

**THE TANNER
CONFERENCE**

**WELLESLEY
IN THE
WORLD**

**WED
OCT 24
2001**

new
directions
in liberal
education

In light of the tragic events of September 11, 2001, our work in liberal education is more important than ever. The Tanner Conference offers an opportunity to question assumptions, reason well together, explore our differences and find in our shared aspirations the wisdom and the courage to forge a common future. Now, when our routines and beliefs have been so painfully shattered, perhaps we can dream a new collective vision of a world all of whose people can be safe from the ravages of violence.

Diana Chapman Walsh '66

President

Wellesley College gratefully acknowledges the generous alumnae and friends who support experiential learning opportunities. Their support enables students to choose from a wide and varied array of off-campus learning opportunities that have become an integral part of the Wellesley College educational experience.

The Tanner Committee gratefully acknowledges staff in the following departments for their commitment to developing the inaugural Tanner Conference: Auxiliary Services, Campus Police, Communications and Publications, Custodial Services, Food Service, Grounds, Instructional Technology, Media Services, Post Office, Science Center and Special Events.

THE TANNER CONFERENCE

It is our privilege to invite your participation in the inaugural Tanner Conference. Established through the generosity of trustee emerita Estelle “Nicki” Newman Tanner ’57, the Tanner Conference explores the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. The conference is premised on the belief that a greater understanding of the learning that takes place off campus – combined with critical inquiry into the purpose, value and effect of such learning – has the potential to take liberal education in new directions.

Encompassing the diversity of student experiences and interests, the Tanner Conference takes as its subject internships and service learning, international study, experiential learning in courses and research conducted away from Wellesley. The conference provides a venue for faculty, staff and students to discuss the challenges to teaching and learning presented by new definitions of what constitutes the classroom. It also invites alumnae to return to campus to discuss how their decisions to participate in these experiences as Wellesley students later proved to be ones of consequence.

Representing the work of more than 300 Wellesley students, alumnae, faculty and staff, the 2001 Tanner Conference is organized around seven broad themes: Commu-

nity and Society; Science and Technology; Gender and Social Relations; Politics and Economics; Decisions of Consequence; Wellesley in the World; and Conversations about New Directions. The conference concludes with an exhibition featuring information on internships, service learning opportunities, international study and Wintersession programs.

We wish to thank all those presenting in this first Tanner Conference for their roles in helping us to understand better Wellesley’s place in the world. We invite you to join the conversation they are seeking to foster.

The 2001 Tanner Committee

Lee Cuba
*Office of the Dean
of the College*

Richard G. French
Department of Astronomy

Nancy P. Genero
Department of Psychology

Susan Harmon ’67
*Business Leadership
Council*

Melissa Hawkins
*Center for Work and
Service*

Sylvia S. Hiestand
International Studies

Lidwien Kapteijns
Department of History

April Kuehnhoff ’01
*Center for Work and
Service*

Amanda Lahikainen
Class of 2002

Bonnie D. Leonard ’59
Continuing Education

Catherine Masson
Department of French

Mary P. Morris
Office of Special Events

Lynn Miles
Office for Resources

Joanne Murray ’81
*Center for Work
and Service*

Susan Scherr
*Center for Work
and Service*

Edward A. Stettner
*Department of
Political Science*

Theresa Tribble
Class of 2001

Marybeth Toomey
*Experiential and
Leadership Programs*

Deborah Ullrich
*Center for Work
and Service*

Carlos Vega
Department of Spanish

Geneva M. Walker-Johnson
*Office of the Dean of
Students*

Dana Weekes
Class of 2003

THEMATIC OVERVIEW

Community and Society

Global Learning	panel	9:30 A.M.	Pendleton East 239
Wellesley Academics and Off-Campus Athletics	panel	9:30 A.M.	Pendleton East 151
Art and Architecture	individual presentations	11:00 A.M.	Collins Cinema
Urban Education I	individual presentations	1:30 P.M.	Pendleton East 339
Understanding Community	individual presentations	1:30 P.M.	Pendleton East 349
Urban Education II	individual presentations	3:00 P.M.	Pendleton West 212
Children of the World	individual presentations	3:00 P.M.	Pendleton West 117
International Health Issues	individual presentations	3:00 P.M.	Pendleton West 116

Science and Technology

Lake Baikal	panel	9:30 A.M.	Pendleton East 139
Interdisciplinary Approaches to Biological Problems	individual presentations	9:30 A.M.	Pendleton West 116
The Sea	individual presentations	11:00 A.M.	Pendleton East 129
Biomedical Research	individual presentations	1:30 P.M.	Pendleton West 212
Belize/Costa Rica Wintersession: Tropical Ecology	panel	3:00 P.M.	Pendleton East 127

Gender and Social Relations

Wintersession in Morocco	panel	9:30 A.M.	Pendleton West 117
Building Bridges	panel	11:00 A.M.	Pendleton West 117
Gender Issues in International Perspective	individual presentations	11:00 A.M.	Pendleton East 139
Exploring Latina Girls' Relational Supports and Challenges	panel	1:30 P.M.	Pendleton West 116
Barns, Brönte and the Bard	panel and performance	3:00 P.M.	Jewett Auditorium

Politics and Economics

National Politics and Policy	individual presentations	9:30 A.M.	Pendleton West 212
The Evolution of a Development Project from the Classroom to the Field	panel	11:00 A.M.	Pendleton East 349
International Economics	individual presentations	11:00 A.M.	Pendleton East 239
The Coffee Connection	individual presentations	1:30 P.M.	Pendleton East 130
Learning through the Internship Experience in Costa Rica	panel	1:30 P.M.	Pendleton West 117
At the Center of Power?	panel	1:30 P.M.	Pendleton East 239
Human Rights and Civil Rights	individual presentations	3:00 P.M.	Pendleton East 239
Social Issues in South Asia	individual presentations	3:00 P.M.	Pendleton East 339

Decisions of Consequence

Tale of the Trail	individual presentation	9:30 A.M.	Pendleton East 251
Discussion of Fellowship Experiences	panel	11:00 A.M.	Pendleton East 339
Beyond Aix	individual presentations	11:00 A.M.	Pendleton East 151
Knafel Award Winners	individual presentations	1:30 P.M.	Pendleton West 220
Business Leadership Council Members Look Back	panel	3:00 P.M.	Pendleton East 130
Learning in Student Teaching	panel	3:00 P.M.	Pendleton East 151

Wellesley in the World

Servus! Wellesley Explores Vienna	panel	9:30 A.M.	Pendleton East 339
A Year in Bologna, Italy	panel	9:30 A.M.	Pendleton East 129
Falling in Love with Oaxaca, Mexico	panel	11:00 A.M.	Pendleton West 116
Contrasts on the Cape of Good Hope	panel	11:00 A.M.	Pendleton East 130
Reacting to a Domestic Tragedy While Abroad	panel	11:00 A.M.	Pendleton East 127
Columns, Cannoli and Culture	panel	1:30 P.M.	Pendleton East 351
Wintersession Program in the Republic of Georgia	panel	1:30 P.M.	Pendleton East 129
A Conversation with Women on Luce Internships in Asia I	panel	1:30 P.M.	Pendleton East 139
In Search of the Real Japan	panel	3:00 P.M.	Pendleton East 129
A Conversation with Women on Luce Internships in Asia II	panel	3:00 P.M.	Pendleton East 139

Conversations about New Directions

Integrating Academic Excellence and Community Service	roundtable	9:30 A.M.	Pendleton East 349
“I Hate Coming Back”	roundtable	9:30 A.M.	Pendleton East 351
Beyond the Borders That Divide Us	roundtable	11:00 A.M.	Pendleton East 351
When Bad Things Happen to Good Internships	roundtable	1:30 P.M.	Pendleton East 151
Women Crossing Cultures	roundtable	3:00 P.M.	Pendleton East 349
Starting an International Internship Program	roundtable	3:00 P.M.	Pendleton East 351

CONFERENCE SCHEDULE

8:30–9:30 A.M.

Conference Registration and Continental Breakfast

Registration and continental breakfast served in Pendleton Atrium.

9:30–10:40 A.M.

Community and Society

Global Learning: An International Community Committed to the Education of Children (panel)

Pendleton East 239

Elisa C. Morimoto, Yelena Biberman, Jessica Hass, Suzanne Slezak and Katrina Weber

Wellesley Academics and Off-Campus Athletics (panel)

Pendleton East 151

Alexandra Dunne-Bryant, Samantha L. Castro, Dow-Jane Chi, Michelle D. Bowlen and Christine E. Kitzmiller

Science and Technology

Lake Baikal: Wellesley Students Return from Siberia (panel)

Pendleton East 139

Nicole Deterding, Chloe Nathan, Anna Nousek, Dorothea Sittler, Theodora Van Wagenen and Elizabeth Wolkovich

Interdisciplinary Approaches to Biological Problems (individual presentations)

Pendleton West 116

Allison D. Dupuy, Development of a Force Clamp to Investigate Outer Hair Cell Electromotility through the Study of Membrane Tether Formation Using Optical Tweezers

Monica C. Byrne, The First Martian Life Forms? A Terrestrial Analog

Gender and Social Relations

Wintersession in Morocco (panel)

Pendleton West 117

Narges Bajoghli, Daniella Kevelson, Grace Kim, Morgan Thompson, Danielle Solomon, Carissa Wyant, Marsha Botros and Rachel Schwartz

Politics and Economics

National Politics and Policy (individual presentations)

Pendleton West 212

Ariel S. Greenblum, Queen of My Urban Uncertainty: A Study of Urban Poverty

Adina Lord and Jessica Tenaglia, Women and Political Power: The Struggles and Successes of the Women's Political Caucus

Gwendolyn E. Thomson, "Democracy's New Challenge: Globalization, Governance and the Future of American Federalism"

Decisions of Consequence

Tale of the Trail: A Wellesley Graduate Hikes the Appalachian Trail (individual presentation)

Pendleton East 251

Meredith S. Sorensen '01

Wellesley in the World

Servus! Wellesley Explores Vienna (panel)

Pendleton East 339

Angela Kappler, Cecily Goodrich, Cameron Salisbury, Kunjal Chaudhari and Melanie Prasol

A Year in Bologna, Italy with the Eastern College Consortium (panel)

Pendleton East 129

Lindsay Sabadosa, Laura Cincotta, Nita Vivatrat, Cindy Kang, Ariel Novick, Jennifer Zerwer, Katie Sokolski and Heidi Hemmett

Conversations about New Directions

Integrating Academic Excellence and Community Service: A Roundtable on Curricular Innovation (roundtable)

Pendleton East 349

Facilitators: *Lidwien Kapteijns, History, Nancy P. Genero, Psychology, Lois Wasserspring, Political Science, Winifred Wood, Writing, Deborah Weaver, Physical Education and Center for Work and Service, Sumru Erkut, Center for Research on Women, Christopher Candland, Political Science and Nicholas Rodenhouse, Biological Sciences*

"I Hate Coming Back": Reentry Issues after International Study (roundtable)

Pendleton East 351

Facilitators: *Kenia M. Halleck, Spanish, Sylvia S. Hiestand, International Studies, Homa Gayle, Erin Goodman and Ginney Lu*

10:40–11:00 A.M.

Break

Refreshments served in Pendleton Atrium and first floor study area.

11:00 A.M.–12:10 P.M.

Community and Society

Art and Architecture (individual presentations)

Collins Cinema

Jess S. Charlap, *Sixteen Millimeter and Beyond: Filmmaking and the Movie Industry*

Marta Allyson White, *Turn of the Millennium Art in Beijing, China*

Emily R. Brouwer, *Eakins in Europe? A Summer at the Musée d'Art Américain Giverny*

Kerry A. Coyne, *Building on Ideas: Learning through Construction*

Science and Technology

The Sea (individual presentations)

Pendleton East 129

Tuyet-Catrina N. Huynh, *Williams-Mystic Seaport Program: Opportunities and Continued Learnings Regarding the Sea*

Christina E. LaPointe-Nelson, *Research on the Geology of Marine Casualties*

Erin M. Fernald, *Lobstermen and Scientists: Understanding the Lobster*

Gender and Social Relations

Building Bridges: Wellesley Women Are Making a Difference in Boston Girls' Lives (panel)

Pendleton West 117

Deborah Weaver, *Physical Education and Center for Work and Service*, Nancy Ryan, *Cambridge Women's Commission*, Emily C. McDonald, *Johanna Pino*, Jane A. Mars and Rachel Schwartz

Gender Issues in International Perspective (individual presentations)

Pendleton East 139

Erin Humphrey, *Communities of Elderly Women in Japan: The Changing Nature of Emotional and Spiritual Needs in an Aging Society*

Eleanor J. Kleiber, *Fiji in Transition*

Aishwarya Lakshmiratan, *Study Abroad: Less about the What, More about the How*

Politics and Economics

The Evolution of a Development Project from the Classroom to the Field: A Case Study with Bribri Indigenous Women of Costa Rica (panel)

Pendleton East 349

Olivia Ricchi '01 and Aimee Sostowski '01

International Economics (individual presentations)

Pendleton East 239

Meng-jiao Jiang, *Maisie Ng and Chen Yang* *Business in Shanghai*

Stanislava Dratvova, *World Trade Organization – A Look from Within*

Pilar A. Eiguez, *The Social Face of Dollarization*

Lena M. Mass, *World Health Organization Global Program on Evidence for Health Policy: Assessing the Performance of Health Intervention Programs*

Decisions of Consequence

Discussion of Fellowship Experiences (panel)

Pendleton East 339

Kathryn Carlson '00, *Rachel Goshgarian '97*, *Wei Wei Lee '00*, *Julie Levison '98*, *Theresa Lund '00* and *Marisa B. Van Saanen '01*

Beyond Aix (individual presentations)

Pendleton East 151

Amy C. Delamaide, *From Aix to Bedford: Reflective Essays on Study and Service Abroad*

Lauren J. Aste '94, *Life after Aix*

Wellesley in the World

Falling in Love with Oaxaca: Reflections on Intellectual and Personal Growth after a Semester in Mexico (panel)

Pendleton West 116

Alissa M. Moen, *Georgina Scarlata*, *Claudia Guzman*, *Rosa Garza*, *Sara Villarreal* and *Agnieszka Ziaja*

Contrasts on the Cape of Good Hope (panel)

Pendleton East 130

Mae Podesta, *Kuuipo Curry*, *Julie Ota*, *Dana Williams* and *Maria A. Zambrano*

Reacting to a Domestic Tragedy While Abroad (panel with videoconferencing)

Pendleton East 127

(with overflow in Pendleton West 212)

Carlos Vega, *Spanish*, *Jennifer Gonzalez*, *Elizabeth Hirshorn* and *Aimee Kim*

Conversations about New Directions

Beyond the Borders That Divide Us: Racism and Its Impact on International Study and Internship Experiences (roundtable)

Pendleton East 351

Facilitators: Geneva M. Walker-Johnson, Office of the Dean of Students, Durba Ghosh, Women's Studies, Patricia Amina P. Evangelista, Dana Weekes and Cindy Kang

12:10–1:30 P.M.

Lunch

All members of the Wellesley College community are invited to have lunch on Severance Green. (In the event of rain, lunch will be served in the residence halls. Kosher lunches will be available in Pomeroy Hall.)

1:30–2:40 P.M.

Community and Society

Urban Education I (individual presentations)

Pendleton East 339

Sonya U. Sanchez '01 and Jenessa Boleda '01, Creating DAE: Exploring Partnerships of Education and Social Justice

Neha O. Ummat, Education Fieldwork: Louisville, Kentucky

Jane A. Mars, Urban Education in an Era of High-Stakes Testing

Understanding Community (individual presentations)

Pendleton East 349

Linda M. Schneider, Unos Pocos Cuentos de Mexico – Shattering Stereotypes

Eva K. Kaplan, The Changing Kibbutz

Dawn M. Joyce and Joana Silva, Sevilla: City of Life, Deep Faith and Strong Traditions

Science and Technology

Biomedical Research (individual presentations)

Pendleton West 212

Anuradha V. Gokhale, The Effect of Glutathione S-Transferase on Apolipoprotein B in Human Liver Cells

Aurora R. Alva, Investigation of Mechanisms of Pathogenesis of Hereditary Sensory Neuropathy Type 1 (hsn-1)

Christina P. Antonopoulos, Engineering and Characterization of Premalignant Human Breast Epithelial Cells to Induce Breast Cancer

Beza Seyoum, Cytomegalovirus Infection in Xenotransplantation

Gender and Social Relations

Exploring Latina Girls' Relational Supports and Challenges: An Ecological Perspective (panel)

Pendleton West 116

Nancy P. Genero, Psychology, Marie Corriveau, Tiffany Cheng, Karlo Ng, Jamilah Freeman and Olivia Hsin

Politics and Economics

The Coffee Connection (individual presentations)

Pendleton East 130

Maggie Rivage-Seul, Will the Real Juan Valdez Please Stand Up?

Alison L. Mostue, Life Revolving around Coffee

Learning through the Internship Experience in Costa Rica (panel)

Pendleton West 117

Rachel Gottesfeld, Suzanne Moellendorf, Pamela Galvis, Aurora Gonzalez and Natalie Drorbaugh

At the Center of Power? Internships in Washington, D.C., Summer 2001 (panel)

Pendleton East 239

Edward A. Stettner, Political Science, Sumana Chatterjee, Marley Degner, Stacey Gutkowski, Abigail Moncrieff and Alexandria Young

Decisions of Consequence

Knafel Award Winners (individual presentations)

Pendleton West 220

Avantika Rao '98, Women, Culture and Natural Resources: The Distributive Politics of Modern South Asia and the Implications for America Today

Lakshmi Ramarajan '98, Understanding Culture through Dance

Wellesley in the World

Columns, Cannoli and Culture: Classical Experiences Abroad (panel)

Pendleton East 351

Sarah E. Beam, Sarah Barton, Alexandra Dunne-Bryant, Amanda Freeman, Holly-Leigh Pitts and Audrey M. Provenzano

Wellesley/Mt. Holyoke/Williams Wintersession Program in the Republic of Georgia (panel)

Pendleton East 129

Ariel Greenblum and Heidi Zirtzclaff

A Conversation with Women on Luce Internships in Asia I (panel)

Pendleton East 139

Katie Berroth, Christine Dobridge, Lyle Pannell, Lavanya Ravichandran, Charlene Wang and Dana Weekes

Conversations about New Directions

When Bad Things Happen to Good Internships (roundtable)

Pendleton East 151

Facilitators: Marybeth Toomey, Experiential and Leadership Programs, Joanne Murray '81, Center for Work and Service, Karen Helgeson, Amy Lawler, Adina Lord and Sarah Grant

2:40–3:00 P.M.

Break

Refreshments served in Pendleton Atrium and first floor study area.

3:00–4:10 P.M.

Community and Society

Urban Education II (individual presentations)

Pendleton West 212

Morgan Adams and Diana Dube, Jefferson Park: Two Wellesley Students' Summer with the Cambridge Youth Enrichment Program

Rhian K. O'Rourke, The Experience of Somali Refugees in the Boston Public Schools

Children of the World (individual presentations)

Pendleton West 117

Mary E. Evans, Working to Fight the Effects of Poverty in Nairobi

Jennifer K. Vazquez, Cultural and Social Class Expectation Differences between Mexico and the United States: An Experience in Oaxaca, Mexico

Mariana Mejia, Is Going to School Always the Best Thing for a Child? A Glance at the Driving Forces of Child Labor in Managua, Nicaragua

International Health Issues (individual presentations)

Pendleton West 116

Neo M. Tapela, Current HIV/AIDS Research and Related Developments in Botswana

Kakra Soadwa and Khadija Mani, The Dying Ghana: The Effects of AIDS on Ghana

Katrina M. Robertson, Niño a Niño: Health Action in Oaxaca, Mexico

Science and Technology

Belize/Costa Rica Wintersession: Tropical Ecology (panel)

Pendleton East 127

Nicholas Rodenhouse, Biological Sciences, Tasha Teutsch, Danielle Norris, Rosalie Elder and Rose Finley

Gender and Social Relations

Barns, Brönte and the Bard (panel and performance)

Jewett Auditorium

Emily E. Coddington, Lili Schwan-Rosenwald, Sarah R. Murphy-Katz, Sara M. Wasserman, Emi A. Kolawole, Andrea M. Kennedy, Morgan P. Carberry, Sarah E. Barton, Heather J. Boas and Elana T. Hayasaka

Politics and Economics

Human Rights and Civil Rights (individual presentations)

Pendleton East 239

Natalie S. Ondiak, Experiential Learning at the International War Crimes Tribunal for the Former Yugoslavia

Katrina R. Weber, Villa Grimaldi, Parque por la Paz: Shadows of Memory, Places of History

Heather E. Long, The State of Hate in Pennsylvania

Whitney E. Shaffer, Alejandro Toledo: The New Face of South American Influence

**Social Issues in South Asia
(individual presentations)**

Pendleton East 339

Marisa B. Van Saanen '01, Perceptions of Economic Poverty and Social Inequality in Kolkata, India

Christopher Candland, Political Science and Aishwarya Lakshmiratan, Community Solidarity through Volunteer Workcamps in Sri Lanka

Decisions of Consequence

**Business Leadership Council
Members Look Back (panel)**

Pendleton East 130

Lynne Miller '73, Jane Philippi '68 and Denise Welsh '75

Learning in Student Teaching (panel)

Pendleton East 151

Amy Picard '97, Debby Saintil '96, Rebecca Sanborn '00 and Somchay Xayarith Edwards '98

Wellesley in the World

In Search of the Real Japan (panel)

Pendleton East 129

Jeehyun Lee, Eunice Chung, Prudence Tsang, Worknesh Belay and Tami Tamashiro

**A Conversation with Women
on Luce Internships in Asia II (panel)**

Pendleton East 139

Sophia Dien, Adria Greene, Olivia Hsin, Quyên Lê, Mary Mo and Shannon Snow

Conversations about New Directions

Women Crossing Cultures (roundtable)

Pendleton East 349

Facilitators: Catherine Masson, French, Filomina Steady, Africana Studies, Angela Cappucci, Spanish, Anjali Prabhu, French, Naomi Warren, Davina Piker, Cristi Collari and Jochelle Pereña

**Starting an International Internship
Program (roundtable)**

Pendleton East 351

Facilitators: Guy M. Rogers, Classical Studies and History, Margaret Ward, German, Lois Wasserspring, Political Science and Thomas Cushman, Sociology

4:30–5:45 P.M.

Exhibition and Reception

Science Center

Faculty, staff and student representatives from Wellesley's internships and service learning, international study and Wintersession courses will be available to speak with students.

International food will be served in the Sage Lounge.

9:30–10:40 A.M.

Community and Society

Global Learning: An International Community Committed to the Education of Children (panel)

Elisa C. Morimoto '04, Peace and Justice Studies, Yelena Biberman '04, International Relations and Russian Area Studies, Jessica Hass '02, Latin American Studies, Suzanne Slezak '03, Anthropology and Katrina Weber '02, Peace and Justice Studies
Advisor: *Jonathan Imber, Sociology*

Global Learning is an international project, fueled by positive energy and cooperative efforts, seeking to ensure that every child has a realistic opportunity for an innovative and quality education. By creating an effective network of experienced volunteers and professionals, Global Learning supplements community efforts to expand and improve education, attract and retain children in public schools and reach the maximum potential of our young people. For the past four years, Wellesley College students have traveled to Global Learning programs in Costa Rica, Mexico and California where they have collaborated with local students and community leaders to transform ideas into actions.

Wellesley Academics and Off-Campus Athletics (panel)

Alexandra Dunne-Bryant '02, Latin and Greek, Samantha L. Castro '02, French and Art History, Dow-Jane Chi '03, International Relations, Michelle D. Bowlen '03, International Relations and Economics and Christine E. Kitzmiller '02, American Studies and History
Advisor: *Bob Milnikel, Mathematics*

Many students at Wellesley are engaged in elite-level competition in off-campus, non-Wellesley sports. How has our commitment to athletics affected our Wellesley academics? And how has our commitment to the rigorous academic demands of Wellesley affected our athletic accomplishments? Furthermore, how has the Wellesley community affected our athletic community and vice versa? In this presentation, students from multiple sports will discuss the varied manners in which we have handled this difficult balancing act. Topics will include: the choice to take time off or graduate in more than four years; academic, athletic, social and cocurricular choices; and continuing participation in our sports following the departure from elite-level competition.

Science and Technology

Lake Baikal: Wellesley Students Return from Siberia (panel)

Nicole Deterding '03, Sociology, Chloe Nathan '03, Undeclared, Anna Nousek '03, Biological Sciences, Dorothea Sittler '02, Biological Sciences and Earth Systems Science, Theodora VanWagenen '02, Biological Sciences and Elizabeth Wolkovich '02, Biological Sciences
Advisor: *Thomas P. Hodge, Russian, Marianne Moore, Biological Sciences and Susan Kohler, Science Center*

These students were participants in Experimental 212, an interdepartmental course between the Russian and Biological Sciences departments. Students will discuss the ecological and cultural values of Lake Baikal – the oldest, deepest and most biotically rich lake on the planet. Students will present their findings on research conducted during the 22-day field laboratory, which took place at Lake Baikal in eastern Siberia in August 2001. Students will address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, art, music and the country's environmental

movement. Students will discuss their experiences working in Siberia at the local limnological facilities in Bol'shie Koty. These students will have learned firsthand the difficulties of scientific research in a country undergoing dramatic changes. They will present their experiences in a roundtable discussion supplemented with visual materials. (Supported in part through the Howard Hughes Medical Institute [HHMI] Undergraduate Sciences Program Grant.)

Interdisciplinary Approaches to Biological Problems (individual presentations)

Development of a Force Clamp to Investigate Outer Hair Cell Electromotility through the Study of Membrane Tether Formation Using Optical Tweezers

Allison D. Dupuy '02, Physics and Biological Sciences

Advisor: *Theodore Ducas, Physics*

Optical tweezers are tools for nonintrusive manipulation of micrometer-sized particles. They are constructed by coupling a laser beam into a microscope objective which focuses the light to a small waist where objects can be trapped. While conducting research in the Bobby R. Alford Department of Otorhinolaryngology and Communicative Sciences at Baylor College of Medicine and the Institute of Biosciences and Bioengineering at Rice University, I worked on the implementation of a force clamp in an optical tweezers apparatus. This force clamp was used to study the physics of tether formation from the lateral wall of the outer hair cell in order to reveal additional information about

the mechanism of outer hair cell electromotility. (Research supported by Baylor College of Medicine SMART Program and the National Science Foundation.)

The First Martian Life Forms?

A Terrestrial Analog

Monica C. Byrne '03, Biological Chemistry
Advisor: *Adele Wolfson, Biological Chemistry*

In 1996, Dr. David McKay and his team of NASA scientists revealed stunning news: they had found what appeared to be microbial forms embedded in a Martian meteorite. Their research ignited controversy in the scientific community that has yet to be resolved.

The news also encouraged research on the first forms of life on Earth. Stromatolites, stacks of microbial mats that become fossilized over millenia, became of new interest. Stromatolites were the dominant life form in the Precambrian Era and now exist only in high-salt lakes and subtidal pools. These may represent life's first mass aggregates, regardless of the planet on which they evolve.

This presentation will explore research done with Dr. McKay and the NASA Astrobiology Team on Bahamian stromatolites. Using a scanning electron microscope, a vast array of microbes and microenvironments was examined. Primary among these were intriguing spherical shapes, embedded in biofilm and averaging 0.13 microns in diameter – well below the established size limit for life. While these may not be life forms themselves, they are probably “biomarkers”: a fingerprint of life. Identifying biomarkers may prove useful in a future Mars mission in determining the past presence of life. (Research funded through the Massachusetts Consortial Space Grant from NASA.)

Gender and Social Relations

Wintersession in Morocco (panel)

Narges Bajoghli '04, International Relations and Philosophy, Daniella Kevelson '02, Psychology, Grace Kim '02, International Relations and History, Morgan Thompson '02, History and Philosophy, Danielle Solomon '02, History and Women's Studies, Carissa Wyant '02, Peace and Justice Studies, Marsha Botros '02, Psychology and Film Studies and Rachel Schwartz '02, Sociology
Advisor: *Wilfrid Rollman, History*

The Wintersession in Morocco group will speak on the general conditions in Morocco with a particular focus on women. We will discuss the role of space and gender in the society as related to the architecture of the cities and the social atmosphere. We will explore the state of the country 50 years after its independence from France. Topics of discussion will include the educational system, including university-level education; the conditions of the youth; the economic crisis in the country and its affect on the youth of the country; the social and economic gap between the rich and the poor; the ever-prevalent identity crisis of East versus West; and Jews in Morocco.

Politics and Economics

National Politics and Policy (individual presentations)

Queen of My Urban Uncertainty: A Study of Urban Poverty

Ariel S. Greenblum '03, *Political Science*
Advisor: Suzanne Estelle-Holmer, *Hebrew*

In my presentation I will focus on my experience at Greater Boston Legal Services (GBLS) by describing the work environment along with my clients and research. Describing how GBLS makes decisions on those cases it does take, I will draw a timeline of one client's dealings with GBLS and other institutions. I will point out how GBLS's help in this person's life is now minimal, but that her problem is in no way resolved. I will discuss work projects such as attending tenant group meetings, lobbying members of the Boston City Council and researching the history of the Boston Redevelopment Authority. In this way, I will demonstrate the immediacy of the problem of homelessness. (Internship supported by a Service Opportunity Stipend.)

Women and Political Power: The Struggles and Successes of the Women's Political Caucus

Adina Lord '02, *Political Science and Spanish*
Tenaglia '02, *Political Science and Spanish*
Advisor: Jeff Gulati, *Political Science*

The National Women's Political Caucus and its state branch, the Massachusetts Women's Political Caucus, share common goals: to elect pro-choice women, from any party, to

political and appointed office. In our presentation, we will examine the successes and failures of the Caucus, looking at several different aspects. We will discuss the advantages that the Caucus has to offer to women considering running for office and the achievements that the Caucus has made in its 30-year history, both nationally and in Massachusetts. We will also discuss the changes in membership over the past 30 years, taking time to examine both the pitfalls and benefits of nonprofit organizations.

“Democracy's New Challenge: Globalization, Governance and the Future of American Federalism”

Gwendolyn E. Thomson, *Davis Scholar '03*,
Political Science
Advisor: Marion Just, *Political Science*

I interned for a small public policy research and advocacy group, Dēmos, that focuses on strengthening American democracy. I learned with gratification that the skills and knowledge I'm gaining at Wellesley are valuable tools that are respected and appreciated in the “real world.” I came to value more highly than ever the importance of working with people with a good mix of idealism and realism who are willing to work with energy, commitment, integrity and good humor. The experience also demystified the nonprofit policy-making world. I worked on the promotion of a new Dēmos report, “Democracy's New Challenge: Globalization, Governance and the Future of American Federalism.” The report is a “thought piece,” intended to stimulate discussion and new perspectives among policy and opinion makers; contribute to all levels of government taking practical steps that will support communities, states and nations in shaping the process of globalization so that democratic and federalist values

are not gravely undermined; and, hopefully, contribute to bridging some of the ideological divides between conservative and progressive groups. (Internship supported by the Beth K. Smith Award.)

Decisions of Consequence

Tale of the Trail: A Wellesley Graduate Hikes the Appalachian Trail (individual presentation)

Meredith S. Sorensen '01
Advisor: Harold Andrews, *Geology*

This summer I hiked the Appalachian Trail from Maine to Georgia. This 2,167-mile endeavor took several months. My classmates moved to cities, traveled on fellowships, went to graduate school, found jobs and collectively took their first steps into the “real world.” I took a different path – one through the woods with my food and shelter on my back. In hiking the trail, I stepped into myself. Stripped to the core basics, it was an emotional, physical and mental challenge that pushed my limits and dropped my boundaries. I will share my experience through my slides and journals. I'll tell my tale of the trail: an alternative path after college.

Wellesley in the World

Servus! Wellesley Explores Vienna (panel)

Angela Kappler '02, English and German, Cecily Goodrich '02, German Studies, Cameron Salisbury '02, German Studies, Kunjal Chaudhari '02, International Relations and German Studies and Melanie Prasol '02, Neuroscience and German
Advisor: *Margaret Ward, German*

Through a panel presentation, five students returning from the brand-new international study program Wellesley-in-Vienna will discuss their experiences and promote the benefits of spending a year or a semester in Austria. From a science major's foray into laboratory work over the summer, to another student's adventures while participating in two journalism internships and yet another's fears of residing as a minority in a country known for its far-right politics, discussion will entail the students' various struggles – and successes – while abroad. Comparisons between course study and extracurricular life at the University of Vienna to that of Wellesley College will also be explored, as will the value of learning via tourism and travel, the challenge of participating in all facets of life under the barrier of a foreign language and the loss and subsequent renewal of confidence undergone by many of the students during their stay in Vienna.

This presentation will seek to convince those still in doubt that international study is not only advantageous, but necessary for the education of any liberal arts student.

(Internships supported by the Susan Rappaport Knafel '52 International Internship Fund.)

A Year in Bologna, Italy with the Eastern College Consortium (panel)

Lindsay Sabadosa '02, French, Laura Cincotta '02, Studio Art, Nita Vivatrat '02, Music, Cindy Kang '02, French and Art History, Ariel Novick '02, Psychology, Jennifer Zerwer '02, Italian Studies and Spanish, Katie Sokolski '02, Italian Studies and Heidi Hemmett '02, Italian Studies
Advisor: *Flavia Laviosa, Italian Studies*

Studying with the Eastern College Consortium (ECCO) is an exciting opportunity full of challenges and adventures where many possibilities are open to students. Our panel aims to provide those who are going abroad, or considering going abroad, with information to ease cross-cultural transition through descriptions of what a foreign student may encounter in Italy. Education will be discussed in terms of exploring, understanding and appreciating differences between Italian and American university systems. Cultural indicators including the role of the “centro sociale,” the shape of social gatherings, the strength of family relations and the position of women in society and in the media will be reviewed. The importance of traveling, the lessons it teaches and the consequent examination of oneself and one's culture will be explored as yet another mode of learning and of immersion.

Conversations about New Directions

Integrating Academic Excellence and Community Service: A Roundtable on Curricular Innovation (roundtable)

Facilitators: *Lidwien Kapteijns, History, Nancy P. Genero, Psychology, Lois Wasserspring, Political Science, Winifred Wood, Writing, Deborah Weaver, Physical Education and Center for Work and Service, Sumru Erkut, Center for Research on Women, Christopher Candland, Political Science and Nicholas Rodenhouse, Biological Sciences*

This roundtable will explore how to use academic rigor in serving our communities more effectively. We will ask participants to share their existing practices and principles, ideas, plans, past experiences, queries and worries. We will also inform each other about existing community partnerships and will explore potential collaborative curricular initiatives.

“I Hate Coming Back”: Reentry Issues after International Study (roundtable)

Facilitators: *Kenia M. Halleck, Spanish, Sylvia S. Hiestand, International Studies, Homa Gayle '02, Economics, Erin Goodman '02, Spanish and Ginney Lu '02, International Relations*

This roundtable will discuss the thoughts and feelings of those who return to their home culture after having been abroad for an extended period of time. The following questions will be addressed: What is reverse culture shock? How does it manifest itself? What are some of the coping strategies? How does one preserve what was gained from time away?

Community and Society

Art and Architecture (individual presentations)

Sixteen Millimeter and Beyond: Filmmaking and the Movie Industry

*Jess S. Charlap '03, Architecture and
Multimedia*

Advisor: *Naomi Ribner, Studio Art*

In today's world of video and digital media, movies of all kinds are still shot on expensive, time-consuming, temperamental film. What is it about light-sensitive chemicals on strips of plastic which make it so appealing to the storytellers and artists who use film? This past summer I sought to answer these and other questions about the art of film through a six-week course at the New York Film Academy. I made four films during that period: three assignment pieces and a final film. Each of the first three films deals with a specific aspect of filmmaking such as: light, mis-en-scene (what's put in front of the camera), continuity, directing actors, sound and montage. The final film is a combination of all these techniques in a narrative structure. In addition to speaking about the films I produced, I will talk about professional versus amateur filmmaking and how making a film changed how I watch movies. I will also answer some commonly asked questions about film and the movie industry.

Turn of the Millennium Art in Beijing, China

*Marta Allyson White '02, Biological Chemistry
and Chinese Studies*

Advisor: *Dai Chen, Chinese and Ruby Lam,
Chinese*

After the procommunist art of the Cultural Revolution, and after the revolutionist art of the prodemocracy uprisings, what influences modern art in China? Studying Mandarin in Beijing this summer gave me the opportunity to seek out the artistic community, visit the galleries and gather my own impression of what influences art in Beijing today. I found tension and excitement, warning and celebration, denial and freedom all brewing in the artistic community which is attempting to establish and define itself with and without the Western world.

Eakins in Europe? A Summer at the Musée d'Art Américain Giverny

*Emily R. Brouwer '02,
French and American Studies*

Advisor: *Marie-Paule Tranvouez, French
and Rebecca Bedell, Art History*

What is American art doing in Europe? This presentation will summarize the experience of being a summer intern at a small American art museum just outside of Paris. This internship was particularly educational in that it coincided with a Summer Residency Program for Artists and Art Historians at the museum. This program presented many unique opportunities for the fellows and interns, such as discussion lectures with well-known American art histori-

ans, guided visits to various museums in Paris and roundtable presentations of personal work. Apart from the residency program, working at the Musée d'Art Américain Giverny was a wonderful hands-on introduction to the behind-the-scenes of a museum, from the installation of the exhibits to a trip to the Bibliothèque Nationale to pick up rare books. Between translating French explorer Alexis de Tocqueville's texts into English at the museum and being the official translator for lost American tourists on the shuttle bus, this summer proved to be a truly memorable experience. (Internship supported by the French House Fellows Scholarship.)

Building on Ideas: Learning through Construction

Kerry A. Coyne '02, Architecture

Advisor: *James F. O'Gorman, Art History*

The Design/Build program through University of Washington provided a unique cultural and architectural experience that brought to life many ideas and concepts. The program added an understanding of practicality to the history and design concepts learned in art history and studio art classes at Wellesley College. As I experienced the Cuban and Mexican cultures, I was required to reflect and create an architectural response to many issues, from developing a community gathering place in a communist country, to discussing issues of water conservation and cooling techniques for a dry open mountain site in Mexico. The impact of the

program was amazing. I learned firsthand to design and build a building and the community received a gift – the building. I also gained through my contact with a new culture a sense of place and connection within the world.

Science and Technology

The Sea (individual presentations)

Williams-Mystic Seaport Program: Opportunities and Continued Learnings Regarding the Sea

Tuyet-Catrina N. Huynh, Davis Scholar '03, Environmental Studies and Film
Advisor: *Nicholas Rodenhouse, Biological Sciences*

The sea, a natural resource with a rich history and diverse ecosystems, has intrigued and haunted people for centuries. Today it continues to serve as a major transportation and commercial thoroughfare for cargo ships, fishermen, cruise lines and immigrants. Yet the health and welfare of its marine life is threatened by the industries and individuals who use or rely upon it. This presentation will share one student's experience with the Williams-Mystic Seaport program, her semester research examining cruise line wastewater dumping in Alaska vs. Caribbean Islands and her summer research internship on exploring various vectors for introduced marine species.

Research on the Geology of Marine Casualties

Christina E. LaPointe-Nelson '03, Philosophy
Advisor: *Harold Andrews, Geology*

The spring 2001 marine geology class at Bowdoin College researched the marine geologic environments of nine nuclear casualties. The purpose of this project was to

help the National Resource Defense Counsel (NRDC) to understand the long-term stability of the seabed beneath the casualties, and to determine which, if any, will receive additional attention by NRDC. After determining the casualty's coordinates to the best possible precision, we studied the nature of the seabed at those locations, our primary source being the databases assembled in the Generic Mapping Tool program. We determined that the casualties located in areas of least geologic stability are the marine dumping grounds of Rybachiy, Russia, the surroundings of Novaya Zemlya, Russia, the USS Thresher, off the coast of Massachusetts and the K-219, off the coast of North Carolina. While there is a possibility of environmental contamination due to geologic factors for the other five casualties, further geologic research in those provinces is required to assess their degree of danger, if any.

Lobstermen and Scientists: Understanding the Lobster

Erin M. Fernald '02, Geology
Advisor: *Harold Andrews, Geology and Lidwien Kapteijns, History*

During the summer I spent a week on a research vessel off the coast of Maine assisting in a lobster-population study conducted by Dr. Bob Steneck and his team. My interest in this fishery was more than scientific – I am the daughter of a sixth-generation lobster fisherman. The lobster industry in Maine is booming despite the predictions by many scientists that it is on the brink of collapse. Many fishermen are resentful of this prediction for they believe the stock is healthier than it has ever been. This void has caused many conflicts in the realm of conservation policy within the industry. The week I spent at sea was an opportunity for me to see how

scientific knowledge needs to be combined with the wealth of native knowledge. The only way to unravel the habits and dynamics of the lobster population is to bridge the two worlds, a process that is slowly beginning to happen.

Gender and Social Relations

Building Bridges: Wellesley Women Are Making a Difference in Boston Girls' Lives (panel)

Emily C. McDonald '02, English and French, Deborah Weaver, Physical Education and Center for Work and Service, Nancy Ryan, Head of Cambridge Women's Commission, Johanna Pino '04, International Relations, Jane A. Mars '02, Urban Studies and Rachel Schwartz '02, History and Sociology
Advisor: *Deborah Weaver, Physical Education and Center for Work and Service*

Since 1997, Wellesley students have been a vital part of LEAP (Lifetime Empowerment and Awareness Program), a program designed to empower at-risk girls, ages 8-14, using a unique combination of physical self-defense skills, safety awareness, life skills and support to enable these girls to create safe and healthy lives as they become women. Students from the College who have completed Wellesley's semester-long self-defense course serve as physical self-defense skills teaching assistants, mentors to participants and coordinators for program planning in the Cambridge area.

The panel will provide a comprehensive look at the wide-reaching impact that an outreach program like LEAP can have on all those involved and how it can tie disparate communities together. Though each panel member will be discussing her personal responses to her involvement in the LEAP



program, the discussion will focus around a broader issue for many of Wellesley's outreach programs: how to bridge differences between the Wellesley College community and the urban communities with which Wellesley collaborates.

Gender Issues in International Perspective (individual presentations)

Communities of Elderly Women in Japan: The Changing Nature of Emotional and Spiritual Needs in an Aging Society

Erin Humphrey '02, Religion and Japanese Studies

Advisor: *James Kodera, Religion*

The goal of my research this summer in Kyoto, Japan was to investigate how Japanese women perceive and deal with change – emotionally, psychologically and spiritually – as they move from a traditional caregiver role into a care-receiver role in the last stages of life. Japan faces a rapidly aging population: an estimated 33 percent will be over 65 by 2050. This topic is particularly important for women, who face changes in and shortages of physical and psychological support from family, elderly communities, professional care providers and spiritual communities. I plan to share some of my impressions of the lives of eleven elderly women (over age 60), whom I interviewed and the changes taking place in their families, neighborhoods and communities.

Fiji in Transition

Eleanor J. Kleiber '02, Peace and Justice Studies and History

Advisor: *Sally Merry, Anthropology*

I left for Fiji in February 2001, eight months after the latest coup, and left just one month before the August elections. I went to study at the University of the South Pacific and to research the local implementation of the

United Nations (UN) Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). Both my classroom and research experience helped me to understand the unstable political situation. I was able to meet and learn from incredible women who taught me how to organize a democracy ad campaign, weave Fijian mats and cook roti all in a day's work. With this small nation as my teacher, I learned firsthand about the tension between nongovernmental organizations (NGOs) and governments, the difficulties of organizing NGOs into a collective voice and the amazing difference just a handful of dedicated women can have in the struggle for democracy. The unique situation in Fiji tested everything I thought I knew about justice, human rights and women's rights by requiring me to constantly reassess my understanding of the importance of the individual in relation to the community. It was a joy and a privilege to witness and participate in the transition period of this small nation.

Study Abroad: Less about the What, More about the How

Aishwarya Lakshmiratan '03, Economics

Advisor: *Geeta Patel, Women's Studies*

The four months I spent studying in Uganda were experiences in living my learning. Everyday I would go out on the streets, watch women carry the world and more on their back, chat with the groundnut vendors, interview Indian business people in their shops on Kampala road, participate in preparing and eating dinner with my family, ride 14-seater taxis from dawn unto dusk, and observe, inhale and revel in a very different form of learning where the world was, in

fact, my classroom. My presentations and papers draw from these experiences, from the posing of questions that I could investigate to the limits of my ability. Books and reading would only supplement this direct learning, unlike the generalized classroom experience in college where textbooks, more often than not, are the only sources and references in an investigation. International Study, when approached with no expectations, becomes a radically fresh, exciting and sensitive way of learning, making what you learn to some extent irrelevant. It is the opportunity to have your entire perspective uprooted and turned around, and then to see the world as one synergistic dynamic composite, of which you are a miniscule and yet irreplaceable part.

Politics and Economics

The Evolution of a Development Project from the Classroom to the Field: A Case Study with Bribri Indigenous Women of Costa Rica (panel)

Olivia Ricchi '01 and Aimee Sostowski '01
Advisor: *Christopher Candland, Political Science*

This panel will highlight the steps taken by three graduates of the Class of 2001 to create, raise funds for and implement a development project with indigenous women. The participants, a group of 15 women from a remote community in the Bribri territory, located in the southeast corner of Costa Rica near the Panamanian border, organized a pig-raising cooperative project, using their traditional techniques as a means to ensure economic stability for their families. The discussion will include an evaluation of the process of taking community development theories and the guiding principles of social

empowerment, economic independence and sustainability into the field and a self-assessment of the problems and challenges that were faced in this project. Finally, insights and suggestions that may be useful to Wellesley students interested in starting other community development projects around the world will be provided. (Internship supported by Class of 2000 Dean Daniels Service Internship Stipend.)

International Economics (individual presentations)

Business in Shanghai

Meng-jiao Jiang '03, Political Science and Economics, Maisie Ng '03, Economics and Chen Yang '04, Undeclared
Advisor: *Deborah Ullrich, Center for Work and Service*

Shanghai is the “Jewel of China.” Since the reform policies of the early '80s, Shanghai – historically the most cosmopolitan city in Asia – has been restored as the industrial, financial and commercial center of China. It serves as an example to the rest of the country on environment, technology, government administration, international business norms and other important issues. This summer, we worked in the United States Foreign Commercial Service in Shanghai (USFCS). USFCS is the foreign-service arm of the U.S. Department of Commerce that acts as a bridge between China and the United States to promote and support U.S. trade with China. Meng-jiao Jiang will discuss her work on deepwater port and Web projects and the general business environment in Shanghai. Maisie Ng will discuss her market research results on retail and

franchising and government restrictions American companies encounter. Chen Yang will discuss her market research results on E-government and her experience at trade shows and other events. We will conclude by sharing some personal experiences from the internship and what it was like living and working in Shanghai. (Internship supported by the Parents' Internship Program and the Susan Rappaport Knafel '52 International Internship Fund.)

World Trade Organization – A Look from Within

Stanislava Dratvova '04, Undeclared
Advisor: *Akila Weerapana, Economics*

At the World Trade Organization (WTO) in Geneva, Switzerland, I worked as an intern under the direct supervision of an economist in the Economic Research and Analysis Division. Working on several research projects enabled me to apply the knowledge I had acquired in my economics courses last year and to develop various skills – researching, summarizing, collecting and analyzing data – that will benefit me in my coursework this year.

The most rewarding, and at the same time most challenging, project was a comprehensive economic and trade report about the Caribbean Community countries for the Director General, who used this report as background preparation for his mission to these Caribbean countries. I developed a summary of accession conditions and the degree of liberalization of Article XII (mostly transition-economy) countries and analyzed the economic problems in the Czech and Slovak Republics. Finally, I summarized data on regional trade agreements in Africa for an official WTO document. (Internship supported by the Beth K. Smith Award.)

The Social Face of Dollarization

Pilar A. Eiguez '02, Economics
Advisor: *Candelario Saenz, Anthropology and Akila Weerapana, Economics*

This project explores the implications of dollarization in Ecuador from a social perspective. After one year of its implementation, this model has had striking impact at the social level. Although inflation has been controlled, the purchasing power of the population is extremely low, poverty has increased to 82 percent in spite of the recovery in economic growth and the inequality level reached its peak at 0.54 Gini index, one of the highest in the world. The breakdown and successive crisis of the financial sector further jeopardized the situation for low-income groups – such as indigenous communities, the elderly retired and state employees – as state resources were shifted towards the recovery of the financial sector. Furthermore, the feeling of a loss of the country's sovereignty due to the replacement of the sucre with the dollar has provoked strong reactions on the side of indigenous groups and the population in general. Indigenous and various social organizations have developed alternative proposals to the policy, such as a pluri-monetary system, in which a “new sucre” would be reintroduced. However the major change for which they strive is the eradication of corruption, which will increase the effectiveness of the policy, hindering at the same time its impacts on vulnerable groups. (Research supported by a Student Research Grant awarded by the Office of the Dean of the College.)

World Health Organization Global Program on Evidence for Health Policy: Assessing the Performance of Health Intervention Programs

Lena M. Mass '03, Economics

Advisor: *Karl Case, Economics*

A key element in improving the performance of health systems is implementing an appropriate mix of cost-effective interventions. This will contribute directly to improving the level of health in a population. Most countries now have the information on major causes of ill-health and death, either from their own health information systems or from the World Health Organization (WHO) database. This information is inadequate, for countries need to know the most cost-effective interventions that address these causes. As part of the effort to provide an evidence base to assist policy makers, the WHO developed a unit on choosing interventions: Effectiveness, Quality, Costs and Ethics (EQC), which is assembling regional databases on the cost-effectiveness of health interventions. (Internship supported by Audrey Freedman '51 Summer Internship in Economics.)

Decisions of Consequence

Discussion of Fellowship Experiences (panel)

Kathryn Carlson '00, Thomas J. Watson Fellowship, Rachel Goshgarian '97, Fulbright Full Grant to Morocco, Wei Wei Lee '00, Wellesley-Yenching Graduate Fellowship at Chung Chi College, Hong Kong, Julie Levison '98, 1998 Rhodes Scholarship, Theresa Lund '00, Fulbright PAD Teaching Assistantship and Marisa B. Van Saanen '01, 2000 Truman Scholarship
Advisor: *Ellie Perkins '65, Center for Work and Service*

A fellowship brings more than a period of intense learning and adventure. Its effects will reach into the future and transform one's plans in subtle and significant ways. How have their fellowship experiences influenced the personal and professional lives of these Wellesley alumnae?

Beyond Aix (individual presentations)

From Aix to Bedford: Reflective Essays on Study and Service Abroad

Amy C. Delamaide '02, Anthropology and French

Advisor: *Alexia Sontag, Mathematics*

After spending six and one-half months in the south of France studying with the Wellesley-in-Aix program, I spent two months in Bedford, England, volunteering at a homeless shelter. The transition was jarring: I went from living and studying in an educated, wealthy, provincial tourist town, to cleaning, cooking and serving the poor in a working-class community of central England. These essays reflect on the challenges, joys and times of personal transformation I encountered in Aix and in Bedford, and on the juxtaposition of these two experiences.

Life after Aix

Lauren J. Aste '94

Advisor: *Catherine Masson, French*

Having immersed myself in French culture and language as a student in the Wellesley-in-Aix program in 1992-93, I returned to the U.S. inspired to incorporate French into my career. After graduating, I worked as a research assistant for Professor Catherine Masson and then as a translator of business French at Bowne Translation Services, before deciding to attend New York University where I obtained a J.D. and an M.A. in

French Studies in 1998. The highlight of my graduate joint-degree program was returning to France in 1997 to interview French lawyers, academics and social activists for an article on French corporate governance that was published in *The George Washington Journal of International Law and Economics* in 1999. Now, as an associate at a New York law firm, I am able to use my French on any given day to advise a French corporate client on how to structure a sale of assets as well as to help a French-speaking teenager from West Africa seek asylum in the U.S.

Wellesley in the World

Falling in Love with Oaxaca: Reflections on Intellectual and Personal Growth after a Semester in Mexico (panel)

Alissa M. Moen '02, Peace and Justice Studies and Spanish, Georgina Scarlata '02, Latin American Studies, Claudia Guzman '02, English and Spanish, Rosa Garza '02, Anthropology, Sara Villarreal '02, Psychology and Spanish and Agnieszka Ziaja '02, Spanish and Peace and Justice Studies

Advisor: *Lois Wasserspring, Political Science and Lorraine Roses, Spanish*

Wellesley-in-Mexico participants from the fall semester of 2000 will share their experiences from their Oaxaca program. This panel presentation will reflect on gender roles, the place of the Wellesley "superwoman" mentality and the impact of studying in a society with visible social class divisions. We will focus on the larger significance of a semester of study in a foreign land and its impact on the academic careers, future goals and personal lives of Wellesley students.

Contrasts on the Cape of Good Hope (panel)

Mae Podesta '02, International Relations, Kuuipo Curry '04, Undeclared, Julie Ota '04, Undeclared, Dana Williams '02, English and Maria A. Zambrano '02, Latin American Studies

Advisor: *Kyle D. Kauffman, Economics*

This summer Wellesley introduced its first international summer session to South Africa. Seven students from both Wellesley and Smith, all concentrating in different disciplines, came together to study the history and culture of postapartheid South Africa. The course included lectures at the University of Cape Town ranging from the physical and social sciences to medicine, the arts, politics and the humanities. Throughout the trip, students met with prominent community members of the South African government, arts and academia. They studied current issues facing South Africa such as the Truth and Reconciliation Commission, HIV/AIDS and other public health issues, economic development in the townships, environmental concerns and contemporary development in the arts. In addition, they participated in social and cultural field trips, community service projects and homestays in both Black and Muslim communities. The students will offer their reflections through a visual presentation of their four-week experience in Cape Town, South Africa.

Reacting to a Domestic Tragedy While Abroad (panel with videoconferencing)

Jennifer Gonzalez '03, Political Science, Elizabeth Hirshorn '03, Cognitive Science and Spanish and Aimee Kim '03, English
Advisor: *Carlos Vega, Spanish*

How do you react to a major tragedy at home while abroad? News reports are in a language you are working hard to learn and you can't quite figure out the details of what's happening. The phone lines back home are tied up. You want to be with family and loved ones and can't help but worry about how the situation could escalate. At the same time, you feel guilty about being abroad. You want to see the monuments and museums you have always dreamed about and experience a new culture firsthand, but wonder if you can or should do these things when there has been such suffering back home. You are also worried about how the citizens of your host country will treat you at a time in which news from home is at the center of global interest and concern.

Wellesley students currently participating in the PRESHCO program (a consortium of Wellesley, The College of Wooster, Oberlin, Smith, Trinity and Wheaton) will discuss how they came to terms with the terrorist attacks in the U.S. that took place in September, only a few days after they had arrived in Spain. They will discuss how – removed from support systems back home – they found ways to cope with grief and continue their learning experience abroad. They will also discuss reactions they experienced from people in Spain – a nation itself already all too familiar with terrorism.

Conversations about New Directions

Beyond the Borders That Divide Us: Racism and Its Impact on International Study and Internship Experiences (roundtable)

Facilitators: *Geneva M. Walker-Johnson, Office of the Dean of Students, Durba Ghosh, Women's Studies, Patricia Amina P. Evangelista '02, Political Science and Japanese Studies, Dana Weekes '03, Political Science and Cindy Kang '02, French and Art History*

How was your international study or internship experience shaped by your race/ethnicity? Did you anticipate your race or ethnicity would become a factor in your experience? Were you able to compensate for any adverse effects of racism on your experience? How? This discussion will focus on the impact of racism on the quality of international study or internship experiences for students of color, and an exploration of strategies students have developed to ensure that their experiences met their needs and expectations.

1:30–2:40 P.M.

Community and Society

Urban Education I (individual presentations)

Creating DAE: Exploring Partnerships of Education and Social Justice

Sonya U. Sanchez '01 and Jenessa Boleda '01
Advisor: *Christopher Candland, Political Science and Kenneth S. Hawes, Education*

The presenters cofounded the Dorchester Academic Exchange (DAE) Program, a tutoring/mentoring program implemented at Dorchester High School during the fall of 2000. DAE was created to facilitate an exchange between Wellesley College and Dorchester High School, thereby providing students from Dorchester High with academic guidance while offering Wellesley students deeper insight into their ability to effect social change. Currently, the DAE program is expanding. Wellesley students are involved in creating a “Community Leadership through Art Education” program. In this program Dorchester students will design and paint a large mural, symbolizing their efforts to create a more dignified learning environment. They will also participate in workshops designed to teach political and social organizing techniques by exploring topics such as immigrant rights, common roots among various classes and races and environmental justice. Their presentation will focus on the challenges and rewards of establishing a community outreach program within the framework of an academic institution.

Education Fieldwork: Louisville, Kentucky

Neha O. Ummat '02, Political Science
Advisor: *Barbara Beatty, Education and Kenneth S. Hawes, Education*

My talk will focus on the fieldwork I did in education as a part of my fellowship from the Rockefeller Brothers Fund, a fund that is sending me to graduate school in education. I worked at two sites this summer: the children's ward of a mental institution and at Summerbridge Louisville, an academic enrichment program for middle-school students. Both experiences were enriching and amazing for very different reasons. I will share some of the highlights including both challenges and triumphs of each experience. I will also speak about the conference I attended at the end of the summer for the other Rockefeller Fellows. My goal is to share with the audience my love for the students I taught this summer and my excitement for my future in education.

Urban Education in an Era of High-Stakes Testing

Jane A. Mars '02, Urban Studies and Public Policy
Advisor: *Barbara Beatty, Education*

In 1998, Massachusetts introduced high-stakes testing, requiring tenth grade students in all public, charter and other publicly funded schools to take and pass the controversial Massachusetts Comprehensive Assessment System (MCAS) exam in order to obtain a high-school diploma. However, as Massachusetts and other states around the country push for higher academic standards and exit exams in response to political

demands for accountability and improved performance, more emphasis is being placed on outcomes, testing and learning results instead of on inputs, practical application and conceptual understanding. As a summer-school teaching assistant in a Boston public high school, I worked with students who are experiencing school failure. This project allowed me the opportunity to assess the effects of such standards-based reform initiatives on both students' and teachers' performance in the actual classroom. It also allowed me to gain teaching skills and examine remediation techniques for working with low-achieving students who failed their respective grade levels and were also in danger of failing the MCAS.

Understanding Community (individual presentations)

Unos Pocos Cuentos de Mexico – Shattering Stereotypes

Linda M. Schneider, Davis Scholar '02, English
Advisor: *Jill Syverson-Stork, Spanish*

I decided to travel to Mexico this summer for two reasons. First I wanted to continue my study of Spanish language and culture by attending an immersion Spanish-language program, el Instituto Cultural Oaxaca and living with a Mexican family. My primary objective was to become fluent in Spanish. I also wanted to encounter and learn about Mexico's people and culture firsthand. I will present my insights into the culture, including ways in which my preconceptions and expectations (derived from American cul-

ture) have changed as a result of my journey, discussing interactions with individual Mexicans in the context of more widespread observations about current Mexican culture. I will use photographs, newspapers, maps and guides to enhance and explicate my oral presentation.

The Changing Kibbutz

Eva K. Kaplan '02, Political Science
Advisor: *Candelario Saenz, Anthropology*

This presentation will examine how the kibbutz movement in Israel has changed over 50 years using two key case studies and more general research. I will start by outlining the history of the kibbutz movement, highlighting its ideology, methodology and early challenges. The presentation will examine how and why the movement has changed, focusing on shifts in ideology, the role of women, the role of money, labor practices and the education of children. I will also examine how the kibbutz has frequently been forced to reconcile and adapt itself to its surroundings for economic, political and physical reasons. I will conclude by discussing how these changes could affect the future of the kibbutz movement.

Sevilla: City of Life, Deep Faith and Strong Traditions

“La Vida en Sevilla es una Maravilla”

Dawn M. Joyce '02, International Relations
and *Joana Silva '02, Psychology and Language Studies*
Advisor: *Elena Gascón-Vera, Spanish*

“La Vida en Sevilla es una Maravilla.” Our enriching experience studying abroad in Sevilla, Spain last semester has opened our eyes to a new way of conceptualizing the past, present and future of our lives. Looking back, we recognize that the strong traditions

that play a central role in the lives of the city’s inhabitants also left a meaningful mark on us as visitors. We want to share with you several of the most well-known traditions of Sevilla, such as its music, dance (flamenco and sevillanas) and religious ceremonies, and how they are inseparable from the everyday existence of its inhabitants. We realize that the city’s culture is unique within Spain and certainly contrasts sharply with the culture of the Wellesley campus. We are, therefore, excited to share with you the experience of being an American living in Sevilla.

Science and Technology

Biomedical Research (individual presentations)

The Effect of Glutathione S-Transferase on Apolipoprotein B in Human Liver Cells

Anuradha V. Gokhale '03, Biological Sciences
Advisor: *Mary Allen, Biological Sciences*

Apolipoprotein B (apo B) is a major protein associated with low-density lipoprotein (LDL) and very low-density lipoprotein (VLDL), and thus possesses a crucial role as a cholesterol carrier. In hepatocytes, the function of apo B is to package triglycerides and cholesterol so that they may be secreted in the bloodstream. Elevated levels of apo B have been correlated with increased risk of heart attacks. Glutathione S-transferase (GST) is a ubiquitous enzyme whose primary role is to detoxify endogenous or xenobiotic compounds in a process called glutathione conjugation. Since GST had previously been associated with apo B in crosslinking experiments, the enzyme was suspected to affect either the secretion or degradation of apo B. To investigate this hypothesis, human liver tumor cells were transfected with GST and metabolically labeled using radioactive methionine. The cells and media were collected one hour after pulse-labeling and the

amount of apo B was examined using gel electrophoresis technique. The preliminary results of this experiment suggest that GST transfection does indeed affect either the secretion or degradation of apo B in the cells. A possible implication of this experiment is that since less apo B is available in GST transfected cells, less triglycerides and cholesterol can be packaged and secreted into the bloodstream.

Investigation of Mechanisms of Pathogenesis of Hereditary Sensory Neuropathy Type 1 (hsn-1)

Aurora R. Alva, Davis Scholar '03,
Biological Sciences
Advisor: *Robert H. Brown, Jr., M.D., Ph.D.,*
Massachusetts General Hospital/Harvard Medical School

Hereditary Sensory Neuropathy Type 1 (HSN-1) is a neurodegenerative disorder of the peripheral nerves. Individuals affected with this disease become unable to sense pain and changes in temperature. Therefore, they tend to develop distal digit ulcerations, which are generally followed by infections and eventually amputations. To this date, the causes for HSN-1 remain unknown. Recently, however, the laboratory I have worked in at the Massachusetts General Hospital and a laboratory in Australia have discovered gene mutations in families affected with HSN-1. These mutations were found in three different nucleotides of a gene located in chromosome 9q22. This gene, palmitoyl transferase long-chain base-1 (SPTLC1), encodes for a 473-amino-acid protein known as long chain base 1 (LCB-1), which is one of the two subunits that make up the not yet purified enzyme serine-palmitoyl-transferase (SPT). The SPT enzyme regulates the synthesis of sphingolipids, which are integral constituents of cell membranes.

Work on this research project has focused on studying whether the SPLTC₁ mutations are affecting the levels of expression of the LCB-1 protein and the activity of the SPT enzyme. Recent experiments have shown that there exists no difference in the LCB-1 protein expression level on the lymphoblastoid cell lines of affected and normal individuals. Present studies are focusing on investigating whether the mutated SPLTC₁ gene alters the SPT enzyme activity in HSN-1 patients. (Supported through the Howard Hughes Medical Institute [HHMI] Undergraduate Sciences Program Grant.)

Engineering and Characterization of Premalignant Human Breast Epithelial Cells to Induce Breast Cancer

Christina P. Antonopoulos '02, Economics
Advisor: *Robert Weinberg, Weinberg Laboratory, Whitehead Institute for Biomedical Research and Charlotte Kuperwasser, Weinberg Laboratory, Whitehead Institute for Biomedical Research*

Mutations arising in genes involved in the growth-control mechanism of the cell can result in deregulation of this mechanism and abnormal cell proliferation and tumor formation. Recently, researchers have suggested that the stromal microenvironment of the breast may be as important in promoting tumorigenesis as the mutations found in the cell. Therefore, the goal of this study was to genetically engineer breast epithelial cells to closely resemble premalignant human breast epithelial cells in morphology in order to measure their tumorigenic ability in different stromal environments. Genetically modified breast cell lines of known etiology have been previously generated and found to form tumors in immunocompromised mice. These types of environmental tumor models can be constructed and utilized in xenograft

experiments to study the mechanisms of tumor development. An understanding of the mechanisms of tumorigenesis will potentially allow researchers to develop drug therapies that can be used to treat naturally arising cancers in patients. (Research supported by the Marie and John Zimmermann Foundation Grant.)

Cytomegalovirus Infection in Xenotransplantation

Beza Seyoum '03, Biological Sciences and Chemistry

Advisor: *Andrew Webb, Biological Sciences*

Xenotransplantation is cross-species organ transplantation such as from nonhumans to humans. The limited availability of organs and lack of replacement technology makes xenotransplantation a possible therapeutic option for individuals who suffer from organ failure. However, there are problems associated with xenotransplantation: ethical concerns, immunologic barriers and cross-species infection. The biggest concern is the possible transmission of “novel” infections from the donor species to the recipient or the society at large. My research focused on possible cytomegalovirus infection from porcine to humans. Cytomegalovirus (CMV) belongs to the herpesvirus group. Infection by this virus is very common. The infection is lifelong and generally remains latent in humans. The risk of developing illness due to CMV is greatest with anti-lymphocyte therapy, graft rejection or depressed immunity. Immunosuppression during xenotransplantation induces reactivation of latent infections both in the donor organ and/or the recipient. It also facilitates cross-species CMV infection.

My summer research was driven by the hypothesis that porcine cytomegalovirus will infect human cells. My experiments *in vitro*

attempted to establish CMV infection in porcine and human cell lines using porcine specific cytomegalovirus. By the end of the summer, I established infection in the porcine cell lines but needed more time to finish the serial assays for the virus-exposed human cell lines. (Research supported by the Howard Hughes Medical Institute [HHMI] Undergraduate Summer Research Program Grant.)

Gender and Social Relations

Exploring Latina Girls' Relational Supports and Challenges: An Ecological Perspective (panel)

Nancy P. Genero, Psychology, Marie Corriveau '02, Psychology, Tiffany Cheng '02, Psychology, Karlo Ng '02, Urban Studies, Jamilah Freeman '02, Psychology and Sociology and Olivia Hsin '02, French and Psychology
Advisor: *Nancy P. Genero, Psychology*

Psychologists are paying increasing attention to the ways in which relationships affect the process of acculturation – participation in two or more cultures simultaneously. As part of our Psychology Seminar on Culture and Social Identity, we explored how Latina girls understand their bicultural identities and how their relationships with family, teachers and peers hinder or foster their psychological growth and development. This presentation is based on a series of interviews that we conducted with four middle-school Latina girls from Framingham, Massachusetts. Three interrelated research topics will be discussed from a bicultural perspective: Cultural Socialization; Relationships and Resilience; and Girls' Academic Experiences. Videotape segments of conversations with the girls will also be presented.

Politics and Economics

The Coffee Connection (individual presentations)

Will the Real Juan Valdez Please Stand Up?

Maggie Rivage-Seul '02, Peace and Justice Studies

Advisor: *Veronica Darer, Spanish*

Who and what is involved in the production of a cup of coffee which so many of us enjoy each morning? This presentation will attempt to answer that question by contrasting the typical answer most Americans are likely to give with the deeper understanding I gained this past summer. The typical understanding is reflected in the “Juan Valdez” image familiar from TV commercials. It was also captured in a theatrical tour of the Café Britt “coffee plantation” which I took this summer in San Jose, Costa Rica. It envisions small coffee producers happily providing high-quality coffee beans to large conglomerates such as General Foods. However, such understanding sharply conflicts with what I discovered this summer working for the pioneering fair-trade coffee company, Equal Exchange. At Equal Exchange, I learned of the “boom and bust” cycles of the coffee market, and how small producers and coffee workers are typically exploited by large marketers such as Café Britt, Starbucks and Maxwell House. Additionally, my participation in a Seminar for Invited Researchers at San Jose’s Departamento Ecumenico de Investigaciones (DEI) showed me how coffee production is merely one aspect of a globalized system of production and consumption which enriches multinational corporations while creating misery for producers of agricultural products and raw materials. This deeper, more complex understanding of

where coffee comes from and how it fits into the global market is not entirely inaccessible to Americans. Beginning at the end of July, it was revealed in a series of front-page articles in *The Boston Globe*. The presentation will conclude with practical suggestions for consumers of coffee who are also concerned with social justice.

Life Revolving around Coffee

Alison L. Mostue '03, Latin American Studies
Advisor: *Lorraine Roses, Spanish*

My independent research experience with the School of International Training (SIT) in Oaxaca, Mexico, was an amazing experience. I chose to research coffee because of the heightened interest in agriculture that I acquired while in Mexico. I had no idea that my experience studying coffee would be so profound, touch on many social aspects as well as agricultural aspects and also move me in such an intense way. During my approximately one-month stay, I learned about the process of harvesting, cleaning and selling coffee. As I researched coffee, I was intrigued by other aspects of the area and town as well. For example, the town appeared to be very environmentally aware as well as aware of public health issues. These were both issues that I had not noticed in other parts of Mexico that I had visited.

With these topics of interest, I visited many farms, interviewed many townspeople and tried to immerse myself as entirely as possible in that life. In my final paper of my studies in Pluma Hidalgo, I tied together the general lifestyle of farming coffee, the environmental and public health awareness in the town and the state of the town due to the low coffee market. I showed how these different focuses all played off one another and were connected because of coffee.

Learning through the Internship Experience in Costa Rica (panel)

Rachel Gottesfeld '01, Suzanne Moellendorf '03, Biological Sciences, Pamela Galvis '03, International Relations, Aurora Gonzalez '03, History and Natalie Drorbaugh '02, Spanish
Advisor: *Lois Wasserspring, Political Science, Faculty Director, Wellesley Internships in Costa Rica*

In the summer of 2000, Wellesley College initiated a ten-week summer internship program, Wellesley in Costa Rica. During that pilot summer, seven Wellesley students worked in diverse internship sites in and around the capital city of San Jose. In 2001, ten Wellesley students had internships in a wide variety of sites throughout the country. Participants from both summer programs will discuss the ways in which their internships expanded their academic learning at Wellesley. (Internships supported by the Susan Rappaport Knafel '52 International Internship Fund, the Mollie Green Lumpkin '25 Fund for Experiential Learning and the Lumpkin Family Internship for the Environment and Service Opportunity Stipends.)

At the Center of Power? Internships in Washington, D.C., Summer 2001 (panel)

Edward A. Stettner, Political Science, Sumana Chatterjee '02, English, Marley Degner '02, Political Science, Stacey Gutkowski '02, Philosophy, Abigail Moncrieff '02, English and Political Science and Alexandria Young '02, Political Science
Advisor: *Edward A. Stettner, Political Science*

Thousands of interns descend on Washington, D.C. every summer – to intern in Congress or in the executive offices of the federal government, and also to seek place-

ments in one of the many nonprofit groups, think tanks, media offices and international organizations that maintain offices in the city. This panel will explore the experiences of several Wellesley students who interned in Washington last summer. Some were participants in Wellesley's Washington Internship Program (Wellesley-in-Washington), and some obtained placements through other programs. They all benefited from living and learning about politics in this fascinating and important city.

What can an internship teach us? How does this "practical" experience integrate with a more scholarly view of politics? Can an internship be the basis of 370 research as a senior? Can interns assume meaningful responsibilities that really do teach us about how government works? How does an internship relate to career choices that Wellesley students are confronting? This panel hopes to provide answers to at least some of these questions. (Program supported by various endowed funds in the Department of Political Science.)

Decisions of Consequence

Knafel Award Winners (individual presentations)

Women, Culture and Natural Resources: The Distributive Politics of Modern South Asia and the Implications for America Today

Avantika Rao '98

Advisor: *Ellie Perkins '65, Center for Work and Service*

During her year of study, Avantika completed the Postgraduate Certificate in Women's Studies in the Department of Sociology of the University of Pune. She wrote a paper on

how low-caste women activists could learn from the experiences of African American womanist activists, a paper about the Pune audience's reaction to Deepa Mehta's controversial film *Fire*, and she participated in fora on natural resources, the law and feminism. Over the summer, Avantika also completed the American Institute of Indian Studies' Summer Advanced Hindi Program. Currently a student at the King School of Law, University of California at Davis, she continues to focus on law and the politics of culture and is particularly committed to diverse immigrant communities. (Scholarship supported by the Susan Rappaport Knafel '52 Scholarship for Foreign Study.)

Understanding Culture through Dance

Lakshmi Ramarajan '98

Advisor: *Ellie Perkins '65, Center for Work and Service*

Lakshmi began to learn the dance of India, *Bharatha Natyam*, at the age of four, studying in the United States and in India throughout her undergraduate years. After touring for a year with a dance troupe in India, Lakshmi came to Wellesley where she founded Thala, a dance troupe for our College community. Seeking to learn about other cultures through dance, as she had learned about her own, Lakshmi designed a project that involved observing, understanding and attempting to master dances of other nations. Her research took her around the world to countries whose dance forms had been influenced by *Bharatha Natyam*, both in East and South East Asia. Lakshmi will discuss her travels with us and demonstrate two dances, one from Japan and the other from Cambodia. Lakshmi is currently doing research at the Wharton School of Business and the Asch Center for the Study of

Ethnopolitical Conflict. She is also exploring her developing interest in yoga and modern Indian dance. (Fellowship supported by the Susan Rappaport Knafel '52 Traveling Fellowship.)

Wellesley in the World

Columns, Cannoli and Culture: Classical Experiences Abroad (panel)

Sarah E. Beam '02, Classical Civilization, Sarah Barton '02, Greek and Latin, Alexandra Dunne-Bryant '02, Latin and Classical Civilization, Amanda Freeman '02, Classical Civilization, Holly-Leigh Pitts '03, Classical Civilization and Audrey M. Provenzano '02, Classical Civilization

Advisor: *Raymond Starr, Classical Studies*

Students from Classical Studies will discuss their experiences in various programs in Greece and Italy: the College Year in Athens, the Intercollegiate Center for Classical Studies in Rome, Wellesley's CLCV 232 (The Bay of Naples Antiquity), taught in Sorrento, Italy and an archaeological excavation in Italy.

Wellesley/Mt. Holyoke/Williams Wintersession Program in the Republic of Georgia (panel)

Ariel Greenblum '03, Political Science and Heidi Zirtzloff '03, Music

Advisor: *Phillip Kohl, Anthropology*

Students from Wellesley College, Mt. Holyoke College and Williams College fly to Tbilisi, Georgia and live with Georgian families for three weeks during January. Each student participates in an individually assigned internship program of her choice. Students also take excursions in and around Tbilisi to museums and historical monu-



ments and attend a series of lectures, in English, at Tbilisi State University on various aspects of Georgian history, culture, language and contemporary affairs.

A Conversation with Women on Luce Internships in Asia I (panel)

Katie Berroth '02, Japanese Studies, Christine Dobridge '02, Economics, Lyle Pannell '02, Chinese Studies, Lavanya Ravichandran '02, International Relations, Charlene Wang '03, International Relations and Dana Weekes '02, Political Science

Advisor: *William A. Joseph, Political Science*

Participants in last summer's Elisabeth Luce Moore '24 Wellesley-Yenching Program will discuss their internship experiences in Hong Kong, China, Taiwan, Korea and Japan. The session will take the form of a conversation among the interns and with the audience.

The students worked for eight weeks in a variety of governmental, nongovernmental, academic and media organizations in East Asia. Their work sites included national and local legislative offices, a city government cultural affairs bureau, a public policy think tank, an economics research institute and a major national newspaper. Other sites included nonprofit organizations committed to peace and human rights, combating racism and discrimination, health education and training, promoting public awareness of and access to the arts and cultural and wildlife preservation.

The issues to be discussed include living and working in Asia from the perspective of both first-time visitors and those with prior experiences; cultural and personal adjustments, including issues of self, national and ethnic identity; the challenges of dealing with bureaucracy, patriarchy and privilege; individual responsibility in a global context; and the relationship between the internship experience and academic and career goals. (Internships supported by the Henry Luce Foundation.)

Conversations about New Directions

When Bad Things Happen to Good Internships (roundtable)

Facilitators: *Marybeth Toomey, Experiential and Leadership Programs, Joanne Murray '81, Center for Work and Service, Karen Helgeson '02, International Relations and Geology, Amy Lawler '02, Political Science and Spanish, Adina Lord '02, Political Science and Sarah Grant '02, History*

Sometimes you have to have a bad internship to realize what you want for your professional life. We will discuss our internship experiences and share what we gleaned from these less-than-fulfilling summer positions. Want tips on how to avoid our fate in the future? We'll offer advice on selecting internships and how to use a bad internship experience to your advantage.

Community and Society

Urban Education II (individual presentations)

Jefferson Park: Two Wellesley Students' Summer with the Cambridge Youth Enrichment Program

Morgan Adams '03, History and Diana Dube '03, Philosophy

Advisor: *Nathaniel Sheidley, History*

This past summer we worked with the Cambridge Youth Enrichment Program at the Jefferson Park site in North Cambridge. The program, run through the nonprofit Phillips Brooks House Association at Harvard University, services underprivileged children in the Cambridge area by providing a seven-week learning and recreational experience at a minimal cost to parents. We worked with children from the Walden Square Apartments, Rindge Towers and the Jefferson Park housing development ranging in ages from six to twelve years. We will present our summer experience, encompassing topics such as our training, lesson plans, field trips, interactions with the community and future involvement. (Internship supported by a Service Opportunity Stipend.)

The Experience of Somali Refugees in the Boston Public Schools

Rhian K. O'Rourke '03, Middle Eastern and Media Studies

Advisor: *Lidwien Kapteijns, History*

The Somali community in Boston is currently struggling with problems of immigration. Many are poor refugees dealing with traumas of a violent civil war in their home country. In the U.S., they are often targets of racial prejudice and frequently experience severe cultural clashes. This summer I observed and recorded the cultural challenges that many Somali students experience as they begin to integrate themselves into the Boston Public School system. To fully understand the students' transitional challenges, I volunteered at English High School in Boston and completed eleven video interviews. In my presentation, I will show clips from my interviews and will speak briefly about my personal reflections on service-oriented research projects.

Children of the World (individual presentations)

Working to Fight the Effects of Poverty in Nairobi

Mary E. Evans '02, Bioethics and Psychology

Advisor: *Maud Chaplin, Philosophy*

I arrived in Kenya with few expectations and the simple goal of learning more about the problem of street children in Nairobi and left having had the most influential experience of my life thus far. I worked at Childlife Trust, a nonprofit organization that supports street children by providing food, clothing

and educational materials to rescue and rehabilitation centers throughout Nairobi. They also host an annual exhibition called "The Other Side of the Street." Surprisingly, I learned only a little about the problem of street children. However, the experience enabled me to peer through a new window on the world. My administrative contributions and occasional fresh perspective paled in comparison to the potentially lifelong friendships I formed after breaking down cultural barriers. My coworkers educated me by introducing me to their culture in a way that cannot be taught in a classroom. They asked me to share what I did learn about street children with others. My presentation will focus on the rescue and rehabilitation centers I visited as well as the exhibition hosted by Childlife Trust. (Internship supported by the Susan Rappaport Knafel '52 International Internship Fund.)

Cultural and Social Class Expectation Differences between Mexico and the United States: An Experience in Oaxaca, Mexico

Jennifer K. Vazquez '02, Anthropology

Advisor: *Lauren Leve, Anthropology*

My presentation will discuss my personal discovery of differences in culture, social class expectations and financial resources through obstacles I experienced in carrying out my summer project. While working in Oaxaca, Mexico at the Center for Hearing and Language Rehabilitation (CORAL A.C.), a center that helps children suffering from

hearing loss, I was able to travel to rural towns and speak with families, teachers and colleagues. In doing so, I learned firsthand how cultural, political and economic differences can affect nonprofit agencies' abilities to carry out their work effectively. Limited financial and material resources for the organization, parents' lack of education, insufficient information for parents on disabilities, government bureaucracy, lack of educational options for children with hearing loss or special education needs and lack of advanced technology all influence how well CORAL A.C. works and the ways in which it can serve the community. Because these factors are all related to cultural differences and/or social class expectations between Mexican and American cultures, I never anticipated facing such issues. These factors affected the work I was able to do, but forced me to broaden my horizons and adapt myself to a new working environment. (Internship supported by a Service Opportunity Stipend.)

Is Going to School Always the Best Thing for a Child? A Glance at the Driving Forces of Child Labor in Managua, Nicaragua

Mariana Mejia '04, Latin American Studies
Advisor: *Kenia Halleck, Spanish*

Have you ever been to a "Third World Country" and seen children at every stop light, bus and market selling everything from candy to water to God's message on little pieces of paper? Have you ever wondered why they are there? This presentation will look at several questions that emerged throughout my experience tutoring child workers in Managua, Nicaragua. Through a series of monologues, we will explore the

family's role in a child's decision/obligation to work given the socioeconomic situation in Nicaragua. We will also examine the state of public education in Managua, its injustices and discrepancies. This will lead to a discussion of the following questions: Is school really the best option for children under these circumstances? Should child labor be eradicated, or made fair and safe? Should more emphasis be placed on technical training? Or is this simply a way to keep children in maquiladoras while "professionals" get the "real jobs"? Is it morally wrong for a parent to force his/her child to work? What is the role of nongovernmental organizations in this area? (Service learning experience supported by a Service Opportunity Stipend.)

International Health Issues (individual presentations)

Current HIV/AIDS Research and Related Developments in Botswana

Neo M. Tapela '02, Biological Sciences
Advisor: *Mary Allen, Biological Sciences*

The presentation will integrate reflections on cultural, psychological and political impacts/aspects of the AIDS situation in Botswana, from the perspective of one who is Motswana and an aspiring medical professional. An overview of HIV studies and national programs currently conducted through the partnership will be presented, including: the MTCT (Mashi) Study, investigating the effect of nevirapine and AZT on mother-to-child-transmission; the Genomic Resistance (Tshepo) Study, involving genetic analysis of antiretroviral drug-resistance development patterns of HIV-1C in the Botswana population; and the National 2001 Sentinel Study, a survey to determine the current HIV incidence in Botswana. The various HIV diagnostic tests employed in these

studies – ELISA, PCR, Viral Load, Western Blot, CD4 and Haematology/Chemistry Assays – will be discussed in technical and theoretical detail. Finally, the presentation will introduce the latest HIV/AIDS-related developments at the lab and in Botswana in general, such as the launching of Phase I vaccine trials and a government-sponsored program to provide free antiretroviral drugs to all seropositive Batswana. (Internship supported by the Susan Rappaport Knafel '52 International Internship Fund.)

The Dying Ghana: The Effects of AIDS on Ghana

Kakra Soadwa '02, Neuroscience and Khadija Mani '02, Africana Studies
Advisor: *Sheila Brachfeld-Child, Psychology, Director, Medical Professions Advising*

During the summer of 2001, we participated in the Ghana Education Project (GEP), a student-run nonprofit organization based out of Princeton University. The objective of the program is to provide meaningful service opportunities for American students while providing the people of Ghana with educational resources that will allow them to pursue both higher levels of education and higher standards of living. The program we participated in gave us the opportunity to work in conjunction with local health facilities to promote AIDS education and awareness. We conducted a variety of activities, such as giving village-wide public presentations, organizing condom distribution and group discussion sessions and coordinating AIDS awareness groups in many local secondary schools. We found that there were social, cultural and economic obstacles that

hindered our initial progress in HIV/AIDS prevention. However, we believe that through our HIV/AIDS discussions and formation of AIDS awareness groups, as well as future GEP projects, we have made a tremendous contribution to the overall health of Ghana. (International community service outreach supported by the Arthur Vining Davis International Travel Fund and the Arthur Vining Davis Public Service Internship Program.)

Niño a Niño: Health Action in Oaxaca, Mexico

Katrina M. Robertson '02, Anthropology
Advisor: *Sylvia S. Hiestand, International Studies*

Niño a Niño is a nonprofit organization that educates children in rural areas of Mexico about health and nutrition. Its ideology is that when children learn about preventative health, they take the knowledge to their families and other members of their communities. The educational programs focus on nutrition, pollution, sanitation, alcohol, violence and hygiene. With community groups involving over 600 children around the state of Oaxaca, Niño a Niño continues to grow and improve health and awareness throughout the region. I worked at the Niño a Niño office in the city of Oaxaca, studying the organization in general, as well as working closely with employees on specific educational projects. I visited community groups and saw how both the children and communities benefit from the program and how each community program is tailored to the needs of the children and families who live there.

Science and Technology

Belize/Costa Rica Wintersession: Tropical Ecology (panel)

Nicholas Rodenhouse, Biological Sciences, Tasha Teutsch '02, Biological Sciences, Danielle Norris '02, Biological Sciences, Rosalie Elder '02, Biological Sciences and Rose Finley '02, Biological Sciences
Advisor: *Nicholas Rodenhouse, Biological Sciences*

Ecology of coral reefs and tropical rainforests were explored and studied in Belize and Costa Rica. In the first half of the course, based on an island bordering the world's second longest barrier reef, we danced with spiny lobsters and counted sea urchins while testing original hypotheses. In lowland rainforest, during the second half of the course, we tramped through mud and counted army ant colonies. We tasted, touched, heard and smelled the ecology of two of the world's most biotically rich ecosystems.

Gender and Social Relations

Barns, Brönte and the Bard (panel and performance)

Emily E. Coddington '02, Theatre Studies and History, Lili Schwan-Rosenwald '02, Theatre Studies and American Studies, Sarah R. Murphy-Katz '02, Theatre Studies and Psychology, Sara M. Wasserman '02, Neuroscience and Theatre Studies, Emi A. Kolawole '04, Theatre Studies and International Relations, Andrea M. Kennedy '03, English, Morgan P. Carberry '04, Astronomy and French, Sarah E. Barton '02, Greek and Latin, Heather J. Boas '03, Theatre Studies and Elana T. Hayasaka '02, English
Advisor: *Nora Hussey, Theatre Studies*

Onstage and off, from a practical as well as academic standpoint, Wellesley students have taken part in a myriad of theatrical pur-

suits over the past year. Consisting of ten students – five of whom took part in Wellesley Summer Theatre's season by participating in the productions *Jane Eyre*, *Cinderella* and *Franklin and the Ladies* – and five of whom have been working in other theatre companies throughout the country, this presentation will include a brief discussion of the work and programs of which they have been a part. Students who have studied theatre abroad will be speaking as well. Topics discussed will include theatre as an academic, intellectual and cultural pursuit; theatrical vision across the cultural divide; practical theatre: the utilization of knowledge in the professional setting and the integration of students and professional performers. A performance comprised of examples of the students' work will be shown at the conclusion of the presentation. (Internship supported by the Parents' Internship Program.)

Politics and Economics

Human Rights and Civil Rights (individual presentations)

Experiential Learning at the International War Crimes Tribunal for the Former Yugoslavia

Natalie S. Ondiak '02, International Relations and German
Advisor: *Thomas Cushman, Sociology*

My presentation focuses on my summer internship experience at the International War Crimes Tribunal for the former Yugoslavia (ICTY) in The Hague, The Netherlands. I will discuss my impressions of what the tribunal is trying to accomplish and also my first experience with "field research." I spent six weeks at the ICTY and will present events as they unfolded on a

weekly basis. I will speak about how I have turned my research into an independent study and also how these experiences have shaped my understanding of war and peacemaking. (Internship supported by the Susan Rappaport Knafel '52 International Internship Fund.)

Villa Grimaldi, Parque por la Paz: Shadows of Memory, Places of History

Katrina R. Weber '02, Peace and Justice Studies
Advisor: *Marjorie Agosin, Spanish*

Villa Grimaldi, a once beautiful chateau on the outskirts of Santiago, Chile, was a site of torture and detention under dictator Augusto Pinochet from 1973–1976. In 1997, this site, from which more people “disappeared” than from any other location in Chile, was converted into a memorial park, the first of its kind in South America. Last fall, while in Chile, I studied this park, its history and its current life as a locus of memory. Through independent research, interviews with survivors, family members, neighbors and nearby policemen and military officers, I explored the complexities of how the Villa Grimaldi, now Parque por la Paz (Peace Park), contains and yet does not contain a living history. I promised those I met that I would do my part to keep the memory of this place and these people alive, to ensure that “Nunca más” (“Never again”) would such human rights violations occur. With your participation, the Tanner Conference can itself move from being a space for discussion to a place for memory. (Internship supported by the Susan Rappaport Knafel '52 International Internship Fund.)

The State of Hate in Pennsylvania

Heather E. Long '04, Undeclared
Advisor: *Lorraine Roses, Spanish and Latin American Studies*

The recent charge of York, Pennsylvania Mayor Charlie Robertson for the murder of an African American woman in the 1969 race riots brought national attention to the civil tensions in Pennsylvania today. Beyond the metropolitan Pittsburgh and Philadelphia regions, Pennsylvania is home to thousands of rural towns that are just beginning to feel the multicultural surge leading to increased tensions and hate group activity. Even within the larger cities, hate crimes are on the rise, especially against homosexuals. Last spring, the normally conservative state senate amended Pennsylvania's Hate Crimes Law to include sexual orientation, sexual preference and disabilities. But is that enough?

Through my internship this summer in the Civil Rights Enforcement Section of the Pennsylvania Attorney General's Office, I learned how far we are today from achieving a society where people are not threatened and physically hurt because of their race, gender, religion, national origin, age or sexual orientation. Beyond being inundated with the “state of hate” in Pennsylvania, I was challenged to combat civil rights violations by creating educational presentations for grades K–12, participating in undercover tests and researching legal remedies under the Hate Crimes Law, Ethnic Intimidation Statute and the Americans with Disabilities Act.

Alejandro Toledo: The New Face of South American Influence

Whitney E. Shaffer '03, Political Science and French
Advisor: *Lorraine Roses, Spanish*

In June 2001, Peru experienced the fairest presidential election in its history. Alejandro Toledo, a 55-year-old business school professor, emerged victorious. As a “cholo,” or mixed Latino and native Incan, the win made Toledo the first president of color in South America. His victory signifies the beginning of native Incan and cholo influence on a continent where color often determines class. After spending most of the summer in Peru, I will present my understanding of and experience with class differences as they exist there today. (International volunteer experience supported by a Service Opportunity Stipend.)

Social Issues in South Asia (individual presentations)

Perceptions of Economic Poverty and Social Inequality in Kolkata, India

Marisa B. Van Saanen '01
Advisor: *Christopher Candland, Political Science*

Kolkata (formerly known as Calcutta), India is a massive city woven with the stories of a 300-year-old British colonial legacy, the stories of mass migration from Pakistan after Partition, of migration from China and from rural India. The city boasts a rich intellectual, cultural life and history, is home to a wealthy worldly elite, and also bears abject and widespread poverty. Kolkata is seen as the great “other” to so many of its visitors, a view that is well propagated by guidebooks, to the point that, from an outside perspective, it becomes a kind of fantasyland of

interminable problems and chaos. There is an overwhelming sense, even within Kolkata, that the city is so deeply immersed in economic poverty that thinking about structural changes for the lives of the poor is impractical and unnecessary. Largely, those who are interested in supporting the poor in Kolkata do so through charity of the kind offered by Mother Teresa's Missionaries of Charity, feeding and living with the poor, bringing them back to health or witnessing their death, and not through justice or the redistribution of wealth or social, situational capital. This presentation offers various perceptions of economic poverty and social inequality in Kolkata, and the hope that there is a better, more just, future possible for the poor of this place. (Internship funded by the Susan Rappaport Knafel '52 International Internship Fund.)

Community Solidarity through Volunteer Workcamps in Sri Lanka

Christopher Candland, Political Science and Aishwarya Lakshmiratan '03, Economics
Advisor: *Christopher Candland, Political Science*

Students who have worked with the Gandhian Sarvodaya Movement in Sri Lanka in road construction, organic farming and care and occupation training for disabled children will report on their experience donating their labor in community development workcamps. Students will focus on how collective work builds community and how Wellesley College enabled them to learn about community development and to finance this overseas community development work. (Internship supported by Service Opportunity Stipend.)

Decisions of Consequence

Business Leadership Council Members Look Back (panel)

Lynne Miller '73, President, Environmental Strategies Corporation, Jane Philippi '68, Consultant and former Senior Managing Director, John Hancock Financial Services, and Denise Welsh '75, Managing Director and Chief Administration Officer, Investments, Citigroup
Advisor: *Kathleen Sheehan, Office for Resources and Public Affairs*

Hindsight is an insightful and worthwhile teacher, often shedding light on key contributors to our professional and personal choices. Looking back now at their off-campus experiences, three members of Wellesley's Business Leadership Council will reflect on the effects of these experiences during their time at Wellesley and in later career and life decisions. Their internships and fellowships varied from the Italian Phone Company to an astronomy lab on Nantucket to the Environmental Protection Agency.

Learning in Student Teaching (panel)

Amy Picard '97, Debby Saintil '96, Rebecca Sanborn '00 and Somchay Xayarath Edwards '98
Advisor: *Kenneth S. Hawes, Education and Bernice Speiser, Education*

The members of the panel will reflect on what they learned from their student teaching experience, a particularly intensive off-campus learning experience. The focus will be on learning that can be appreciated by all students attending the conference. Presenters will be specific about the process of learning to teach and relate to their students, but will also reflect on how their learning affected their personal growth, confidence or sense of direction. In addition, they will discuss how student teaching influ-

enced them to see their college education or major anew. Panelists will also reflect on their sense of how their presence in the classroom seemed to affect the teachers, students, school and community with which they were associated.

Wellesley in the World

In Search of the Real Japan (panel)

Jeehyun Lee '02, Economics and Japanese Studies, Eunice Chung '02, Economics and Japanese Studies, Prudence Tsang '02, Economics and Japanese Studies, Worknesh Belay '03, Undeclared and Tami Tamashiro '03, Undeclared
Advisor: *Carolyn Morley, Japanese*

We all have images of Japan through media, our courses at Wellesley and our Japanese friends and teachers. How do these images correspond to our experiences in Japan? What is the real Japan? We will focus our discussion on how our experiences in Japan have changed our perception of Japan and of ourselves. How does the knowledge of another culture affect our understanding of the world?

A Conversation with Women on Luce Internships in Asia II (panel)

Sophia Dien '02, Psychology, Adria Greene '03, Sociology, Olivia Hsin '02, French and Psychology, Quyen Le '02, International Relations, Mary Mo '02, Cognitive Science and Shannon Snow '02, Philosophy
Advisor: *William A. Joseph, Political Science*

Participants in last summer's Elisabeth Luce Moore '24 Wellesley-Yenching Program will discuss their internship experiences in Hong Kong, China, Taiwan, Korea and Japan. The session will take the form of a conversation among the interns and with the audience.

The students worked for eight weeks in a variety of governmental, nongovernmental, academic and media organizations in East Asia. Their work sites included national and local legislative offices, a city government cultural affairs bureau, a public policy think tank, an economics research institute and a major national newspaper. Other sites included nonprofit organizations committed to peace and human rights, combating racism and discrimination, health education and training, promoting public awareness of and access to the arts and cultural and wildlife preservation.

The issues to be discussed include: living and working in Asia from the perspective of both first-time visitors and those with prior experiences; cultural and personal adjustments, including issues of self, national and ethnic identity; the challenges of dealing with bureaucracy, patriarchy and privilege; individual responsibility in a global context; and the relationship between the internship experience and academic and career goals. (Internships supported by the Henry Luce Foundation.)

Conversations about New Directions

Women Crossing Cultures (roundtable)

Facilitators: *Catherine Masson, French, Filomina Steady, Africana Studies, Angela Cappucci, Spanish, Anjali Prabhu, French, Naomi Warren '02, Spanish and Psychology, Davina Piker '02, English and Spanish, Cristi Collari '02, Studio Art and Jochelle Pereña '02, Anthropology*

What is the experience of being a woman in a patriarchal society? Are race, class and gender inseparable issues? What are the experiences of nontraditional aged students in a program abroad? This roundtable discussion will explore these and other issues related to women crossing cultures through international study and internship experiences.

Starting an International Internship Program (roundtable)

Facilitators: *Guy M. Rogers, Classical Studies and History, Margaret Ward, German, Lois Wasserspring, Political Science and Thomas Cushman, Sociology*

This roundtable will discuss the different models of international internship programs, the various responsibilities of students, faculty and staff with respect to such programs, and also our experiences with respect to Wellesley College's pilot programs in Costa Rica, Vienna and the Human Rights Program. We furthermore would like to invite faculty who might be interested in organizing such programs in the future to attend and gather information.

