to aid effectiveness and safety in schools. He has conducted extensive research on public-private partnerships financed by the World Bank, including his dissertation research on this topic in Senegal. More recently, his research has taken him to the Democratic Republic of the Congo, Cameroon, and Guinea. His book *Constructing Development, Civil Society and Literacy in a Time of Globalization* received HKU’s Faculty of Education’s Early Career Research Output Award.

Sandee Pyne, Ph.D. 2007
Sandee Pyne, originally from Burma, is a program manager at the USAID/Regional Development Mission for Asia based in Bangkok. As part of the Governance and Vulnerable Populations Office, she manages and provides technical oversight of the Burma portfolio, including humanitarian assistance and civil society strengthening programs. Her dissertation fieldwork documented the impact of forced migration, poverty, and lack of protection in non-state schools for marginalized children run by community-based organizations at the Thailand-Burma border.

Nisha Thapliyal, Ph.D. 2006
Nisha Thapliyal, originally from India, is now an assistant professor in the Department of Educational Studies at Colgate University. She states, “The IEP program helped me develop a critical perspective on issues of equality and social justice in education which are the cornerstone of my research and teaching. My doctoral dissertation on the Landless Workers Movement in Brazil has expanded into a three-pronged project studying social movements for the right to education in Brazil, South Africa, and India.”

Maryland International
The University of Maryland was one of 32 institutions of higher education in the United States chosen to participate in a new curriculum and faculty development project called “General Education for a Global Century.” The initiative, funded by the Henry Luce Foundation, is part of the Association of American Colleges and Universities (AAC&U) Shared Futures initiative.

“The University of Maryland is thrilled to be part of the General Education for a Global University project,” says University Provost Nariman Farvardin. “As the university moves forward with its Strategic Plan and new general education requirements, this program will help us ensure that our students have the international focus they need to become effective citizens in a global community.”

This new project builds upon innovative efforts to reframe general education courses and programs and create coherent courses that address complex, global issues across divisions and disciplines. Institutional teams will spend the fall and winter refining general education reform strategies and strengthening connections between existing general education goals and outcomes and essential global learning outcomes. They will also inventory the curricular and co-curricular opportunities for global learning that already exist on their campuses and ways those opportunities could be better integrated within their larger general education efforts. Working through a social networking website, team members will help identify common areas of interest and concern. Those critical issues will be addressed in the project’s central activity, an intensive summer institute in 2011.

AAC&U President Carol Geary explains, “It was gratifying to see how many campuses applied to be part of this initiative. It is a testament to how seriously today’s academy takes the challenge of preparing college students to participate effectively and responsibly in an interdependent global community. Both their future employers and our society need students with much higher levels of global knowledge and skill. This initiative will help the higher education community graduate students with these critical capacities.”

See the Global Century website for additional information about the initiative at www.aacu.org/SharedFutures/global_century.

“This program will help us ensure that our students have the international focus they need to become effective citizens in a global community.”

— Nariman Farvardin

Beginning this school year, a new undergraduate Global Studies Minor is being offered at Maryland for students to develop an understanding and appreciation for how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development, and conflict.

The program is interdisciplinary in nature and provides opportunities for students from any discipline or major. It is comprised of a number of specialization tracks, which allows students to choose from among a set of approved courses from different disciplines. All students can choose one course from a set of “signature” courses outside of their chosen track to provide them with exposure to major global issues addressed by another track. Each track provides an opportunity for an experiential learning component within a student’s elective courses, including a study abroad experience.

Four tracks are included in the inauguration of the program: International Development and Conflict Management (College of Behavioral and Social Sciences), Global Terrorism (College of Behavioral and Social Sciences), Global Poverty (College of Agricultural and Natural Resources), and International Engineering (A. James Clark School of Engineering). The program is designed so that new tracks can be added to meet new student interests. For more information on the program, visit www.ugst.umd.edu.

By David Ottalini, Senior Media Relations Associate
This past December, AGNR faculty member Jim Hanson, an extension economist and associate professor in the Department of Agricultural and Resource Economics, traveled to Afghanistan as the team leader for a group of American and Afghan faculty experts who are working to revitalize agricultural research and extension services in the war-torn nation. The job of the Agricultural Research and Extension Design and Implementation Team was to develop a plan for the $115 million that USAID is providing for the project that will go out to bid this coming spring. Agriculture is the largest component of the Afghanistan economy, and Hanson explains that, “A robust agricultural economy will play a major role in helping to stem poppy production and create both economic and political stability.” Hanson is an expert in international agricultural extension, farm management, and sustainable agriculture. He adds that this project aims to increase the productivity and profitability of farmers in Afghanistan. “It is important to emphasize that even farmers provided with education and improved technology still need a micro-credit system, access to inputs (like seeds, equipment and fertilizer), and connection to markets if they are going to be profitable.”

The report emphasizes: “A strengthened legitimate agricultural sector can be an engine for economic growth, not only by raising on-farm incomes, but also off farm incomes from value added processing, selling inputs, and increasing transport and other services in the value chain.”

The recommendations for the project include: revitalizing seven agricultural research and extension centers in Afghanistan and making them the central focus for delivery of new technologies and educational services to farmers; supporting six satellite stations focusing on livestock programs; funding agricultural research and extension programs in field crops, horticultural crops, natural resources, livestock, and socio-economic subjects; providing post-graduate educational programs for agricultural specialists and extension agents; and creating a competitive grants program to improve research and extension at the centers and to build partnerships with Afghanistan universities.

The team’s successful presentation in December to USAID sets the stage for the bidding process to get underway this spring.

By David Ottalini, Senior Media Relations Associate
Distinguished University Professor John Laub Awarded 2011 Stockholm Prize in Criminology

Distinguished University Professor John Laub has been awarded the 2011 Stockholm Prize in Criminology in conjunction with his long-time research collaborator Professor Rob Sampson of Harvard University.

The authors of the longest life-course study of criminal behavior ever conducted, Laub and Sampson discovered that even very active criminals can stop committing crimes for good after key “turning points” in their lives. In their sample of 500 male offenders born in the 1920s, these turning points included marriage, military service, employment, and other ways of cutting off their social ties to their offending peer group.

These findings, reported in their books Crime in the Making: Pathways and Turning Points Through Life (1993) and Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70 (2003), as well as in numerous articles, have had broad influence in criminology worldwide. They have also influenced the policy debate about criminal justice and sentencing policy, especially concerning the potential for rehabilitation. Their work has influenced other scholars to search for means by which offenders can be assisted to break their links to other offenders, such as by moving to new communities.

“It is wonderful to see our outstanding faculty recognized for excellence,” said John Townshend, dean of the College of Behavioral and Social Sciences. “Dr. Laub is clearly a leading national and international scholar. This is a great honor for him, the Department of Criminology and Criminal Justice, the College of Behavioral and Social Sciences as well as the University of Maryland.”

— John Townshend, dean of the College of Behavioral and Social Sciences

Established in 2006 under the aegis of the Swedish Ministry of Justice, this prestigious award is given for “outstanding achievements in criminological research or for the application of research results by practitioners for the reduction of crime and the advancement of human rights.” Prize recipients are carefully chosen by an independent international jury consisting of members representing both practitioners and academics in the criminology field. Laub and Sampson will receive the prize on June 14, 2011 in a ceremony at Stockholm City Hall which runs in conjunction with the Stockholm Criminology Symposium.

“I am deeply honored to receive the Stockholm Prize in Criminology. With my friend and colleague, Rob Sampson, our long-term research project investigating stability and change in offending over the full life course has been an intense labor of love,” said Laub. “It is gratifying for me personally, but it is even more important for what we have dubbed ‘life-course criminology’ to win such a prestigious award.”

By Ryan Holtz, Coordinator, College of Behavioral & Social Sciences

Professor John Laub
The Faces of Fulbright

UM was recently recognized as one of the few higher education institutions in the United States at the top of the list of Fulbright grantees in both the student and faculty/professional staff categories. Recently, we took a moment to speak to some of the more than 100 Fulbright alumni among UM’s faculty and staff to learn about their experiences. Following are their thoughts on the Fulbright experience.

The 2012-2013 competition for faculty/professional staff grants is set to begin with applications available on February 1 and due on August 1. For further information and advice on applying for a Fulbright grant, please contact UM’s campus representative and IIP’s Associate Director, Joe Scholten, at scholten@umd.edu.

“I thank Fulbright everyday I look at my third book, *Francophone Voices of the “New” Morocco in Film and Print: (Re)representing a Society in Transition*. Without a grant, the book would never have been. Through intellectually stimulating cross-cultural exchanges with Moroccan colleagues and students with whom I worked while in Morocco, I gained insights into a country that would not have been possible without Fulbright support. Thanks to Fulbright, I was able to explore the realm of contemporary Moroccan literary and cinematic production and bring the wealth of debates and insights these texts and films offer about not only Morocco, but also North Africa and the Arab world back to the United States. The Fulbright experience is carried into every course I teach and every article and book I write. It is an experience that lasts a lifetime!”

— Valérie Orlando, professor of French & Francophone Literatures and director of the Honors Humanities Program

“The relation to Germany I’ve grown into during the past forty years began with my being intrigued by Guenter Grass’s Danzig trilogy and developed most decisively with my marriage to a German woman (who also happens to be a scholar of medieval German literature), and led, in 1971-72, to a Fulbright lecturership in English and American literature at the University of Wuerzburg, the first of three Fulbright grants I’ve been fortunate enough to receive. The Fulbright experience has been ongoing for me; I spent the spring of 2009 on a faculty exchange with the University of Tuebingen that grew out of a friendship I made during that initial Fulbright year. I’ve tried to share my interest in German culture with students and was especially gratified when my dissertation student Joelle Biele was awarded a Fulbright lectureship at the University of Oldenburg during the 1998-1999 academic year.”

— Richard Cross, professor of English

“Fulbright was great. The whole idea is to allow an interaction between fields and countries, and in my case it was between engineering in the United States and treatment of cancer in Germany. It allowed me to meet a doctor I had been working with for years but had never met in person. Socially it was wonderful—he is a fantastic guy. Professionally it was indispensable—it has allowed Andreas and me to work towards improving the treatment of cancer by magnetically manipulating chemotherapy to focus it to deep tumors.”

— Benjamin Shapiro, associate professor in BioEngineering and Institute for Systems Research
“I’m a Fulbright alumna from 2006-2007. My stay in India has led to funded research projects with colleagues at two institutions. On teaching, my stay has informed a lecture on globalization that I have been giving to all ENES 100 students each semester since my return. I’ve also worked with my colleagues in both countries to prepare content on nanotechnology-based solutions to energy challenges for a middle school science camp. On a personal note, my stay there was probably one of the most transformative experiences in my life. In addition to living in Mumbai, I was able to travel around quite a bit to experience the diversity within India. I learned so much about the country from my day-to-day conversations with my colleagues and from people I met while traveling.”

— Sheryl H. Ehrman, professor and chair in Chemical and Biomolecular Engineering

“Without Fulbright, I would never have fully appreciated the differences in the way research programs operate in Israel versus here and understood how researchers there have accomplished as much scientifically per capita as we do (some claim even more than we do). And having had the opportunity to teach there definitely made me understand how well we teach students in this country, as well as the differences the maturity of students have on their learning experience. Faculty minimized their contact with students, while I spent a lot of time assessing students during the semester with feedback as well as spending time with them outside the classroom. The students tended to be more mature than in the U.S. since many of them complete military service before attending university. They tended to feel more comfortable interacting with each other and myself.”

— Hugh Alan Bruck, professor and director of Graduate Studies in Mechanical and Reliability Engineering

“My Fulbright experience involved teaching journalism for a semester in Guangzhou, China, in 2000. It made me much more aware of the cultural differences that impact the international students we have at Maryland. I became an ally for some of our international Ph.D. students, applauding the adjustments and mental flexibility that they need to work successfully on our campus. Due to my efforts, the university accepted one graduate student, Chunying Cai, whom I became close to in Guangzhou, and she successfully completed her Ph.D. with me as her advisor. She is now the Washington manager for the China Daily in the United States, serving to help bridge the cultural and communications gap between two great nations. In all honesty, my Fulbright stands out as the single most satisfying activity that I participated in as a Maryland faculty member.”

— Maurine Beasley, professor emeritus of Journalism

“I received a Fulbright grant in 2006, a year after I retired from active teaching and research. I spent five months at the Rudjer Boskovic Institute in Croatia. This was an absolutely wonderful experience for my wife and myself on a personal level and also started me on a second career as a collaborator and part-time thesis advisor. To date, my Croatian colleagues and I have published five scientific papers and have three in the works. This occupies most of my time now—a real second career.”

— George R. Helz, professor emeritus
During the fall 2010 semester, the College of Education’s Office of International Initiatives at the University of Maryland hosted 17 Distinguished Fulbright teachers. The program, a new Fulbright teacher exchange program within the Bureau of Education and Cultural Affairs, was developed two years ago by the U.S. Department of State, in partnership with the Academy for Educational Development (AED). The program, designated the Fulbright Distinguished International Awards in Teaching Program, targets outstanding experienced international teachers and selects participants from a very limited set of countries around the world. The University of Maryland was the top candidate for the second year to host the visiting teachers.

Seventeen teachers represented six countries: Argentina, Finland, India, Mexico, Singapore, and South Africa. They ranged from kindergarten and elementary school teachers to high school physics, math, chemistry, geography, history, and English teachers. Some were principals, and all had the expectation of bringing back to their schools and countries a rich resource of new knowledge, insights, and skills gained during their stay in the United States. UM’s responsibility was to help them meet both this important larger program goal as well as many and diverse individual aims.

Given the range and complexity of the program requirements, the challenge was a daunting one, but the results and benefits for all partners, individual and institutional, were extremely gratifying. Faculty mentors and instructors of courses in which the Fulbrighters participated reported many positive effects for the classes and for the mutual learning that occurred on all levels. Schools gained a great deal by hosting international teachers and the guest teachers gained a tremendous amount from their school experiences—a “win-win” experience.

The success of this program was due to the many College of Education and University faculty and staff, graduate assistants, Professional Development School coordinators, the partner school cooperating teachers and administrators, and UM’s partners at AED and the U.S. Department of State. At the end of the semester, the group of international Fulbright teachers formed a unique multi-national family and brought to the campus a rich combination of cultural and intellectual contributions that will last long after their return to their homelands.

By James Greenberg, director, Office of International Initiatives and K-16 Partnership Development Center, College of Education

The University’s requirements involved the following:

1. Designing and implementing a web-based, interactive orientation module including a short “course” on American education;
2. Assigning a UM faculty mentor for each Fulbright teacher to meet regularly and advise on resources and opportunities appropriate to their areas of study and especially on the Capstone Projects each participant had to complete during their time at UM;
3. Providing the opportunity to participate in two graduate level courses on topics of their choosing;
4. Arranging for regular placements in local schools so that the visiting educators would both learn from the host teachers and administrators as well as contribute to the partner schools by sharing their culture, helping to team-teach where appropriate, and enhancing international learning opportunities for teachers and students;
5. Holding weekly seminars on topics of interest related to U.S. education as well as offering opportunities to get and give feedback related to their experiences in classes and schools;
6. Designing and implementing a week-long orientation program including academic, cultural, and day-to-day living activities;
7. Identifying and coordinating housing and meal accommodations for an entire semester; and
8. Organizing educational and cultural trips, including visits to other cities, states, and national conferences on topics of interest to each participant.
The Center for Energetic Concepts Development (CECD) in collaboration with the City University of Hong Kong sponsored a three-day Workshop on Energetics—Past and Present. The purpose of the workshop, which was held in December 2010 at the Hong Kong Science and Technology Park, was to lay a foundation for fundamental research collaboration between the CECD and Chinese energetics scientists and to develop new friendships among scientists and engineers sharing a common interest in energetics. This workshop is the first in a series of global workshops on energetics that CECD will be conducting over the next few years. The Center chose to hold the first workshop in China to honor China’s historical and current leadership and innovation in this important field.

The workshop included attendees from the United States, China, Korea, and Hong Kong. The U.S. delegation was led by Professor Davinder Anand, the director of the CECD, and included UM Professors James Short, Michael Pecht, Michael Zachariah, Bryan Eichhorn, and Hugh Bruck. Also participating were Robert Kavetsky of the Energetics Technology Center (ETC); and John Fischer and Robert Kaczmarek of the U.S. Department of Defense, who participated as observers. Short, who is known among energetics scientists in China due to having been the Chairman of the International Detonation Symposium for 20 years, led the workshops.

In preparation for the workshop, Short, Kavetsky, Pecht, and Anand published a book titled *Energetics Science and Technology in China* (2010). The book summarizes the long history of energetics in China, starting with black powder more than 2,000 years ago, and describes current energetics research in China by offering hundreds of references to journal articles published in the past 40 years and offering abstracts of those articles. Some of the abstracts are included in the book, but the majority of them are available on the CECD website at www.cecd.umd.edu. The book is the first in a geographic series of energetics book written by CECD faculty.

Brian Brodeur is the first recipient of a double master’s degree in real estate and architecture from the School of Architecture, Planning and Preservation. He recently visited San José, Costa Rica, to work on his thesis.

He proposes to redevelop the area surrounding The Pacific Rail Station, *Estación Ferrocarril al Pacífico*, in San José in order to better use the land and create a real place within the historic fabric of the city. Embedded within this goal was the need to create a unique destination with the centerpiece being a national assembly building. Brodeur explored the nature of public and private development and how it may be used to create change and growth. This idea of partnership between the public and private sectors has been used extensively in the United States, but still has not gained as much ground and directly challenges the current development models in San José.

Brodeur believes this relationship will work to capture the value added by government investment and attract private capital, which will revitalize a portion of the city that currently needs improvement. For more information on the School of Architecture, Planning and Preservation, visit www.arch.umd.edu.
To submit story ideas and photos, please contact the editor, Vivian Hayward, at vhayward@umd.edu or 301.405.4312.