

**THE TANNER
CONFERENCE**

**WELLESLEY
IN THE
WORLD**

**TUES
OCT 29
2002**

new
directions
in liberal
education

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 the 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 2002 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 move 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, research conducted away from Wellesley and fellowships. 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 approximately 400 Wellesley students, alumnae, faculty and staff, the 2002 Tanner Conference is organized around nine broad themes: Learning,

Service and Youth; Science, Medicine and Public Health; Culture and the Arts; American Politics and Policy; The Political Economy of Development; Human Rights and Activism; Journeys through Difference; The World as Classroom; and, The Wellesley Connection. The conference concludes with an exhibition featuring information on internships, service learning opportunities, international study, Wintersession programs and fellowships.

We wish to thank all those presenting in the 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 2002 Tanner Committee

Mary M. Allen
Department of Biological Sciences

Suzanne Bonfiglio
Class of 2003

Amy Capman
Center for Work and Service

Lee Cuba
Office of the Dean of the College

Crystal Fleming
Class of 2004

Nancy P. Genero
Department of Psychology

Adria Greene
Class of 2003

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International Studies

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Alumnae Representative

Joanne Murray ’81
Center for Work and Service

Susan Scherr
Center for Work and Service

Andrew Shennan
Office of the Dean of the College

Theresa Tribble ’01
Center for Work and Service

Margaret Ward
Department of German

Winifred Wood
The Writing Program

THEMATIC OVERVIEW

Learning, Service and Youth

Increasing Understanding, Fostering Healing	individual presentations	9:15 A.M.	Pendleton East 139
Preconception, Misconception, Reconception	individual presentations	10:40 A.M.	Pendleton East 139
Crossing Cultures: Understanding Acculturation in Latina Adolescents	panel	10:40 A.M.	Pendleton East 339
“Shaw Superstars”: Wellesley and Service Learning with Somali Youth in R.G. Shaw Middle School	panel	1:00 P.M.	Pendleton East 139
Global Learning: ¿Qué es un voluntario?	panel	1:00 P.M.	Pendleton East 130
The Challenges of Teaching	individual presentations	2:25 P.M.	Pendleton East 139
Building Bridges: Wellesley Women Making a Difference in Boston Girls’ Lives	panel	3:50 P.M.	Pendleton West 117

Science, Medicine and Public Health

Real World Medical Experiences	individual presentations	9:15 A.M.	Pendleton East 339
When Subjects are Suddenly People: Real World Experiences in Clinical Psychology	panel	9:15 A.M.	Pendleton East 349
Physical Science outside the Classroom	individual presentations	10:40 A.M.	Pendleton East 127
Undergraduate Clinical Research	panel	10:40 A.M.	Pendleton West 117
The Earth and Beyond	individual presentations	1:00 P.M.	Pendleton East 339
Biomedical Research	individual presentations	1:00 P.M.	Pendleton West 212
Fighting HIV/AIDS on Three Fronts	individual presentations	2:25 P.M.	Pendleton West 121
Scientific Research Experiences Abroad	panel	2:25 P.M.	Pendleton East 351
From Lively Conversation in the Classroom to Deadly Dissection in the Morgue	panel	3:50 P.M.	Pendleton East 127
Public Health Issues	individual presentations	3:50 P.M.	Pendleton East 351

Culture and the Arts

Music in the Imperial City	panel	9:15 A.M.	Pendleton West 220
Hollywood Hong Kong	exhibit	9:15 A.M.	Pendleton Atrium
Impressions of South Africa: The City and the People of the Cape of Good Hope	exhibit	9:15 A.M.	Pendleton Knuckle Second Floor
Finding the Words: Shaping and Transforming Experience	roundtable	10:40 A.M.	Pendleton East 251
Images of Different Worlds: South Africa, Mongolia, Madagascar, Mozambique and Cameroon	exhibit	10:40 A.M.	Pendleton Atrium
Lost Boys, Angry Greeks and Strong Women	panel and performance	1:00 P.M.	Jewett Auditorium
Remembrances	exhibit	1:00 P.M.	Pendleton Knuckle Third Floor
Material Culture	individual presentations	2:25 P.M.	Pendleton West 116
Urban Discovery through the Arts and Architecture	individual presentations	2:25 P.M.	Pendleton West 117
Making News and Inventing Culture	individual presentations	3:50 P.M.	Pendleton East 349

Perspectives on American Politics

U.S. State Department Internships	panel	9:15 A.M.	Pendleton East 239
Insiders' Perspectives in the Political Office: Reaching Out to Citizens through the Media, Public Policy and Constituent Casework	panel	10:40 A.M.	Pendleton East 239
At the Center of Power? Internships in Washington, D.C., Summer 2002	panel	1:00 P.M.	Pendleton East 239
Senate Internships: Power, Politics, Hardball and Softball	panel	2:25 P.M.	Pendleton East 239
Influencing Policy	individual presentations	3:50 P.M.	Pendleton East 139

The Political Economy of Development

Helping the Poor to Lift Themselves from Poverty: Experiences Working with Microlending in Africa and Asia	panel	9:15 A.M.	Pendleton West 117
From Economic Crises and Revolution to Sex and Nightlife: Five Women's Experiences in Spanish-Speaking Countries	panel	10:40 A.M.	Pendleton West 116
Building from Below: Non-Governmental and Grassroots Movements	individual presentations	1:00 P.M.	Pendleton West 117
The Challenges of Development	individual presentations	2:25 P.M.	Pendleton East 339
Alternative Development in South America: Our Firsthand Experience	panel	3:50 P.M.	Pendleton West 116
Seeing and Living in Different Worlds: Experiences in Developing Countries	panel	3:50 P.M.	Pendleton West 121

Human Rights and Activism

From Victim to Survivor: Rape Recovery and the Feminist Empowerment Model	roundtable	9:15 A.M.	Pendleton East 351
Not Just Another Cancun: Building Lives with Habitat for Humanity during Spring Break	panel	10:40 A.M.	Pendleton West 121
Conflict and Reconciliation	individual presentations	10:40 A.M.	Pendleton West 212
Bearing Witness: The Ethical and Moral Dimensions of Fieldwork	roundtable	1:00 P.M.	Pendleton East 349
Working toward Reconciliation in South Africa	panel	1:00 P.M.	Pendleton West 121
Migration: Integration or Marginalization?	individual presentations	2:25 P.M.	Pendleton West 212
From Hammers to Homes: Working with Habitat for Humanity around the World	panel	3:50 P.M.	Pendleton East 151
<i>Lachto Drom</i> : A Journey with the Roma	exhibit	3:50 P.M.	Pendleton Atrium

Journeys through Difference

“Alone in the Third World”: Stories of White Women Travelers Bringing International Identities into Our Communities: The United World College Case Study	panel	9:15 A.M.	Pendleton West 116
North and South	roundtable	10:40 A.M.	Pendleton East 349
Voices from Abroad: The African American Experience in Japan	individual presentations	10:40 A.M.	Pendleton East 151
Aging: Each Wrinkle Tells a Story	roundtable	1:00 P.M.	Collins Cinema
Toward an Intercultural Definition of Community	individual presentations	1:00 P.M.	Pendleton East 351
<i>Uchi and Soto</i> : Finding Our Place in Japanese Society	panel	2:25 P.M.	Pendleton East 251
<i>Más que Americanas</i> : Reflections on Personal Growth after a Year in Spain	panel	2:25 P.M.	Pendleton East 151
Understanding Racial and Cultural Identity in the U.S.	panel	3:50 P.M.	Pendleton East 129
	panel	3:50 P.M.	Pendleton East 251

The World as Classroom

Wintersession in Morocco	panel	9:15 A.M.	Pendleton West 121
Beyond the Books: Non-Academic Factors in International Study	panel	9:15 A.M.	Pendleton East 151
Finding Love Abroad in Cuba and Ghana	panel	9:15 A.M.	Pendleton East 127
<i>Le Sud Est Bleu</i> : A Year in Provence	panel	10:40 A.M.	Pendleton East 351
Discovering the Ancient World in the Modern Mediterranean	panel	10:40 A.M.	Pendleton East 129
Shanghai’s English Corner	panel	10:40 A.M.	Pendleton East 130
Contrasts on the Cape of Good Hope	panel	1:00 P.M.	Pendleton East 127
France: International Study through Non-Wellesley Programs	panel	1:00 P.M.	Pendleton East 129
<i>¡Pura Vida!</i> Perspectives on Costa Rica	panel	1:00 P.M.	Pendleton West 116
Living with Brits: Wellesley Experiences in the U.K.	panel	2:25 P.M.	Pendleton East 430
<i>Cuba Si Como Siempre</i> : A Response to Wintersession 2002 in Cuba	panel	2:25 P.M.	Pendleton East 129
A Conversation with Women on the Luce in Asia (I)	panel	2:25 P.M.	Pendleton East 127
Experiential Learning in a Liberal Arts Education: Focus on Wintersession	roundtable	2:25 P.M.	Pendleton East 349
The Eastern College Consortium in Italy: Academic, Cultural and Social Experiences	panel	3:50 P.M.	Pendleton East 130
A Conversation with Women on the Luce in Asia (II)	panel	3:50 P.M.	Pendleton East 239
Wellesley Internships in Costa Rica	panel	3:50 P.M.	Pendleton East 339
When Opportunity Knocks: Alternatives to Wellesley Programs	roundtable	3:50 P.M.	Pendleton East 430

The Wellesley Connection

Knafel Award Winners	panel	9:15 A.M.	Pendleton East 251
San Francisco: Wellesley Style	panel	9:15 A.M.	Pendleton West 212
Fellowship Travels	panel	10:40 A.M.	Pendleton West 220
South Asians at Wellesley: An Account (1927-2002)	panel	1:00 P.M.	Pendleton East 251
Mezcla, Wellesley and Beyond	panel	2:25 P.M.	Pendleton East 130
Doing Well by Doing Good: A Conversation with Alumnae	panel	3:50 P.M.	Pendleton West 212

CONFERENCE SCHEDULE

8:30–9:15 A.M.

Continental Breakfast

Pendleton Atrium

9:15–10:25 A.M.

Learning, Service and Youth

Increasing Understanding, Fostering Healing (individual presentations)

Pendleton East 139

Angie J. Hu, Builders of the New World: Children's Reflections on 9-11 and the Community

Najiba Akbar, Healing the Wounds of 9-11: Education and Interfaith Work with Youth in Boston's Muslim Community

Giffen M. Maupin, The Lovers, The Dreamers, and Me: My Two-Year Journey with Young Cancer Patients in a Camp Environment

Kristen V. Laursen, Surviving Fires: Letting Kids Be Kids

Science, Medicine and Public Health

Real World Medical Experiences (individual presentations)

Pendleton East 339

Jocelyn P. Benson, Medical Conditions in Ecuador: The Impact on Disease, Policy, and Institutions

Aurora R. Alva, Medical Mission to Honduras: The Experience of a Lifetime

Sarah E. Penyack and Ariel S. GallantBernstein, "Do You Know How to Use a Bedpan?" Life as a Full-Time Nurse's Aide

When Subjects Are Suddenly People: Real World Experiences in Clinical Psychology (panel)

Pendleton East 349

Rachel Cheng, Kate Collins and Kelly Grover

Culture and the Arts

Music in the Imperial City (panel)

Pendleton West 220

Liz Renner, Hiu Yan Ho, Caroline Geiersbach and Laura Puttlitz

Hollywood Hong Kong (exhibit)

Pendleton Atrium

Aishwarya Lakshmiratan

Impressions of South Africa: The City and People of the Cape of Good Hope (exhibit)

Pendleton Knuckle Second Floor

Hana Rhee

American Politics and Policy

U.S. State Department Internships (panel)

Pendleton East 239

Miriam Saavedra, Susie Min, Heidi K. Zirtzloff, Jessica Berlow, Victoria Nelson, Kristin Fye and Abigail Frank

The Political Economy of Development

Helping the Poor to Lift Themselves from Poverty: Experiences Working with Microlending in Africa and Asia (panel)

Pendleton West 117

Adria D. Greene, Salma B. Anam and Breanne M. Vandermeer

Human Rights and Activism

From Victim to Survivor: Rape Recovery and the Feminist Empowerment Model (roundtable)

Pendleton East 351

Amelia R. Gray and Katheryn A. L'Heureux

Journeys through Difference

"Alone in the Third World": Stories of White Women Travelers (panel)

Pendleton West 116

Merritt M. Evans, Rebecca D. Pfaff and Serena M. Simonson

The World as Classroom

Wintersession in Morocco (panel)

Pendleton West 121

Chi H. Song, Jessica A. Morefield, Molly E. Earle and Julie R. Ota

Beyond the Books: Non-Academic Factors in International Study (panel)

Pendleton East 151

Erin E. Richardson, Lauren A. Cadish and Danielle L. Durchslag

Finding Love in Cuba and Ghana (panel)

Pendleton East 127

Natalie J. Gill and Kari M. Alsharif

The Wellesley Connection

Knafel Award Winners (panel)

Pendleton East 251

Brigid Maureen Cohen '00 and Stephenie Lee Landry '99

San Francisco: Wellesley Style (panel)

Pendleton West 212

Marsha Botros '02, Nicole Duarte, Erica Bjornsson, Cindy Kang '02, Amanda Freeman '02 and Aki Woodward '02

10:25–10:40 A.M.

Break

Refreshments served in Pendleton Atrium

10:40–11:50 A.M.

Learning, Service and Youth

Preconception, Misconception, Reconception (individual presentations)

Pendleton East 139

Morgan Lake Adams, At-Risk and Underprivileged Youth: Taking Labels Too Literally in Cambridge

Sara Simons, Who Goes to School in the Summer? My Experiences Teaching at Lehigh Valley Summerbridge

Crossing Cultures: Understanding Acculturation in Latina Adolescents (panel)

Pendleton East 339

Gabriella W. Wimmer, Bridget M. O'Brien, Christina Chang and Veronica O. Busso '02

Science, Medicine and Public Health

Physical Science outside the Classroom (individual presentations)

Pendleton East 127

Julia C. Meade, Investigation of Metal Complexes with the Antibiotic D-cycloserine

Alyssa R. Meyer, Liposomes as Microreactors

Šeila Selimović, Squishy Physics!

Virginia K. Hafer, A New Analytical Method for Detecting Aromatic Pollutants in Water

Undergraduate Clinical Research (panel)

Pendleton West 117

Jennifer D. Bishop, Jerri Chen and Kate Lyren

Culture and the Arts

Finding the Words: Shaping and Transforming Experience (roundtable)

Pendleton East 251

Danielle L. Durchslag, Kamala Nair, Megan Bird and Hana Rhee

Images of Different Worlds: South Africa, Mongolia, Madagascar, Mozambique, and Cameroon (exhibit)

Pendleton Atrium

Hana Rhee, Serena M. Simonson, Jennifer J. Longfellow, Caitlin A. Blaser, Megan L. Foster, Colleen C. Murphy and Rebecca D. Pfaff

American Politics and Policy

Insiders' Perspectives in the Political Office: Reaching Out to Citizens through the Media, Public Policy, and Constituent Casework (panel)

Pendleton East 239

Angie J. Hu, Meredith I. Friedman, Alissa E. Gordon, Sarah F. Liebschutz and Betsy Robblee

The Political Economy of Development

From Economic Crises and Revolution to Sex and Nightlife: Five Women's Experiences in Spanish-Speaking Countries (panel)

Pendleton West 116

Erin Savner, Shannon Alexander, Linda Ho, Deborah Chon and Joscelyn Horne

Human Rights and Activism

Not Just Another Cancun: Building Lives with Habitat for Humanity during Spring Break (panel)

Pendleton West 121

Jasmine Sung, Amita Rao, Min Kyung Kim, Kirsten Wisneski, Aizza Hassan, Lila Lee, Rachel Mangini, Valerie G. Loehr, Leah Wener and Adria D. Greene

Conflict and Reconciliation (individual presentations)

Pendleton West 212

Adona El-Murr, Reconstruction amidst the Ruins: Rehabilitation and Development in South Lebanon

Zlata Hajro, Can the International War Crimes Tribunal in the Hague Bring Justice to the People in the Former Yugoslavia? Witnessing the Work of the Tribunal

Catherine T. Pennebaker, Chile: Hampered by the Shadow of Pinochet's Legacy

Journeys through Difference

Bringing International Identities into Our Communities: The United World College Case Study (roundtable)

Pendleton East 349

Jo R. Hunter, Paulina Ponce de Leon Barido, Salma B. Anam, Anna V. Azaryeva, Xan S. Chacko and Inna Poliakova

North and South (individual presentations)

Pendleton East 151

Elizabeth M. Bolles, The Civil War is Over, and other Lies

Ariel S. Greenblum, Legal Services Revisited: Explorations in Mississippi and in Boston

The World as Classroom

Le Sud Est Bleu: A Year in Provence (panel)

Pendleton East 351

Whitney E. Shaffer, Soo Jung Kim, Saori Kaji, Safia N. Hussain, Connie Yip, Morgan Courtney and Larissa Blustein

Discovering the Ancient World in the Modern Mediterranean (panel)

Pendleton East 129

Valentine B. Edgar, Rosa M. Andujar, Jane Ann Gerber, Nellie M. So and Marlena E. Whiting

Shanghai's English Corner (panel)

Pendleton East 130

Farrowe Y. Pan, Louisa Olds, Kris Liu, Bless Suthepakal and Diana Chau

The Wellesley Connection

Fellowship Travels (panel)

Pendleton West 220

Jocelyn M. Benson '99, Marshall Scholarship, Lia Shimada '00, Thomas J. Watson Fellowship, Elizabeth Son '00, Fulbright Grant to Korea and Sally Spaulding, NSEP Program David L. Boren Undergraduate Scholarship

II:50 A.M.—I:00 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.)

I:00-2:10 P.M.

Learning, Service and Youth

“Shaw Superstars”: Wellesley and Service Learning with Somali Youth in the R.G. Shaw Middle School (panel)

Pendleton East 139

Elisa Morimoto, Rhian O'Rourke, Hassan Warfa and Alison Barker

Global Learning: ¿Qué es un voluntario? (panel)

Pendleton East 130

Sultana Noormuhammad, Geanina I. Hent, Xian-Zhen Mah, Migdalia Arciniegas, Crystal M. Leveillee, Katharine L. Tighe, Chia-Ying Lee, Juanita Nava and Jana Kiser '00

Science, Medicine and Public Health

The Earth and Beyond (individual presentations)

Pendleton East 339

Dorothea Sittler and Samantha Friedman, HAZWOPER: It Keeps Us Clean

Hillary S. Jenkins, Phytosaurs of Santa Fe: Jurassic Park Revisited

Alexis K. Ault, Summer in Saskatchewan: Geologic Fieldwork on the Chipman Dike Swarm

Monica C. Byrne, Astrobiology: The Study of Life in the Universe

Biomedical Research (individual presentations)

Pendleton West 212

Deepti V. Dronamraju, Do RNAs Bind to Phospholipid Membranes?

Pamela D. Das, The Effects of Stat3 Inhibition on Cancer Cell Death in ALCL Cell Lines

Jennifer A. Chiang, Setting up a Klinefelter's Syndrome Mice Model

Ana V. Tablante, A Study of the Cell Signaling Effects of HIN-1 and its Presence in Human Saliva

Judy D. Cueva-Alegria, Iodine-Induced Autoimmune Thyroiditis: The Effect of 0.15% Sodium Iodine on ICAM-1 Expression on Thyrocytes and Infiltrating Hematopoietic Cells of the NOD-H2h4 Mouse

Culture and the Arts

Lost Boys, Angry Greeks and Strong Women (panel and performance)

Jewett Auditorium

Melina N. McGrew, Heather J. Boas, Jessica Helt, Caitlin A. Graham, Stephanie T. Kacoyanis, Alison H. Buchbinder, Andrea M. Kennedy, Alice K. Chen, Kelsey L. Peterson and Victoria A. George

Remembrances (exhibit)

Pendleton Knuckle Third Floor

Danielle L. Durchslag

American Politics and Policy

At the Center of Power? Internships in Washington, D.C., Summer 2002 (panel)

Pendleton East 239

Nicole Deterding, Kathryn Harvey, Rachel Hezel, Estelle S. Lin, Suzanne Moellendorf, Rebecca Owens and Dana Weekes

The Political Economy of Development

Building from Below: Non-Governmental and Grassroots Movements (individual presentations)

Pendleton West 117

Bridget M. O'Brien, Hope on the Horizon: Rural Zulu Schools in South Africa

Hadley P. Yates, Obstacles and Experience in Rural Paraguay

Faatin A. Chaudhury, Careers in Compassion: Working with the Law and Mediation Center in Bangladesh

Human Rights and Activism

Bearing Witness: The Ethical and Moral Dimensions of Fieldwork (roundtable)

Pendleton East 349

Thomas Cushman and Sally Merry

Working toward Reconciliation in South Africa (panel)

Pendleton West 121

Hana Rhee, Serena M. Simonson, Jennifer J. Longfellow and Caitlin A. Blaser

Journeys through Difference

Voices from Abroad: The African American Experience in Japan (roundtable)

Collins Cinema

Regge Life, Worknesh D. Belay, Sivuyisiwe Anthony, Makiko Deguchi '88, Eve Zimmerman and Nancy Genero

Aging: Each Wrinkle Tells a Story (individual presentations)

Pendleton East 351

JiSuk Kristen Yoo, A Hundred Years' Life: The Okinawan Centenarian Story

Theresa L. Tribble '01, Words of Wisdom: Cross-Cultural Conversations with the Elderly

The World as Classroom

Contrasts on the Cape of Good Hope (panel)

Pendleton East 127

Eunice H. Park, Ursula G. Jessee, Jessica A. Morefield, Xan S. Chacko, Valerie G. Loehr and Wendy E. Leutert

France: International Study through Non-Wellesley Programs (panel)

Pendleton East 129

Heidi K. Zirtzloff, Robin Emlein, Kaitlyn R. Wilkins, Sandra Weill, Erica L. Meltzer and Sara E. Benitez

jPura Vida! Perspectives on Costa Rica (panel)

Pendleton West 116

Lindy Kaiden, Anna V. Azaryeva, Payal Patel, Jennifer T. Redfearn and Catanna B. Berger

The Wellesley Connection

South Asians at Wellesley: An Account (1927–2002) (panel)

Pendleton East 251

Nandita Ahmed, Bani Bedi and Ami Naik

2:10–2:25 P.M.

Break

Refreshments served in Pendleton Atrium

2:25–3:35 P.M.

Learning, Service and Youth

The Challenges of Teaching (individual presentations)

Pendleton East 139

Jessica M. Majerus, Creativity through Discipline

Cora R. Sayers, Teaching English in China

Katrina A. Spicer, Non-Traditional High School Teaching

Science, Medicine and Public Health

Fighting HIV/AIDS on Three Fronts (individual presentations)

Pendleton West 121

Beza Seyoum, Epitope Mapping to Guide HIV Vaccine Design

Megan L. Evans, Pediatric AIDS: Problems in Adherence

Danae A. McElroy, The White House That Wouldn't: Funding Battles over Global AIDS and a Lesson in Real Politics

Scientific Research Experiences Abroad (panel)

Pendleton East 351

Ana V. Tablante, Aurora R. Alva, Barrie L. Neutze, Šeila Selimović and Laure-Anne M. Ventouras

Culture and the Arts

Material Culture (individual presentations)

Pendleton West 116

Elizabeth Minor and Katie Grenzeback, Excavating the Basement: Conservation Work at the Museum of Fine Arts, Boston

Rebecca L. Tilles, The Importance of Silver: A Summer Internship at Sotheby's in Paris

Urban Discovery through Art and Architecture (individual presentations)

Pendleton West 117

Cristina M. Greavu, Experiencing Architecture in Berlin

Katherine M. Kaford, Hannah H. Lee and Jamie McDonald, The Arts and Culture of Post-War Paris

American Politics and Policy

Senate Internships: Power, Politics, Hardball and Softball (panel)

Pendleton East 239

Heather E. Long, Bailey Childers, Caroline West and Colbie Paulson

The Political Economy of Development

The Challenges of Development (individual presentations)

Pendleton East 339

Waslala Y. Miranda, International Economic Development and Cooperation at the United Nations

Amy LaGrone, The Internet in Namibia's Emerging Democracy

Ekaterina V. Vlatchchenko, Land Policy and Property Taxation in Russia: Russian Economy in Transition

Jo R. Hunter, Summer with P.E.A.C.E., South Africa

Human Rights and Activism

Migration: Integration or Marginalization? (individual presentations)

Pendleton West 212

Valeria C. Wicker '02, ¿Bienvenidos? The Immigrant Question in Spain

Ariana Hellerman, The Lost Voice: Bhutanese Refugees in Nepal

Rose M. Sebastian, Heartbreak and Self-Knowledge in Sri Lanka

Sarah M. Ligon, *Latcho Drom*: A Journey with the Roma

Journeys through Difference

Toward an Intercultural Definition of Community (panel)

Pendleton East 251

Folly Patterson '85, *Nancy A. Mandile '98*, *Kelly K. Brown '90* and *Linda M. Brothers*

Uchi and Soto: Finding Our Place in Japanese Society (panel)

Pendleton East 151

Jessica Berlow, *Marissa Tinsley*, *Alison S. Breen* and *Yeunjo Cho*

The World as Classroom

Living with Brits: Wellesley Experiences in the U.K. (panel)

Pendleton East 430

Kristen V. Laursen, *Cecilia H. Lam*, *Jessica E. Smith*, *Sally A. Spaulding*, *Meryl G. Rosen*, *Leah K. Solk*, *Jamie M. Powell* and *Kimberly H. Gouveia*

Cuba Si Como Siempre: A Response to Wintersession 2002 in Cuba (panel)

Pendleton East 129

Leslie Hale Warner, *Jessica Cain* and *Rebecca Wallach*

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

Pendleton East 127

Aishwarya Lakshmiratan, *Andrea J. Ronkowski*, *Shin-Hyung Choi*, *Si-Yi Wang* and *Chiaki Nishijima*

Experiential Learning in a Liberal Arts Education: Focus on Wintersession (roundtable)

Pendleton East 349

Andrew Shennan, *Lidwien Kapteijns*, *Amy Capman*, *Gerdès Fleurant*, *Denis Grélé*, *Wilfrid Rollman* and *Filomina Steady*

The Wellesley Connection

Mezcla, Wellesley and Beyond (panel)

Pendleton East 130

Alina S. Ball, *Meagan Lizarazo*, *Isela M. Ramos*, *Nicole J. Stinson*, *Carolina D. Ventura* and *Jessica C. Vides*

3:35–3:50 P.M.

Break

Refreshments served in Pendleton Atrium

3:50–5:00 P.M.

Learning, Service and Youth

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

Pendleton West 117

Casey L. Bieberich, *Johanna Pino*, *Nancy Ryan*, *Asianna Milord* and *Deborah Weaver*

Science, Medicine and Public Health

From Lively Conversation in the Classroom to Deadly Dissection in the Morgue (panel)

Pendleton East 127

Rachel Cheng, *Jessica M.A. Barder*, *Hannah Galvin '01*, *Vandana C. Reddy*, *Elisabeth Sigman '02*, *Brittany L. Yerby* and *Christina E. Baer*

Public Health Issues (individual presentations)

Pendleton East 351

Emma M. Sydenham, Researching Childhood Lead Poisoning: My Summer Experience

Angela C. Killilea, Chernobyl: Humanitarian Action and the Red Cross

Culture and the Arts

Making News and Inventing Culture (individual presentations)

Pendleton East 349

Bonnie Y. Sit, Summer Internship in Journalism

Emily Rose See and *Simran Thadani*, Between the Covers: Behind the Glamour

Antonia I. Davis, Hollywood

American Politics and Policy

Influencing Policy (individual presentations)

Pendleton East 139

Jamie M. Powell, Building Support for Quality Child Care at the Children's Defense Fund

Hao M. Nguyen, Cubicle Heights and Influencing Policy

Erin Klein, The Role of Applied Theory in Education Policy Making: A Washington Intern's Inside Experience

The Political Economy of Development

Alternative Development in South America: Our Firsthand Experience (panel)

Pendleton West 116

Sharon Wong, Isela M. Ramos, Alison L. Mostue, Ashley F. Muir and Michelle Bowlen

Seeing and Living in Different Worlds: Experiences in Developing Countries (panel)

Pendleton West 121

Megan L. Foster, Colleen C. Murphy and Lauren Siemsen-Newman

Human Rights and Activism

From Hammers to Homes: Working with Habitat for Humanity around the World (panel)

Pendleton East 151

Rebecca E. Carns, Annette S. Adamska-Kurz and Genevieve G. Brennan

Lachto Drom: A Journey with the Roma (exhibit)

Pendleton Atrium

Sarah Ligon

Journeys through Difference

Más que Americanas: Reflections on Personal Growth after a Year in Spain (panel)

Pendleton East 129

Estelle S. Lin, Alexis S. Guild, Sarita Subramanian and Erika K. Jakobson

Understanding Racial and Cultural Identity in the U.S. (panel)

Pendleton East 251

Karen Shih and Jenna Bond-Louden

The World as Classroom

The Eastern College Consortium in Italy: Academic, Cultural and Social Experiences (panel)

Pendleton East 130

Elizabeth A. Webber, Shannon N. Keith, Marret K. Arfsten, Emily E. Pellini and Amy S. Brown

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

Pendleton East 239

Alison S. Breen, Worknesh D. Belay, Kathryn S. Lee, Kristi A. Wings and Jumi Cha

Wellesley Internships in Costa Rica (panel)

Pendleton East 339

Ashley S. Ein, Valerie L. Polletta, Christina E. Steiner and Brooke E. Richardson

When Opportunity Knocks: Alternatives to Wellesley Programs (roundtable)

Pendleton East 430

Laurie N. Stempler, Kathryn M. Lyslo and Rachel S. Ropeik

The Wellesley Connection

Doing Well by Doing Good: A Conversation with Alumnae (panel)

Pendleton West 212

Jennifer Chau '99, Elyse Cherry '75, Katherine Collins '90, Jennifer Hertz Levi '85, Colleen Richards Powell '95

5:00–6:30 P.M.

Tanner Exhibition and Reception

Science Center

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

International food served in the Sage Lounge



9:15–10:25 A.M.

Learning, Service and Youth

Increasing Understanding, Fostering Healing (individual presentations)

Builders of the New World: Children's Reflections on 9-11 and the Community

Angie J. Hu '05, Undeclared

Advisor: *Winifred Wood, Writing Program*

The Actor's Theatre Workshop in NYC, a not-for-profit organization, encourages actors to make a contribution to the community through their literary department, mentorship programs, and more. Builders of the New World gives children from NYC homeless shelters outlets to express their creativity through writing, acting, and discipline. As a part-time intern, I had the privilege of working on a video-editing project for Builders of the New World through which children reflected on 9-11 and on the community. The Women in Film writing class I took at Wellesley helped me overcome the challenges of this daunting task. Selecting moments of frustration, joy, and sincerity, establishing a trajectory, and ultimately creating a story that moved from fear into hope helped me face my own fears of 9-11.

Healing the Wounds of 9-11: Education and Interfaith Work with Youth in Boston's Muslim Community

Najiba Akbar '03, Peace and Justice Studies

Advisor: *Kenneth Hawes, Education*

One of the many effects 9-11 had on our world was the increased curiosity towards the religion of Islam and its followers. In the wake of 9-11, in an attempt to address the dire need for accurate information about Islam, the Islamic Society of Boston launched an Outreach Center, with a mission to educate the public about Islam and the Muslim community. My internship with the center allowed me the opportunity to work with adults and youth of all backgrounds, educating them about my own faith and community, as well as learning from their experiences and traditions. I also helped to educate others about issues such as discrimination and hate crimes directed towards the Arab and Muslim communities post 9-11, through workshops with youth, teachers, and law enforcement. I would like to share my thoughts on my experience, particularly as a young person and a female working in this field. (Internship supported by the Beth K. Smith Award.)

The Lovers, The Dreamers, and Me: My Two-Year Journey with Young Cancer Patients in a Camp Environment

Giffen M. Maupin '04, English and Latin

Advisor: *Raymond J. Starr, Classical Studies*

For the past two summers, I have been blessed to spend nine weeks working at Camp Mak-a-Dream, a specialized facility in Gold Creek, Montana, that serves children and young adults whose lives have been touched by cancer. Several key philosophies guide staff members through each camp, conference and retreat. Modern psychological research concerning the effects of life-threatening illness on children provides insight into the programs. My presentation will focus on the invaluable perspective I have gained from working with individuals who understand the distinct possibility of their own deaths as well as the absolute necessity of focusing on life's gifts and joys.

Surviving Fires: Letting Kids Be Kids

Kristen V. Laursen '03, Neuroscience and English

Advisor: *Margaret Keane, Psychology*

Each year the Connecticut Cares Burn Foundation organizes a one-week summer camp for children ages 7–17 who are burn survivors. Burn Camp strives to create a fun environment where kids can build friendships with other burn survivors and take a break from the emotional and physical stresses of growing up amidst the ignorance of their peers. This past summer, I joined the volunteer staff of burn unit medical personnel and New York area firefighters to experience the real life threat of fire, the people who put them out, and the kids who have survived them. I learned not only about the causes of fire and the varying degrees of burns and types of treatment, but also about the resiliency of both the body and the spirit.

Science, Medicine and Public Health

Real World Medical Experiences (individual presentations)

Medical Conditions in Ecuador: The Impact on Disease, Policy, and Institutions

Jocelyn P. Benson '04, Biological Sciences

Advisors: *Barbara S. Beltz, Biological Sciences and Dr. Mario Grijalva, Ohio University Tropical Disease Institute*

I spent nearly two months this past summer traveling, living, and working in Ecuador. Much of my experience was rooted in my interest in medicine and varying health systems. The program I attended, through Ohio University, focused specifically on these fields in a developing country. I became involved in the program – and follow-up

research – by chance, and it has now helped in preparing my future paths. In returning to Wellesley, I have taken my academic focus in the Biological Sciences and altered it to adjust better to our changing roles in the medical world. We are all interconnected via technological means, and putting more of a focus on learning in this field of science is necessary. I now see the world with a softened stare because of my short time in such unparalleled conditions. I can also see how much of an impact I had and will continue to have. Our academic talents are developed here at Wellesley; I found that mine could be fully implemented in Ecuador.

Medical Mission to Honduras: The Experience of a Lifetime

Aurora R. Alva DS '03, Biological Sciences

Advisor: *Elena Gascón-Vera, Spanish*

Last June, I went on a medical mission to San Antonio, an indigenous village in Honduras. I served as a Spanish interpreter for health care providers from the U.S. The extreme need for health care in the area gave me the opportunity to go beyond my role as an interpreter and actually work alongside nurses, doctors and a dentist in providing care to villagers. As a student interested in pursuing dentistry, I was able to help assist the only dentist in the team, who taught me how to pull teeth from both adults and children. Aside from reaffirming my desire to become a dentist, this trip helped me to realize that it takes very little effort to make a difference in someone's life. Seeing the gratefulness on the villagers' faces after visiting the doctor or having their teeth pulled was truly the most rewarding experience of this trip. (Supported by a Center for Work and Service Quick Fix Grant.)

“Do You Know How to Use a Bedpan?”: Life as a Full-Time Nurse's Aide

Sarah E. Penyack '03, Neuroscience and Ariel S. GallantBernstein '04, Music

Advisor: *Emily Buchholtz, Biological Sciences*

While Wellesley provides us with an excellent academic learning environment, so much can be learned by working in the world outside of academia. Whether a semester or a summer, working a full-time job puts your life as a member of society, not just the Wellesley community, in a new perspective. Our “real world” knowledge has enabled us to return to Wellesley with a new look at our liberal arts education. We will share some of the challenges, rewards and learning experiences we had while working as nurses' aides. Personal stories from a geriatric nursing facility, home-care duties, and a level-one trauma center will also be shared (in uniform).

When Subjects Are Suddenly People: Real World Experiences in Clinical Psychology (panel)

Rachel Cheng '03, Psychology and Chinese Studies, Kate Collins '03, Psychology and Kelly Grover '03, Psychology

Advisors: *David Pillemer, Psychology and Paul Wink, Psychology*

The study of clinical psychology often involves extensive readings, lectures, and discussions of the quantified human experience: those troubled individuals whom students desire to understand and help are rarely anything more than faceless “subjects” in an experiment or in a case study. Over the summer, three students had the rare opportunity to gain perspective into the lives of a clinical population through real-life interactions with those normally encountered only in textbooks and articles. Rachel Cheng will

discuss her work at an in-patient psychiatric hospital where she interacted with patients of Asian descent as well as individuals with concurrent mental illness and chemical dependence. Kate Collins will describe her experiences working with emotionally disturbed adolescent boys in a residential treatment facility. Kelly Grover will talk about her experience working at Camp Starfish with children ages 4–15 who have emotional, behavioral, and learning problems. (Internships supported by the Shirley R. Sherr Student Research Internship – Center for Research on Women, the Blessing Way Summer Public Service Fellowship and the NSF-AIRE (National Science Foundation Award for the Integration of Research and Education Program.))

Culture and the Arts

Music in the Imperial City (panel)

Liz Renner '03, Cognitive and Linguistic Sciences, Hiu Yan Ho '03, German, Caroline Geiersbach '03, German and Laura Puttilitz '03, German
Advisor: *Thomas Nolden, German*

Participants from the Wellesley-in-Vienna program will present their experiences of several aspects of musical life in this historic city. They will report on their work as interns in institutions dealing with the legacy of Jewish musicians, as students in musicology classes at the University of Vienna, and participants in the university choir. (Internships supported by the Susan Rappaport Knafel '52 International Internship Program.)

Hollywood Hong Kong (exhibit)

Aishwarya Lakshmiratan '03, Economics
Advisors: *Judith Black, Art and Elena Creef, Women's Studies*

This past summer, I lived and worked in a city filled with contradictions. Hong Kong provided me with the perfect vantage point to look both east and west, both inward and outward at the world, experiencing a culture that my friends aptly described as the worst and the best of modern capitalism. Yet, the picture is never that simple. It is only with the superimposition of many pictures, many points of view, many lifestyles and experiences that a faint attempt at the 'real picture' can be made. I wish to explore these very contradictions through a photo exhibit. My intent is not just to show images that would usually never be considered "typical Hong Kong," but also to create a sense of all that is hidden behind these images – all that information beyond the frame of the picture, which we are usually quick to ignore in forming our simple "black or white" opinions of places we have never known or felt. I hope to simulate the inadequacy of a single story in capturing the essence of places, and the need for these multiple, co-existing images and realities to inform our understandings of Hong Kong, or of any other place. (Internship supported by the Elisabeth Luce Moore '24 Wellesley-Yenching Program.)

Impressions of South Africa: The City and People of the Cape of Good Hope (exhibit)

Hana Rhee '03, Economics
Advisors: *Sylvia Hiestand, International Studies Office and Judith Black, Art*

Cape of Good Hope – so it is called. Place of "contradiction." Contradiction between its stunning natural beauty and its extreme

poverty. Contradiction between the night clubs, similar to those of New York or Paris on the inside, and the barefoot street kids begging outside. Contradiction between the charming warmth of the people and the everyday incidents of thefts and break-ins. South Africa, and particularly Cape Town where I spent time as an exchange student in spring 2002, is a fascinating place with many stories. This photo exhibit is my storytelling, of the place and the people I experienced and fell in love with, in a strikingly beautiful and pained foreign land. Since music cannot be omitted in South African stories, there will be a sample of South African music ranging from Miriam Makeba, Hugh Masekela and Ali Farke Toure to Karoo Kitaar Blues.

American Politics and Policy

U.S. State Department Internships (panel)

Miriam Saavedra '03, International Relations and French, Susie Min '03, Economics and International Relations, Heidi K. Zirtzloff '03, Music, Jessica Berlow '03, Japanese Studies and Political Science, Victoria Nelson '03, Economics, Kristin Fye '03, International Relations and French and Abigail Frank '03, Political Science and Spanish
Advisors: *Silvia Ardagna, Economics and Akila Weerapana, Economics*

Ever wondered what the U.S. State Department really does? As the leading U.S. foreign affairs agency, the Department of State helps to shape a freer, more secure, and more prosperous world through formulating, representing, and implementing the President's foreign policy. This panel of recent State Department interns in Washington D.C., and U.S. Embassies and Consulates abroad will share their various

experiences. Internship placements included the Bureau of Economic and Business Affairs, the Bureau of Western Hemisphere Affairs, the U.S. Consulate Osaka-Kobe, Japan, the U.S. Embassy Bridgetown, Barbados, the U.S. Embassy Reykjavik, Iceland, and the U.S. Embassy London, United Kingdom. Come and learn these students' perspectives on the Foreign Service and the U.S. government's role in international affairs! (Internships supported by the Susan Rappaport Knafel '52 International Internship Fund and the Carolyn Shaw Bell Internship.)

The Political Economy of Development

Helping the Poor to Lift Themselves from Poverty: Experiences Working with Microlending in Africa and Asia (panel)

Adria D. Greene '03, International Relations, Salma B. Anam '04, International Relations and Breanne M. Vandermeer '03, Economics and Women's Studies

Advisor: *Craig Murphy, Political Science*

Adria Greene, Breanne Vandermeer and Salma Anam completed microlending internships in summer 2002. Salma worked for the Association for Social Advancement (ASA) in Dhaka, Bangladesh, an organization that has succeeded in designing a 'self-reliant and sustainable model' capable of alleviating poverty at the grassroots level. Adria worked for Create Africa South (CAS) in Durban, South Africa, which strives to empower women through creativity and education. Together with Katie Berroth, Adria researched and designed a new microlending and business education program for CAS. Breanne worked for Women in the Informal Economy Globalising and

Organizing (WIEGO). WIEGO is a network of scholars, grassroots organizations, and self-employed women from around the world. Breanne, Salma, and Adria will explain their work, compare and contrast among three microlending organizations at different stages and challenge you to think critically about the complexities of poverty eradication and international development in Africa and Asia. (Internships supported by the Susan Rappaport Knafel '52 International Internship Program and the Parents' Internship Program.)

Human Rights and Activism

From Victim to Survivor: Rape Recovery and the Feminist Empowerment Model (roundtable)

Amelia R. Gray '03, Art History and Katheryn A. L'Heureux '03, Economics and Women's Studies

Advisor: *Kim Phillips, Women's Studies*

The Boston Area Rape Crisis Center (BARCC) is a not-for-profit organization that advocates for and supports survivors of sexual assault. BARCC provides crisis counseling, medical advocacy, and increases visibility in the fight against sexual assault and domestic violence using the feminist empowerment model. This summer, we worked as certified rape crisis counselors, helping people heal from and acknowledge their survival of sexual assault and rape. The feminist empowerment model enables women to become more proactive in their healing process and in their lives. By naming someone a survivor, we are able to give back some control and help her to see her strength in the survival of her experience. Survivors no longer consider themselves passive or possessed. The empowerment model provides a lateral means of information exchange and a guide to self-healing. This

roundtable will discuss the use of the empowerment model in healing from rape, as well as other possible applications, and its effectiveness. (Internships supported by the Service Opportunity Stipend.)

Journeys through Difference

"Alone in the Third World": Stories of White Women Travelers (panel)

Merritt M. Evans '03, History, Rebecca D. Pfaff '03, Political Science and Anthropology and Serena M. Simonson '03, International Relations

Advisor: *Lawrence Rosenwald, English*

Beryl Markham writes, "Africa is mystic; it is wild;...It is what you will, and it withstands all interpretations....To a lot of people, as to myself, it is just 'home.' It is all these things but one thing – it is never dull." Traveling alone as a white woman in Africa and other parts of the non-Western world can be many things – exhilarating, scary, serendipitous, lonely – but it is never dull. Women are not encouraged to travel alone; more often they are actively discouraged, whether by parents, peers, or random strangers. However, the experience of venturing into unfamiliar territory without the protection of companions can be deeply rewarding as well as challenging. Come to see their pictures and hear their stories. Three seniors will talk about their journeys through Tanzania, Mozambique, Sri Lanka, Swaziland, and Madagascar.



The World as Classroom

Wintersession in Morocco (panel)

Chi H. Song '04, International Relations and Chinese Studies, Jessica A. Morefield '05, History, Molly E. Earle '03, English and Julie R. Ota '04, Political Science
Advisor: *Wilfrid Rollman, History*

Wintersession in Morocco provides a structured introduction to a North African society blending African, Berber, Arab, European, Islamic, and Jewish cultures and histories. Topics and lectures range from architecture to religion, traditional ceremony to popular music, and much more. Drawing from lectures, personal interactions, and travel throughout the country, we began to question how Morocco has dealt with the integration of conflicting cultures and traditions.

The role of women in Moroccan society in particular made a special impact on us. How has gender influenced architecture and the use of public and private space? How can female clothing become a political statement? How does the media represent the female body? We will take this opportunity to share our responses and reactions to these questions, as well as our various experiences with the Wintersession program in Morocco.

Beyond the Books: Non-Academic Factors in International Study (panel)

Erin E. Richardson '03, English, Lauren A. Cadish '03, Comparative Literature and Danielle L. Durchslag '03, Cinema and Media Studies
Advisor: *Julie Norem, Psychology*

While the abroad experience promotes academic study, it often carries with it profound non-academic learning. Our goal through panel discussion is to illuminate the non-academic factors which not only determine a

student's decision to take on an international study experience, but also the unexpected elements one may encounter after arriving in her new surroundings. Such factors may include: adjusting to a less-pressured environment, researching family history, self-discovery through anonymity, foreign economic and political hardship – or simply the joys of a soda bread recipe or salsa lessons. While we will be focusing on our own experiences in Ireland, Argentina, and Chicago, we believe that these elements are applicable to students studying in a wide variety of programs.

Finding Love in Cuba and Ghana (panel)

Natalie J. Gill '03, International Relations and Africana Studies and Kari M. Alsherif '03, Africana Studies
Advisor: *Pashington Obeng, Africana Studies*

Finding Love describes the experiences of two women who traveled in Ghana, Jamaica and Cuba during their sophomore and junior years. Love signifies finding a love for another country, a love for another culture, and a love for one's heritage. Their experiences abroad offered them the final pieces to the puzzle of understanding African culture and its presence throughout the Diaspora. They visited the land where history began, and were able to make more sense of the present through a deeper understanding of the past. The hands-on component of traveling to countries of African descent enhanced and added meaning to all they studied. Studying abroad became a means for bringing textbooks, videos, and classroom discussions to life! These two women will bring a similar experience to the audience through music from the countries visited, items from the countries to touch and feel, as well as scents one might encounter in the countries, particularly during ritual and spiritual practices.

What they learned in these countries has shaped their present academic interests and will forever impact their future endeavors. Natalie is currently working on an independent study researching the roles of the Santeria religion in the lives of Afro-Cuban women while Kari is pursuing a fellowship to examine the quality of education for young girls in rural Ghana. It is now your turn...please take the time to embark on a journey through Ghana, Cuba and Jamaica, and see how the travels of two fellow students can help you turn your dreams into reality during your Wellesley years and beyond.

The Wellesley Connection

Knafel Award Winners (panel)

Brigid Maureen Cohen '00, Susan Rappaport Knafel '52 Scholarship for Foreign Study and Stephenie Lee Landry '99, Susan Rappaport Knafel '52 Traveling Fellowship
Advisor: *Ellie Perkins '65, Center for Work and Service*

Brigid spent her fellowship year at King's College, University of London, where she completed the one-year master's degree program in musicology. For many students, the year after graduation seems to be one of tremendous transition (or even shock). Brigid will discuss some of the ways in which spending a year alone in a foreign city during this time can be salutary, energizing, and fun. The experience provided her with the space and time to imagine what her values and priorities could be before returning to a Ph.D. program in musicology in the Boston area. The year also brought exceptional pragmatic experiences and professional opportunities at research institutions and festival events abroad that will be invaluable

for her academic career in the humanities. Brigid would welcome questions about the day-to-day difference of living as a young woman in England (vs. in the U.S.) and the local politics of studying at a European institution during a time of tension in U.S.-European relations. (Scholarship supported by the Susan Rappaport Knafel '52 Scholarship for Foreign Study.)

Stephenie's fellowship, *Craft: Exploring Art and Culture through Wooden Boat Building*, explored the dying art of boat building. Stephenie traveled to Mexico, Fiji, Australia, New Zealand, Micronesia and Japan. She designed her project intent on learning as much as possible from the small groups of artisans attempting to preserve this tradition in their countries. In addition, her fellowship allowed her to investigate the history and culture of the lands she visited. When she built her first wooden boat several years ago, Stephenie had forced herself to confront subjects she had avoided as a student: geometry, algebra, and physics. Committed to working with adolescent girls in the future, Stephenie hopes to teach them the marine carpentry skills she learned and practiced during her Knafel Fellowship, and assist young women in developing self-esteem to become competent and skilled through this unique experiential learning. (Fellowship supported by the Susan Rappaport Knafel '52 Traveling Fellowship.)

San Francisco: Wellesley Style (panel)

Marsha Botros '02, Nicole Duarte '03, Environmental Studies, Erica Bjornsson '03, Architecture and Economics, Cindy Kang '02, Amanda Freeman '02 and Aki Woodward '02
Advisor: Amy Capman, Center for Work and Service

Two seniors and four recent graduates who, equipped with their Wellesley liberal arts educations, left the classroom and received a taste of the "real world" through the new American Cities Internship Program (ACIP) in San Francisco. This unique internship program focuses on the mentoring of Wellesley women by Wellesley women in a field of the student's individual interest. Different from other internship programs, American Cities builds female professional development, while offering the communal support of living together and participating in workshops sponsored by the San Francisco Business Leadership Council. The six internships explored the following fields: environmental conservation, documentary filmmaking, technology incubators, child-care policy, business scenario planning, and the on-line beauty industry. Come hear our stories of personal and professional inspirations and disillusionments and learn the truth behind the Wellesley connection. (Internships supported by the Knafel Infrastructure Fund.)

10:40-11:50 A.M.

Learning, Service and Youth

Preconception, Misconception, Reconceptation (individual presentations)

At-Risk and Underprivileged Youth: Taking Labels Too Literally in Cambridge

Morgan Lake Adams '03, *History and Cinema and Media Studies*

Advisor: Adrienne Asch, *Reproductive Issues*

I spent my summer as a director for the Cambridge Youth Enrichment Program, a seven-week not-for-profit summer camp for kids who live in the Cambridge housing projects. Run and staffed by college students, the program provides academic curriculum in the morning and field trips in the afternoon. While working at the Jefferson Park (JP) site, I became more sensitive to many of the popular labels applied to these children – “low income, at risk, and disadvantaged” – by non-community members. These words, although often true in a literal sense, were often utilized without reflection on the actual conditions and environment that the kids inhabited. Worse, they often connoted hopelessness or helplessness on the part of the children, as well as stupidity and delinquency. My summer experience challenged my own use of these labels and helped me to reflect on the true personalities and capabilities of “JP” kids. (Internship supported by the Barbara Bush Award for Volunteerism.)

Who Goes to School in the Summer? My Experiences Teaching at Lehigh Valley Summerbridge

Sara Simons '03, *Theatre Studies and Women's Studies*

Advisor: Barbara Beatty, *Education*

For the past two summers, I worked as a teacher with Lehigh Valley Summerbridge, a summer enrichment program for students entering seventh and eighth grades in Pennsylvania's Lehigh Valley. The program gives 80 motivated middle school students with limited educational resources a chance to get up-to-speed on writing, literature, math, and science in order to prepare them for college prep classes in high school. Lehigh Valley Summerbridge is a two-year program that also involves after-school tutoring and field trips during the school year. It is completely free for the students, who are also given meals and transportation to summer school. I will present on my experiences in the classroom and the many factors, including working with other teachers, lesson planning, teaching literature to an ethnically and socioeconomically diverse group of students, and dealing with pre-adolescent angst, that contribute to academic enrichment.

Crossing Cultures: Understanding Acculturation in Latina Adolescents (panel)

Gabriella W. Wimmer '03, *Neuroscience*,
Bridget M. O'Brien '04, *Psychology and Political Science*,
Christina Chang '03, *Psychology and*
Veronica O. Busso '02
Advisor: Nancy Genero, *Psychology*

Imagine being an immigrant adolescent girl. Initially, you learn about your new community, its language and cultural values. You discover, however, that family tension mounts when you question traditional cultural values, and your peers and teachers do not understand why you say or do certain things. The psychological challenge of this transition is termed acculturation. How do adolescent girls balance and cope with two or more cultures? How do others come to understand their development? As part of our psychology seminar, Culture and Social Identity, we examined academic and social behaviors of five Latina girls in grades seven and eight attending Fuller Middle School in Framingham, Massachusetts. Our attentions focused on teacher-student interactions and how school administrators foster bicultural identity development. Through several interviews, we learned about the students' personal struggles with acculturation and how teachers and administrators promote acculturation as well as a dynamic multicultural school environment.

Science, Medicine and Public Health

Physical Science outside the Classroom (individual presentations)

Investigation of Metal Complexes with the Antibiotic D-cycloserine

Julia C. Meade '05, Biological Chemistry
Advisor: *Nancy Kolodny, Chemistry*

A major advance in medicine has been the discovery of antibiotics. Surprisingly, however, little is known about how antibiotics interact with elements in the body or bacteria. This summer I conducted research at North Dakota State University investigating the coordination chemistry of the antibiotic D-cycloserine with the metal ions copper (II), cobalt (II/III), nickel (II), and iron (III). Experiments were conducted in buffered and non-buffered aqueous solutions, as well as in non-aqueous solvents such as DMSO, acetonitrile, ethanol, and acetone. The pH of the reactions with D-cycloserine was varied in order to study its effect on the reaction course. The products were characterized by UV-Vis and NMR spectroscopies. From my research this summer, progress was made in understanding how drugs affect the body, which may enable pharmaceutical companies to produce safer and cheaper antibiotics. Personally, I felt satisfied being able to apply concepts I had learned at Wellesley to shed light on a little-investigated topic.

Liposomes as Microreactors

Alyssa R. Meyer '04, Astrophysics
Advisor: *Theodore Ducas, Physics*

This summer I worked at the National Institute of Standards and Technology where we used optical tweezers and an optical scalpel to initiate microchemical reactions by fusing pairs of liposomes. A liposome consists of a lipid-bilayer membrane enclosing an aqueous solution. Typically liposomes are

5–100 microns in diameter and can be used as microcontainers to perform chemical reactions with very small amounts of reagents. Uses for this research include combination drug testing, vesicle/cell fusions, and studies of reaction kinetics.

To fuse liposomes, we first trapped them using optical tweezers, a device that uses tightly focused laser beams to manipulate microscopic objects. We used a pulsed laser as a scalpel to puncture the membranes of the trapped liposomes, which then initiated the mixing of their contents. I worked on modifying the apparatus to improve the traps and make the scalpel more efficient, so we could arrange the liposomes optimally for fusion at a common contact point to puncture their membranes.

Spending a summer doing research in a national lab further enhanced my desire to study physics by showing me many exciting applications and future opportunities. I am bringing this rich experience to my research in the Wellesley College Physics Department.

Squishy Physics!

Šeila Selimović '04, Physics and German
Advisor: *Yue Hu, Physics*

Electrorheological fluids (liquid suspensions of small particles), are widely used in industry – in toothpastes, paints, inks – but poorly understood. In this study we examined the viscous and elastic properties, “squishiness”, of such fluids, particularly silica suspensions. Oily samples, initially pasty, become fluid in two weeks, while aqueous samples age in half the time. After their respective aging period, all samples have very low and nearly constant viscosity, but if subjected to shears and pressures, the samples become gels again. Electrorheological measurements

showed that the driving force in this behavior is the charge distribution on the silica particles. This research experience has confirmed my decision to continue my education with graduate studies in physics and has enhanced my communication skills in a research environment. This study was conducted at the Division of Engineering and Applied Sciences, Harvard University. (Research funded by the Wellesley Summer Grant supported by the Office of the Dean of the College.)

A New Analytical Method for Detecting Aromatic Pollutants in Water

Virginia K. Hafer '04, Physics
Advisors: *Glenn Stark, Physics and*
Drs. Harald Oser and Michael Coggiola,
SRI International

This summer, through the National Science Foundation's Research Experience for Undergraduates program, I worked at SRI International, a not-for-profit research lab in Palo Alto, California. My project was to develop a new instrument that detects trace pollutants in water. The instrument consists of three parts: a fluid injector, a laser-induced ionization chamber, and a mass spectrometer. My goal was to characterize the temperature dependence of the fluid injector. We hypothesized that at higher temperatures, the molecules would flow faster and in larger quantity into the mass spectrometer. We found both of these hypotheses to be essentially true. The next step in this project is to determine the instrument's detection limits. Ultimately, we hope to make this device small enough that it can be taken into the field, to rapidly determine the local sources of water pollution. This summer I learned that I do not like California, but do like working in research, and I hope to do more at some time.

Undergraduate Clinical Research (panel)

Jennifer D. Bishop '03, Biological Chemistry, Jerri Chen '05, Neuroscience and Kate Lyren '03, Biological Sciences
Advisor: *Jennifer Hood-DeGrenier, Biological Sciences*

These students spent their summer working in various medical fields shadowing doctors and performing clinical research with them. They will be presenting the results of their research, as well as reflecting on the experience of doing clinical research and working in a hospital setting as undergraduates. Jenn Bishop studied the endothelial function of the brachial and coronary arteries in post-menopausal women on and off hormone replacement therapy (Cardiology, Hartford Hospital). Jerri Chen evaluated the use of freehand spirals as a potential tool in the clinical diagnosis and the assessment of disease progression in Parkinson's disease (Neurology, Mt. Sinai). Kate Lyren studied ceftazidime resistance by modification of the omega loop of SHV b-lactamase to confirm that modification of the amino acid sequence of the omega loop is an essential mechanism for the evolution of the ESBL phenotype (Cleveland VA).

Culture and the Arts

Finding the Words: Shaping and Transforming Experience (roundtable)

Danielle L. Durchslag '03, Cinema and Media Studies, Kamala Nair '03, English, Megan Bird '03, Spanish and Hana Rhee '03, Economics
Advisor: *Alexandra Johnson, Writing Program*

How do you chronicle time away from Wellesley, whether it is a year abroad, an internship or independent travel? How can

writing shape and organize those experiences? How can you continue to focus the material once you have returned?

This roundtable will explore how students have shaped their time away through a wide array of informal writing. From journals to E-mail, letters to fieldwork logs, students will share discoveries of how writing helped structure their experiences. The aim is also to offer techniques students might use or share in experiential learning contexts such as research, travel or community service. Drawing from diverse independent projects, the roundtable's four students will then open up the discussion to the audience. Alexandra Johnson of the Writing Program will have handouts available with tips for how to start and stay focused in work.

Images of Different Worlds: South Africa, Mongolia, Madagascar, Mozambique, and Cameroon (exhibit)

Hana Rhee '03, Economics, Serena M. Simonson '03, International Relations, Jennifer J. Longfellow '03, Africana Studies and American Studies, Caitlin A. Blaser '04, International Relations, Megan L. Foster '03, Cognitive and Linguistic Sciences, Colleen C. Murphy '03, Political Science and Comparative Literature and Rebecca D. Pfaff '03, Anthropology and Political Science
Advisors: *Sylvia Hiestand, International Studies Office and Judith Black, Art*

This exhibit is a collective photo essay from different developing countries in which each participant either has studied, worked, interned, or volunteered. In varying themes and artistic expressions, the photos portray the places to which we've been, and the people we met as we lived in some countries and traveled through others. Through visual communication, the stories of those countries and their people can be shared in a way

that cannot be explained in words. Each participant in the exhibit will be present to answer questions and to talk about the photographs and their experiences. Part of the exhibit also includes the musical samples from South Africa, Mongolia, Madagascar, Mozambique, and Cameroon. (Internships supported by the Susan Rappaport Knafel '52 International Internship Fund.)

American Politics and Policy

Insiders' Perspectives in the Political Office: Reaching Out to Citizens through the Media, Public Policy, and Constituent Casework (panel)

Angie J. Hu '05, Undeclared, Meredith I. Friedman '05, Undeclared, Alissa E. Gordon '04, Political Science, Sarah F. Liebschutz '04, International Relations and Betsy Robblee '05, Political Science
Advisor: *Winifred Wood, Writing Program*

How do politicians connect to their constituencies? How does public policy affect real people? In a world of new threats, what is the role of politicians? Our panel addresses these questions and more by sharing the experiences of two interns for gubernatorial campaigns and three interns for Congressional district offices. Reaching out through the media, policy, and direct casework, the struggles and insights gained by each of our political interns taught us what myriad ways citizens can be affected by the workings of our government. Weaving together our Wellesley academic foundation and our real world experience in politics gave us knowledge, perspective, and empathy. As future leaders, citizens, or academics, the skill of bridging the gap between the conceptual and the real of politics will be crucial in understanding the world of our future.

The Political Economy of Development

From Economic Crises and Revolution to Sex and Nightlife: Five Women's Experiences in Spanish-Speaking Countries (panel)

Erin Savner '03, Biological Sciences, Shannon Alexander '03, English and Spanish, Linda Ho '03, Economics and Spanish, Deborah Chon '03, Art History and Spanish and Joscelyn Horne '03, American Studies
Advisor: *Elena Gascón-Vera, Spanish*

Nothing we read before we studied abroad fully prepared us for what we learned and experienced. Our panelists will discuss the social impact of globalization, political history, and economic crisis. The emphasis, however, will be on the diversity of our individual experiences. Five women from varied backgrounds studying in drastically different countries thousands of miles apart will contribute their personal preconceptions, misconceptions, and reevaluations. Country-specific topics include: the continuation of the Cuban Revolution, the current Argentine crisis, and the Spanish transition to the euro. We will explore cultural differences related to sex and sexuality, prostitution, nightlife and drugs, marriage and family life, education and employment, race relations and poverty.

Human Rights and Activism

Not Just Another Cancun: Building Lives with Habitat for Humanity during Spring Break (panel)

Jasmine Sung '03, Psychology and Economics, Amita Rao '05, Undeclared, Min Kyung Kim '03, Political Science, Kirsten Wisneski '03, American Studies, Aizza Hassan '03,

Undeclared, Lila Lee '04, Economics, Rachel Mangini '04, Undeclared, Valerie G. Loehr '05, Neuroscience and Psychology, Leah Wener '05, Undeclared and Adria D. Greene '03, International Relations
Advisor: *Karl Case, Economics*

In the past two years, 30 Wellesley women have spent their Spring Break building homes with Habitat for Humanity's Alternative Spring Break program in Tarboro, North Carolina, Washington, D.C., Baltimore, Maryland, and Waynesburg, Pennsylvania. They will share their experiences and inspire you to spend your Spring Break alternatively and make a difference in the world! (Service supported by the Center for Work and Service Quick Fix Grant.)

Conflict and Reconciliation (individual presentations)

Reconstruction amidst the Ruins: Rehabilitation and Development in South Lebanon

Adona El-Murr '03, International Relations and Environmental Studies
Advisor: *Lawrence Rosenwald, English*

The Socio-Economic Rehabilitation Program for South Lebanon, a branch of the United Nations Development Programme, began with Israeli withdrawal from the area in 2000. Amid national political and economic instability, the Program strives to reintegrate the area into the national system and overcome existing political and religious divisions. This summer I worked on the Program's youth sector which focuses on social reconciliation and reintegration. The project pursued community-based activities, conflict resolution workshops, social work, field trips, and summer camps. I was overwhelmed by the resilience, potential and enthusiasm of the youth I encountered and moved by their quest to reconcile a war-torn

past, cope with a demanding present, and envision a different life for themselves. I will present my experience in the context of the self-discovery these youth inspired through their belief in the possibility of a better, more stable future. (Internship supported by the Emily Greene Balch Summer Internship.)

Can the International War Crimes Tribunal in the Hague Bring Justice to the People in the Former Yugoslavia? Witnessing the Work of the Tribunal

Zlata Hajro '03, Economics and German
Advisor: *Thomas Cushman, Sociology*

In the summer of 2001, I spent six weeks doing independent research at the International War Crimes Tribunal for the Former Yugoslavia (ICTY) in The Hague, the Netherlands. This internship helped me to learn more about conflicts in this region from the point of view of international law. I learned a lot about international law and justice and the overall functioning of a major legal institution such as the ICTY. This presentation will focus on my research and the challenging learning experience that I encountered at this institution. I will talk about personal impressions and my understanding of the role of the ICTY as well as how those changed by witnessing the work of the Tribunal. Moreover, I will describe briefly how the ICTY evolved professionally and established a crucial place in the history of international law since the extradition of the former Yugoslav President, Slobodan Milosevic. (Internship supported by the Susan Rappaport Knafel '52 International Internship Fund.)

Chile: Hampered by the Shadow of Pinochet's Legacy

Catherine T. Pennnebaker '04, American Studies
Advisor: *Jennifer Garrett, Wellesley Magazine, Alumnae Association*

Chile is struggling to advance in the world but is hampered by its citizens' reluctance to deal with the past. At the heart of this battle is the legacy of former dictator Augusto Pinochet. Working for an English-speaking newspaper in Chile this summer, I came face-to-face with the conflicting feelings among this nation's citizens after the Chilean Supreme Court declared Pinochet "demented." One-third of Chileans still support Pinochet, hailing him as the economic savior of their nation. One-third hate him and express horror that he has not been tried in their nation for human rights violations. And the last third – among them all of my Chilean friends – are either apathetic or ambivalent towards him. This disparity of reactions has paralyzed the country's attempt to find its place in the world, as its citizens try to weigh the horror of human rights violations with the economic successes of the Pinochet regime. (Internship supported by the Emily Cohen MacFarquhar '59 Internship for International Journalism.)

Journeys through Difference

Bringing International Identities into Our Communities: The United World College Case Study (roundtable)

Jo R. Hunter '05, Chinese Studies, Paulina Ponce de Leon Barido '05, Astrophysics, Salma B. Anam '04, International Relations, Anna V. Azaryeva '05, Undeclared, Xan S. Chacko '05, Astrophysics and Inna Poliakov '04, Economics
Advisors: *Sylvia Hiestand, International Studies Office and Silvia Ardagna, Economics*

The United World College (UWC) movement's aim is to bring young people from all backgrounds together during the final two years of high school. Students grow to realize that every culture has a human side to it and that to achieve peace and international understanding it is imperative to foster mutual trust. By living together and serving their surrounding communities, UWC students learn about people of the world in a very intense and rapidly changing environment. This roundtable aims to help one understand the way in which having lived in such a unique setting shaped these students' lives: by sharing who they are, what they do, and most relevantly how and why they do it. The importance of living in different cultural environments will be highlighted. Discussion amongst the public will follow, allowing for people to share their experiences on the importance of multiculturalism and involvement in the community.

North and South (individual presentations)

The Civil War Is Over, and Other Lies

Elizabeth M. Bolles '04, Religion
Advisor: *Stephen Marini, Religion*

This presentation will outline the differences observed between race relations in Atlanta and a sleepy suburban Boston hometown. Elizabeth's internship at an Episcopalian community outreach center in Peoplestown, an impoverished Atlanta neighborhood, forced her to reconsider everything she had ever learned about multiculturalism. Through the Tanner Conference, she hopes to point out the ludicrousness of what we can, and cannot, say about cultural differences – highlighting the things we cannot say. The language used by over-educated, liberal New Englanders does not allow for the dialogue necessary for the sort of dynamic

social change required in this country – and this presentation will explore why. (Internship supported by the Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavil Luce Severinghaus '22.)

Legal Services Revisited: Explorations in Mississippi and in Boston

Ariel S. Greenblum '03, International Relations
Advisor: *Craig Murphy, Political Science*

My presentation will highlight my summer experience in Oxford, Mississippi, where I worked at North Mississippi Rural Legal Services (NMRLS). I will explain one client's consumer fraud dilemma and focus on the legal help NMRLS could provide for him. Throughout this discussion I will point out when the client's low income affected his situation. Following this, I will draw a comparison between my work at Greater Boston Legal Services and in Mississippi. In this way, I will relay some pros and cons associated with bureaucratic organizations. (Internship supported by the Service Opportunity Stipend.)

The World as Classroom

Le Sud Est Bleu: A Year in Provence (panel)

Whitney E. Shaffer '03, French and Political Science, Soo Jung Kim '03, French and International Relations, Saori Kaji '03, French and International Relations, Safia N. Hussain '03, French and Economics, Connie Yip '03, French and Psychology, Morgan Courtney '03, French and International Relations and Larissa Blustein '03, French and Psychology
Advisor: *Michèle Respaut, French*

After spending time living and studying in Aix-en-Provence, the Wellesley-in-Aix 2001–2002 participants acquired a deeper

understanding of French political, cultural, and social issues. Each individual carved her own path, and in the process encountered a wide range of experiences and events. These include: living through September 11 in Paris and witnessing protests after a controversial presidential election; exploring the European capital of Strasbourg; experiencing food as art; interning at Sony Paris; and enrolling in a French university and participating in its extracurricular activities. Reflection upon subtle cultural differences will conclude our presentation. A French food sampling will follow the panel.

Discovering the Ancient World in the Modern Mediterranean (panel)

Valentine B. Edgar '03, Latin, Rosa M. Andujar '03, Classical Civilization and Mathematics, Jane Ann Gerber '03, Classical Civilization and Latin, Nellie M. So '03, Classical Civilization and Marlena E. Whiting '05, Undeclared
Advisor: *Randall Colaizzi, Classical Studies*

Have you ever thought about living in a place where the ancient and modern worlds coexist? Hear a group of Classics majors discuss how time spent in Italy, Greece, Jordan, and Morocco affected the way they perceive the ancient world they had once read about. Students on this panel will discuss their respective experiences in several international study programs across the Mediterranean: the College Year in Athens, the Intercollegiate Center for Classical Studies in Rome, the School for International Training in Morocco, and the Finnish Jabal Haroun Project in Jordan.

Shanghai's English Corner (panel)

Farrowe Y. Pan '04, Peace and Justice Studies and English, Louisa Olds '04, History and Chinese, Kris Liu '05, Cognitive and Linguistic Sciences, Bless Suthepakul '04, Economics and Chinese and Diana Chau '03, International Relations
Advisors: *Jing-Heng Ma, Chinese and Xiaolu Zhang, Chinese*

Take 16 students, add two professors and toss them into Shanghai's East China Normal University for one month. What do you get? Well, after each student undergoes rigorous academic experiences (30 quizzes, five oral presentations, 1,200 new vocabulary words, 100 new grammar patterns), new social attractions (mingling with university students, bargaining and shopping, visiting historical sights), and a lot of amazingly delicious meals, you gain new perspectives on what life in China is like today. We invite you to learn more about the changing face of Shanghai through our impressions of race, culture, economic development, gender issues, politics, the World Cup, and food!

The Wellesley Connection

Fellowship Travels (panel)

Jocelyn M. Benson '99, Marshall Scholarship, Lia Shimada '00, Thomas J. Watson Fellowship, Elizabeth Son '00, Fulbright Grant to Korea and Sally Spaulding '03, Environmental Studies and English, NSEP Program David L. Boren Undergraduate 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 fellowship experiences influenced the personal and professional lives of these Wellesley alumnae and students?

1:00–2:10 P.M.

Learning, Service and Youth

“Shaw Superstars”: Wellesley and Service Learning with Somali Youth in the R.G. Shaw Middle School (panel)

Elisa Morimoto '04, Peace and Justice Studies, Rhian O'Rourke '03, Cinema and Media Studies, Alison Barker PC and Hassan Warfa, R.G. Shaw Middle School

Advisor: *Lidwien Kapteijns, History*

“Shaw Superstars” is a student volunteer program that works with Somali refugee students at R.G. Shaw Middle School in West Roxbury. Approximately 5,000 Somalis live in Boston, part of a larger diaspora of several million refugees and immigrants who fled their country as a result of civil war. Over the past year, “Shaw Superstars” has worked with the Somali Bilingual Program at R.G. Shaw to develop an in-school tutoring program and an after-school program to help the Somali youth make the transition into the Boston Public Schools and American culture. Run by students and supported by Wellesley and R.G. Shaw’s faculty, the organization is a dynamic service learning opportunity. This panel will reflect on what service learning is and how it is relevant to academic work at Wellesley College.

Global Learning:

¿Qué es un voluntario? (panel)

Sultana Noormuhammad '04, International Relations and Spanish, Geanina I. Hent '04, English, Xian-Zhen Mah '04, International Relations, Migdalia Arciniegas '04, Psychology, Crystal M. Leveillee '05, Economics, Katharine L. Tighe '04, Political Science, Chia-Ying Lee '04, Economics, Juanita Nava '04, Undeclared and Jana Kiser '00
Advisor: *Veronica Darer, Spanish*

When Global Learning volunteers introduce themselves to a classroom, one of the first questions posed is “¿Qué es un voluntario?” or “What is a volunteer?” In this presentation we will discuss what it means to be a Global Learning volunteer – the memories, challenges, and lessons learned. Our panel, consisting of volunteers who worked in Costa Rica, Mexico, Nicaragua and California over the past year, will portray the organic adventure that is a Global Learning program. We will share our individual experiences as actors within a grassroots international project, the goal of which is to ensure that every child has a realistic opportunity for an innovative and quality education. We hope to convey the richness of the organization, its vast and significant impact on both children and volunteers alike, and the potency of simple ideas when translated into action. (Internships supported by the Service Opportunity Stipend.)

Science, Medicine and Public Health

The Earth and Beyond (individual presentations)

HAZWOPER: It Keeps Us Clean

Dorothea Sittler '03, Environmental Chemistry and Samantha Friedman '03, Chemistry
Advisor: *Jean Fuller-Stanley, Chemistry*

Interested in the environment? Like wearing respirators? Then HAZWOPER is for you! You also get to wear a gas tight suit and learn more acronyms than you ever thought possible! The HAZWOPER standard was created to protect people. It applies to all hazardous waste operations and emergency response. You may think you have nothing to do with hazardous substances. You may think that they are well contained in specific sites. But you would be surprised by what around you is, in fact, hazardous. (Research funded by the Hughes Summer Research Grants.)

Phytosaurs of Santa Fe: Jurassic Park Revisited

Hillary S. Jenkins '04, Geology
Advisor: *Harold Andrews, Geology*

Littered across the arid landscape of northern New Mexico, fossilized Phytosaur bones prevail. A crocodile-like reptile and related to many dinosaurs of the Jurassic Period, the Phytosaur was a predator, not unlike crocodiles found today. But the crocodiles of today are found in swamplike environments like Florida and Australia. Instead, the Phytosaur remains defiantly buried in the deserts of the



Southwest forcing us to realize this land was not always the dry region it is today. While interning as a research assistant at the New Mexico Museum of Natural History and Science, I became immersed in a world of fossilized bones and sedimentary matrix. Studying the Phytosaur enabled me to glimpse the life of the paleontologist: the field work involved in excavation, the preparation in the laboratory, and the jigsaw puzzle mentality that accompanies putting together pieces of Earth's history. (Internship supported by the Parents' Internship Program.)

Summer in Saskatchewan: Geologic Fieldwork on the Chipman Dike Swarm

Alexis K. Ault '03, Geology and Political Science

Advisor: *Margaret D. Thompson, Geology*

The formation of the Earth's crust is primarily due to the solidification of magma, derived at great depths within the Earth's mantle, into igneous rocks. The Chipman dike swarm, located within the East Athabasca Mylonite Triangle in northern Saskatchewan, Canada, is a superb example of such igneous rocks which formed in the lower crust approximately 1.9 billion years ago and is now visible at the Earth's surface. This summer, I worked in the field with an MIT Ph.D. student on the dike swarm, in order to better constrain the timing of the emplacement of the dikes and their subsequent deformation. I spent two months in the bush living in a tent, traveling by float plane and zodiac boat, completely immersed in the geology of the area.

Astrobiology: The Study of Life in the Universe

Monica C. Byrne '03, Biological Chemistry
Advisor: *Mary Allen, Biological Sciences*

Where did we come from? Where are we going? Are we alone in the universe? These are the seminal questions that the new field of astrobiology attempts to address. Spanning multiple disciplines such as biology, ethics, astronomy, geology, and chemistry, the subject has implications that reach from our deepest origins to our furthest future. Since the discovery of possible fossils in a Martian meteorite in 1997, astrobiology has been gathering steam, capturing the imaginations of scientists and the public alike. NASA, in particular, has invested tremendously in astrobiology, concentrating on recruiting new young scientists. I have spent the last three summers working within this initiative at NASA Research Centers across the country.

This presentation will be an overview of the core ideas in this fledgling field, from deep-sea hydrothermal vents to the ocean moon of Europa, from bacterial colonies to a colonized Mars. For science AND non-science people!

Biomedical Research (individual presentations)

Do RNAs Bind to Phospholipid Membranes?

Deepti V. Dronamraju '04, Biological Sciences
Advisor: *Mary Allen, Biological Sciences*

The RNA World Hypothesis suggests that in ancestral cells, RNAs carried out many of the functions currently performed by proteins, such as regulation of membrane permeability. However, physiological binding of RNA to phospholipid membranes of cells has not been previously demonstrated. Knowledge of RNA binding would provide fundamental information about cell biochemistry that

may prove useful in future experiments. In this study, a unique RNA blot assay was developed to qualitatively detect a large number of RNA molecules binding to phospholipid vesicles of mixed composition. A second confirmatory flow cytometry assay was also developed to quantitatively detect binding characteristics of fluorescein-labeled mRNA to phospholipid vesicles. The results of the assays demonstrated binding of total rat RNA to phospholipid vesicles. Results of mRNA binding to phospholipid vesicles remain inconclusive. My summer experience has helped me to apply and further develop valuable laboratory and scientific reasoning skills that I have gained at Wellesley while also allowing me to learn about the various career options available in the field of Science. This research project is the culmination of two summers' work in the Hematology lab of Dr. Gary Gilbert at the VA Hospital in West Roxbury, Massachusetts.

The Effects of STAT3 Inhibition on Cancer Cell Death in ALCL Cell Lines

Pamela D. Das '03, Economics
Advisor: *Natalie Kuldell, Biological Sciences*

The overexpression of certain proteins often results in the proliferation of cancer cells. One such protein, STAT3, is involved in signaling a cell to grow and proliferate. In normal cells the STAT3 protein works by negative feedback, creating a biological clamp on the system once the cell numbers have increased. However, when the pathways are mutated, STAT3 is constantly active resulting in the formation of tumors and various types of cancer. During my summer at Maryland Anderson Cancer Hospital, I investigated the mechanism of the STAT3

pathway in Anaplastic Large Cell Lymphoma (ALCL), a rare form of cancer, through blocking the pathway and seeing its effects on target protein expression. In addition to learning some powerful techniques in a true research environment, I found that through clamping the STAT3 pathway it was possible to see a greater presence of cancer cell death and an upregulation of certain anti-apoptotic proteins.

Setting Up a Klinefelter's Syndrome Mice Model

Jennifer A. Chiang '05, Neuroscience
Advisors: *Marjory Levey, Biological Sciences*
and *Yan He Lue, M.D., Division of Endocrinology at Harbor-UCLA Medical Center*

Klinefelter's syndrome (47, XXY) is the most common sex chromosome aneuploidy in men. It is known to result in infertility and neurological disorders, however the underlying mechanisms are not understood. This summer I worked at the Research and Education Institute at Harbor-UCLA on setting up a mice model for this syndrome. Klinefelter's is an example of what a powerful role our genes play in our behavior. Studying this unique condition honed my interest in biology into an interest in gene regulation and the neurological disorders induced by the extra X chromosome. The presentation will give a glimpse into the scientific process – from the hypothesis to the techniques used to prepare an animal study.

A Study of the Cell Signaling Effects of HIN-1 and Its Presence in Human Saliva

Ana V. Tablante '04, Biological Chemistry
Advisors: *Adele Wolfson, Chemistry* and
Dr. Kornelia Polyak, Dana Farber Cancer Institute

High In Normal-1 (HIN-1) is a putative cytokine found in normal mammary epithelial cells that is down-regulated in 94% of

breast carcinomas. Although the in vivo function of HIN-1 is currently unknown, reintroduction of HIN-1 into breast cancer cells inhibits growth and invasion. The current project examined HIN-1 effects on cell growth and the presence of HIN-1 protein in human saliva. To investigate the potential autocrine and/or paracrine effects of HIN-1, cell growth with and without HIN-1 was examined over time. In all samples the cell count increased exponentially regardless of HIN-1 expression indicating that in this experimental setup the level of HIN-1 was not sufficient to suppress cell growth. To determine whether HIN-1 protein was present in saliva, samples were collected from five healthy human volunteers.

Imunoprecipitation of HIN-1, followed by western blot analysis, confirmed the presence of HIN-1 protein in saliva, therefore suggesting that HIN-1 may have an important function in the salivary gland or saliva. From this experience of working at Dana Farber, I was able to gain valuable experience working in a lab and in a scientific environment. (Research supported by the Staley Summer Awards for Cancer-Related Research.)

Iodine-Induced Autoimmune Thyroiditis: The Effect of 0.15% Sodium Iodine on ICAM-1 Expression on Thyrocytes and Infiltrating Hematopoietic Cells of the NOD-H2h4 Mouse

Judy D. Cueva-Alegria '03, Chemistry and Philosophy
Advisors: *Carla Verschoor, Chemistry* and
Drs. Noel Rose and Rajni Sharma, Johns Hopkins University

Chronic lymphocytic thyroiditis, an organ-specific autoimmune disease, is characterized by mononuclear infiltration destroying the thyroid gland. It is known that excess iodine ingestion induces and aggravates the

development of autoimmune thyroiditis in animal models and humans. NOD-H2h4 mice spontaneously develop autoimmune thyroiditis that is accelerated by excess iodine intake. To understand the role of iodine, the expression of the intracellular adhesion molecule-1 (ICAM-1) in thyrocytes of NOD-H2h4 mice thyroids were studied by flow cytometry analysis since ICAM-1 may be one risk factor in the development of thyroiditis. NOD-H2h4 mice received a moderately high dose of 0.15% sodium iodine starting on day 0 through days 14, 28 and 35. The thyroids were removed and enzymatically digested into single-cell suspensions. Then they were stained with CD45- PerCP or FITC, CD54-PE or FITC, and CD4-PE fluorescent-antibody markers for the detection of thyrocytes, ICAM-1, and hematopoietic cells, respectively. Serum thyroglobulin autoantibody levels were analyzed by ELISA to confirm the degree of development of thyroiditis. After iodine treatment thyrocytes expressed an upregulation of ICAM-1, but the levels decreased on day 35. Additionally, infiltrating T-helper cells (CD4+ hematopoietic cells) were also detected in day 35. ELISA readings indicated that levels of IgG1 thyroglobulin-specific autoantibodies had increased. The presence of thyroglobulin autoantibodies corroborated to the development of thyroiditis and the ICAM-1 increase correlated well with the progression of the disease. The results obtained from this research may serve in the future to advance our knowledge of ICAM-1 in terms of preventing its upregulation and recruitment of T-helper cells. Identifying the types of cells present and their relation to ICAM-1 during autoimmune thyroiditis, may lead to a treatment that slows down or completely stops the progression of the disease.

Culture and the Arts

Lost Boys, Angry Greeks and Strong Women (panel and performance)

Melina N. McGrew '03, *Theatre Studies and Psychology*, Heather J. Boas '03, *Classical Civilization and Theatre Studies*, Jessica Helt '03, *Cognitive and Linguistic Sciences*, Caitlin A. Graham '05, *Cinema and Media Studies and Spanish*, Stephanie T. Kacoyanis '05, *English*, Alison H. Buchbinder '05, *American Studies and Theatre*, Andrea M. Kennedy '03, *Theatre Studies and Women's Studies*, Alice K. Chen '05, *Cinema and Media Studies*, Kelsey L. Peterson '05, *Undeclared* and Victoria A. George '05, *Undeclared*

Advisor: Nora Hussey, *Theatre Studies*

Summer theatre internships for Wellesley student theatre lovers are endless – from summer stock to straw hats – from the College Light Opera to our on-campus Wellesley Summer Theatre Company. Most of our speakers spent this summer involved in the professional company that Nora Hussey created on campus, precisely to blend the freshness of student amateurs with the seasoned experience of professional actors. This Wellesley Summer Theatre season, students brought their talents together in the productions of *Little Women*, *Peter and Wendy* and *Iphigenia and Other Daughters*, while one of our panelists had an intense musical theatre experience with the College Light Opera Company putting on “nine shows in nine weeks.” Students will recount their summer experiences including: theatre as an academic, intellectual, and cultural pursuit; theatrical vision across the cultural divide; practical theatre; the utilization of knowledge in the professional set-

ting; 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.

Remembrances (exhibit)

Danielle L. Durchslag '03, *Cinema and Media Studies*

Advisor: Judith Black, *Art*

Family portraits grace our hallways and desks, ubiquitous and rarely inspected. These “banal” images, however, reveal emotional truths about the sitter as well as often documenting the past. During my intensive nine-month introduction to photography I sought to push the bounds of the family portrait through technically altering traditional family snap shots. With these photographs I hope to fuse photographic understanding with found object principles. Using family slides from the 1950s and abstracting them through various processes, the result is both personal and iconic. These are not only images of my Grandfather and Aunt, but also colorful abstractions of an American era.

American Politics and Policy

At the Center of Power? Internships in Washington, D.C., Summer 2002 (panel)

Nicole Deterding '03, *Sociology*, Kathryn Harvey '03, *Political Science*, Rachel Hezel '03, *Italian Studies*, Estelle S. Lin '03, *Biological Chemistry*, Suzanne Moellendorf '03, *Biological Sciences*, Rebecca Owens '03, *Economics and Environmental Policy* and Dana Weekes '03, *English and Political Science*

Advisor: Jeff Gulati, *Political Science*

Thousands of interns descend on Washington, D.C., every summer to intern in Congress and the executive offices of the federal government. Many also obtain placements in one of the many not-for-profit groups, think tanks, media offices, and international organizations that maintain offices in the city. This panel will describe the experiences of several Wellesley students who interned last summer in our nation's capital as part of Wellesley's Washington Summer Internship Program. What can an internship teach us? How does this “practical” experience integrate with a more scholarly view of politics and policymaking? Can an internship be the basis of a senior thesis or independent study? 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 these and other questions. (Internships supported by the Washington Summer Internship Program.)

The Political Economy of Development

Building from Below: Non-Governmental and Grassroots Movements (individual presentations)

Hope on the Horizon: Rural Zulu Schools in South Africa

Bridget M. O'Brien '04, *Psychology and Political Science*

Advisor: Nancy Genero, *Psychology*

Seventy-two students. One teacher. No electricity. No running water. One book. These are some of the harsh realities that teachers face on a daily basis in the rural Zulu classrooms of KwaZulu Natal, South Africa. Just down the road from these overcrowded schools you can visit a previously all-white school under the apartheid government that

boasts libraries, computer labs, and sports facilities. What has changed in the South African school system since the end of apartheid in 1994? What are people doing to correct the imbalances of education that still exists in the country? For the past two years, I have spent my summers working with a grassroots organization that strives to improve the rural schools of KwaZulu Natal province. My presentation focuses on my experiences as an intern with a community development organization and its impact on the KwaZulu Natal schools.

Obstacles and Experience in Rural Paraguay

Hadley P. Yates '04, Anthropology
Advisor: *Philip Kohl, Anthropology*

Paraguay resides in the exact center of South America and has the esteem of being the only Latin American country that officially recognizes an indigenous language as well as a European one. During the summer of 2001, I volunteered with AMIGOS, a not-for-profit health organization, in a rural community in Southern Paraguay. This past summer, I returned to Paraguay through the same organization as a project supervisor and acted as a coordinator for various health projects in four different rural communities. Working in Paraguay presented several unique opportunities and obstacles. I began my study of the indigenous Guarani language, lived in the pastoral countryside of Paraguay, witnessed political uprisings and riots, and gained firsthand experience of working with not-for-profit health organizations. During my discussion I wish to share different elements of my experience, give a basic overview of Guarani, and discuss the ever-changing atmosphere of Paraguayan and Latin American culture. (Internship supported by the Service Opportunity Stipend.)

Careers in Compassion: Working with the Law and Mediation Center in Bangladesh

Faatin A. Chaudhury '04, Economics
Advisor: *Lisa Rodensky, English*

Ain o Salish Kendro (ASK), Law and Mediation Center, Bangladesh, provides legal aid to poor women, workers and children. ASK works extensively to create awareness about human rights issues. My two-month experience with them has changed the way I view activism. The men and women of ASK are engaged in what I have come to call “structured activism.” The lawyers, dedicated to speaking out for those who have no voice, are amazing, compassionate human beings. Their work in raising critical awareness of civic and human rights, and advocating for policy reforms, has strengthened my belief in the power of a vision. ASK represents triumph over adversity, and has taught me to nurture a greater appreciation for the fight for human rights, especially women’s rights, in Bangladesh. The remarkable environment of passionate dedication and confidence in the ability to change lives has shown me the efficiency and structure of such work.

Human Rights and Activism

Bearing Witness: The Ethical and Moral Dimensions of Fieldwork (roundtable)

Thomas Cushman, Sociology and Sally Merry, Anthropology

This roundtable is a discussion of the ethical, moral, and experiential dimensions of fieldwork that engages strong responses to social injustice or difference. How do students on internships, for example, respond to abject poverty or human rights violations? What do they do with these experiences once they return to Wellesley?

Working toward Reconciliation in South Africa (panel)

Hana Rhee '03, Economics, Serena M. Simonson '03, International Relations, Jennifer J. Longfellow '03, Africana Studies and American Studies and Caitlin A. Blaser '04, International Relations
Advisor: *Sylvia Hiestand, International Studies Office*

Since the collapse of apartheid and the first democratic election of 1994, South Africa has been in the spotlight of many international debates, from the implementation of the Truth and Reconciliation Commission to the controversial statements by the current President Mbeki about the links between HIV and AIDS. In this panel, four participants speak of their experiences in South Africa: an internship at ACCORDS Conflict Resolution Center, volunteer experiences at the UCT or with national organizations in different areas, a graduate seminar on the Theory and Practice of Conflict Resolution with activists, lawyers, and students from countries such as DRC, Burundi, and Zimbabwe, the Township Orphanage Project, the Township Theater Project geared for leadership development, home-stays in Langa and Malais, current race relations, the AIDS epidemic, crime, and other problems, all in astounding contrast to the majesty of Table Mountain and two oceans converging with awe-inspiringly forgiving and resilient people.

Journeys through Difference

Voices from Abroad: The African American Experience in Japan (round-table)

Regge Life, Documentary Filmmaker, Worknesh D. Belay '03, Japanese and Classical Civilization, Sivuyisiwe Anthony FX, Makiko Deguchi '88, Psychology, Eve Zimmerman, Japanese Studies
Advisor: Nancy Genero, Psychology

Have you ever considered the impact of globalization on cultural identity? In this session, student and faculty panelists familiar with the challenges of dual cultural identities will comment on and invite audience participation to explore the unique perspectives of African Americans living in Japan. Joining the panelists will be the award-winning filmmaker, Regge Life. His films capture the essence and provocative contradictions found within the narratives of African Americans who have made Japanese culture an integral part of their lives. (Partial funding provided by Multicultural Education and Research Initiative.)

Aging: Each Wrinkle Tells a Story (individual presentations)

A Hundred Years' Life: The Okinawan Centenarian Story

JiSuk Kristen Yoo '03, Neuroscience
Advisor: Beth Hennessey, Psychology

The Japanese islands of Okinawa have the highest known ratio of centenarians in the world. As an intern for the Okinawa Centenarian Study, I visited centenarians in homes, hospitals, and nursing facilities over

the summer, assisting a physician in health examinations and interviewing their families on behavioral and lifestyle patterns and on personal histories. I also conducted an independent project evaluating the results of physicals and blood tests through statistical and pedigree analysis. Aging is defined by a set of physiological changes whose effects are slowed in long-lived individuals. My aim was to separate the genetic components of longevity from lifestyle factors, and to elucidate their relative contributions in the centenarian individual. In the course of my research, I ended up finding a culture rich in the stories of memorable people from whom I learned many lessons in life. I will seek to recount my experience through anecdotes and photographs. (Research funded by the Zimmermann Awards.)

Words of Wisdom: Cross-Cultural Conversations with the Elderly

Theresa L. Tribble '01, Thomas J. Watson Fellowship
Advisor: Ellie Perkins '65, Center for Work and Service

Songs, stories, laughter, and lots of advice...all of these were components of the sharing and the learning that I experienced last year while completing a Watson Fellowship. Independently traveling and pursuing a project abroad for an entire year offered a holistic learning adventure that ranged from studying KiSwahili, to singing "Happy Birthday" to Kofi Annan, to being taught to cumbia by an elderly Costa Rican gentleman. This session will focus on several aspects of my experience: the elders that I met and their stories, how my project, and my thinking about my project, evolved throughout the year, and how this experience might affect decisions about my future.

The World as Classroom

Contrasts on the Cape of Good Hope (panel)

Eunice H. Park '03, Economics, Ursula G. Jessee '05, International Relations, Jessica A. Morefield '05, History, Xan S. Chacko '05, Physics and Women's Studies, Valerie G. Loehr '05, Neuroscience and Psychology and Wendy E. Leutert '05, Philosophy and Political Science
Advisors: Kyle Kauffman, Economics and Jeremy Fowler, Art

This summer Wellesley implemented its second 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 post-apartheid 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 members of the South African government, arts, and academic communities. 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 six-week experience in Cape Town, South Africa. (Supported by the Office of the Dean of the College.)

France: International Study through Non-Wellesley Programs (panel)

Heidi K. Zirtzloff '03, Music, Robin Emlein '03, French, Kaitlyn R. Wilkins '03, International Relations, Sandra Weill '03, Political Science, Erica L. Meltzer '03, Undeclared and Sara E. Benitez '03, Political Science and Latin American Studies
Advisor: Sylvia Hiestand, International Studies Office

Are you interested in studying abroad in France? Not sure whether you have the language requirement to study through the Wellesley-in-Aix program? Don't know how spending a semester or year in Europe could add to your college experience? These students will share how their study abroad programs supported and complemented their college years at Wellesley. These students studied all over France last year in non-Wellesley programs. Hear their stories of off-campus learning and see what they've gained from the experience and how it relates to their lives and learning now that they are back at Wellesley.

iPura Vida! Perspectives on Costa Rica (panel)

Lindy Kaiden '03, Spanish, Anna V. Azaryeva '05, International Relations and Economics, Payal Patel '04, Economics and International Relations, Jennifer T. Redfearn DS '03, Environmental Studies and Catanna B. Berger '04, Peace and Justice Studies
Advisor: Lois Wasserspring, Political Science

This past summer, several Wellesley students had the opportunity to work as interns in Costa Rica. They went to diverse areas of the country and immersed themselves in equally diverse learning and working environments. The internships involved, among others, the Costa Rican healthcare system, human and women's rights, education, and environmental research. Students interacted with people from many different social classes and ethnic groups and have come back with a new perspective that they hope to share with the members of the Wellesley community and with the public at large. (Internships supported by the Service Opportunity Stipend, the Mollie Green Lumpkin '25 Fund for Experiential Learning, the Mulhern Summer Research Awards and the Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavil Luce Severinghaus '22.)

The Wellesley Connection

South Asians at Wellesley: An Account (1927-2002) (panel)

Nandita Ahmed '04, Multimedia, Bani Bedi '05, Undeclared and Ami Naik '05, Undeclared
Advisor: Geeta Patel, Women's Studies

This project was conducted to gain a better understanding of the history of South Asian alumnae at Wellesley College over the past century. The aim of the project was to document the experiences, both at Wellesley and after, of alumnae through interviews, phone conversations, research in the archives, and to create comprehensive documentation that will serve as an informational resource for individuals interested in the South Asian community at Wellesley College. The interviews were conducted all across the United States and India and gave us new insight into learning and researching outside a class. Meeting successful, dynamic alumnae from various backgrounds made us think about all the possibilities that are available for us in a way that we had never thought of before.

Learning, Service and Youth

The Challenges of Teaching (individual presentations)

Creativity through Discipline

Jessica M. Majerus '03, *Anthropology and Political Science*

Advisor: Lawrence Rosenwald, *English*

There is an inherent tension within theatre, between creativity and discipline. It is in negotiating this tension that an artist can manipulate his/her creativity. As a teacher of theatre arts to young people, I had to negotiate this seeming paradox every day; it was my task to foster both creativity and discipline. I was only able to do this by re-imagining both creativity and discipline. Creativity is generally constructed as natural, while discipline is constructed as unnatural and being imposed by an authority. My work with the Masque Youth Theatre and School this summer helped me reconceive these fundamental ideas. What if creativity is not simply an inherent trait that we all have to greater or lesser degrees? What if we can train creativity? What if discipline isn't something that we need to impose upon young people? What if it is something for which young people already have the desire? (Internship supported by the Service Opportunity Stipend.)

Teaching English in China

Cora R. Sayers '03, *Psychology*
Advisor: Weina Zhao, *Chinese*

This summer I lived and worked in Changxing, China. Changxing is an ordinary town west of Shanghai. Changxing, like many parts of China, is rapidly developing. I taught English to children ages 9–12 in the Changxing Experimental Primary School. Initially I was frustrated with my lack of teaching experience and by cultural differences. After I adjusted, I was able to fully appreciate my experience. I developed rich friendships with adults and children, and met people from many different backgrounds. Throughout the summer I learned a great deal about teaching, traveling, myself, and China. Many of my views, values, and goals have since changed.

Non-Traditional High School Teaching

Katrina A. Spicer '03, *Anthropology*
Advisor: Lauren Leve, *Anthropology, The New School for Social Research*

I spent this summer working on a program called “Summer Infusion” at the Metropolitan Regional Technical Training Center (MET) in Providence, Rhode Island. The MET is a non-traditional public high school on two campuses with six new schools opening in the Providence area in October 2002. My role was to work with the two principals putting together the orientation program through the entire process as well as teach during the actual orientation. Through this internship, my intention was to garner practical experience and insight as

to how this form of orientation becomes a reality, as well as to observe and participate in efforts to create a model orientation to accompany the MET expansion. I hoped to gain insight as an educator as well as experience in a non-traditional education environment through the incoming students' educational transition from the beginning. Finally, I aspired to learn how to orchestrate a ninth-grade orientation for a socially, economically and racially diverse population, while looking at both the pros and cons of such an in-depth orientation process.

Science, Medicine and Public Health

Fighting HIV/AIDS on Three Fronts (individual presentations)

Epitope Mapping to Guide HIV Vaccine Design

Beza Seyoum '03, *Biological Chemistry*
Advisor: Jean Fuller-Stanley, *Chemistry*

The HIV-1 pandemic has reached a staggering level since the first isolation of the AIDS virus in 1983. In developed countries the discovery of more potent antiviral therapies has had a dramatic impact on HIV infected people who are fortunate enough to have access to these medications. However, the AIDS pandemic is having a devastating effect in developing countries where access to therapies is unlikely in the near future. Given the limited availability of highly active anti-retroviral therapy and political issues that interfere with access to drugs, the need for a vaccine against the AIDS virus is a high pri-

ority. An important step in the development of an effective HIV vaccine is to understand the role of protective immunity in infected people. Studies indicate that cytotoxic T lymphocytes (CTL) are critical host defense in HIV infection. A number of studies have shown a correlation between decline in CTL activity and increasing viral load and/or HIV-1 disease progression. Consequently, understanding the specific viral epitopes targeted by the CTL responses should facilitate a better understanding of HIV-1 pathogenesis as well as the design and testing of AIDS vaccines. To date, the majority of the database is focused on epitopes of clade B viruses that are targeted by CTL responses of Caucasoid males and little is known about the epitopes targeted in non-B clade virus infection, or in infection in persons who are not Caucasian. Thus, this project is focused on epitope mapping and HLA typing of non-Caucasians in the U.S. and in South Africans of African and Indian descent.

Pediatric AIDS: Problems in Adherence

Megan L. Evans '04, Neuroscience and Women's Studies

Advisor: *Natalie Kuldell, Biological Sciences*

For HIV-infected individuals, medication must be taken properly and religiously to prevent the virus from mutating into one that is resistant to the therapy. While adherence to medication regimens is difficult for adults, it is especially so for children. Through a student intern award granted to me by the Elizabeth Glaser Pediatric AIDS Foundation, I was able to work in Boston's Children's Hospital AIDS Program (CHAP). There, I studied the outcome of children's adherence to HIV therapy, reviewing the

records of current and former patients who started highly active antiretroviral therapy (HAART) after January 1, 1997. By looking at their medical records, I determined if patients were successful or unsuccessful in their therapy based on their viral load count. For all patients in this project, a list of questions was used to identify specific factors that helped or hindered their adherence to HAART therapy. In my presentation, I will briefly discuss the present situation of pediatric AIDS and then the findings of my project.

The White House That Wouldn't: Funding Battles over Global AIDS and a Lesson in Real Politics

Danae A. McElroy '03, International Relations
Advisor: *Melissa Hawkins, Center for Work and Service*

Eight thousand people die from AIDS each day, and it has been declared the worst health crisis in human history. Unfortunately, the countries that are hardest hit by this pandemic are also the ones that cannot afford to combat it – all developing countries that lack the resources to prevent and treat HIV/AIDS. The result: AIDS is spreading like wildfire across several continents. With a human catastrophe of such magnitude, one would think that an international response would be strong and swift. In the case of the United States, that assumption would be dead wrong. Sixty million lives hang in the balance in the next 20 years, and even in the face of such mass human destruction, the United States continues to play politics – focusing on rhetoric about, instead of funding for, the global AIDS pandemic. Learn about one student's first-hand experience in the fight to make the U.S. fight AIDS. (Internship supported by the Beth K. Smith Award.)

Scientific Research Experiences Abroad (panel)

Ana V. Tablante '04, Biological Chemistry,
Aurora R. Alva DS '03, Biological Sciences,
Barrie L. Neutze '04, Biological Sciences and Religion,
Šeila Selimović '04, Physics and German and Laure-Anne M. Ventouras '04, Biological Chemistry
Advisor: *Adele Wolfson, Chemistry*

Five students studying in the sciences will discuss their experiences working abroad. The focus of the panel will be on the trials and joys of conducting research in a field of interest either in industry or academia while experiencing a new culture and language. One student undertook soil chemistry literary research dealing with urban soil content and density at Bayer A.G. in Leverkusen, Germany; another worked on a code for the BUS-System, for users to use the internet in order to control different functions of their home at the Technical University of Munich. Also in Munich, one student carried out research in synthetic chemistry at Priaton GmbH, a start-up company specializing in combinatorial chemistry for drug development. In the pathology lab of Gregorio Marañon in Madrid, Spain, a student examined autopsies to confirm the predetermined cause of death. Another student worked in Peru on a research project the focus of which was to carry out quantitative antimicrobial tests against potato bacterial pathogens. With this varied set of experiences, the students will discuss the impact that scientific research abroad has had on their views of research and the sciences in the U.S. generally, and at Wellesley in particular. (Research supported by the Staley Summer Awards for Cancer-Related Research and the Wellesley Summer Grant supported by the Office of the Dean of the College.)

Culture and the Arts

Material Culture (individual presentations)

Excavating the Basement: Conservation Work at the Museum of Fine Arts, Boston

Elizabeth Minor '03, Anthropology and Katie Grenzeback '03, Art History

Advisor: *Miranda Marvin, Art History*

The Egyptian Basement Project is an ongoing effort to conserve and record the thousands of Egyptian objects excavated from the 1910s to 1930s by the Harvard University-Museum of Fine Arts (MFA) expeditions to Egypt and Nubia (modern-day Sudan). Many of them are still stored in their original boxes, multi-colored papier-mâché Victorian pillboxes or cigarette cartons, and packed in raw cotton. This has led to the deterioration of many pieces. We went through the storerooms systematically removing drawers, rehousing the objects in acid-free packaging, and entering descriptive data into the MFA's database. The objects we handled ranged from extraordinarily well-preserved giraffe-hair textiles, beaded sandals, huge boxes full of gold foil, clay sealings, magic model offering dishes, to intricate protective amulets. We not only helped rehouse and record over 4,000 objects, but we also learned about ancient Egypt, the practice of archaeology, and the running of a museum. (Internships supported by the Susan Todd Horton 1910 Internship Fund.)

The Importance of Silver: A Summer Internship at Sotheby's in Paris

Rebecca L. Tilles '03, French Cultural Studies and French

Advisors: *Marie-Paule Tranvouez, French, and Michèle Respaut, French*

This presentation will summarize my experience this summer in the silver and jewelry departments at Sotheby's in Paris following a year abroad in Aix-en-Provence, France. This internship provided me with the opportunity to work one-on-one with the head of the silver department while conducting evaluations and appraisals, witnessing how auctions work, and performing research on objects for future sale. Working at Sotheby's Paris was an educational, hands-on introduction to the world of an auction house. From appraisals and cataloguing, to visits to the Bibliothèque Nationale des Archives to conduct research on eighteenth century documents, this summer proved to be a very rewarding opportunity. (Internship supported by the French House Fellows Program.)

Urban Discovery through the Arts and Architecture (individual presentations)

Experiencing Architecture in Berlin

Cristina M. Greavu '05, Architecture

Advisor: *Alice Friedman, Art History*

Berlin experienced a great architectural boom after the fall of the Berlin Wall. Now it is a city with an amazing mix of new and old architecture, but with too many architects. My summer internship at a medium-sized architecture firm in Berlin gave me precious insight into the responsibilities, problems, and satisfactions that architects have working on projects in and outside of the city. My experience unfolded as an interesting one, both theoretically and practically. On the theoretical side, I learned about projects of renowned twentieth-century architects, visit-

ed famous buildings in Berlin and attended architecture lectures. In the meantime, I learned to use the same computer program the architects were using, accompanied them on building site visits and meetings, built models and made measurements. I learned how varied the range of an architect's activities is. Architects are not just planners, but also coordinators, diplomats, and compromisers. I am looking forward to sharing some of my impressions and insights with you. (Internship supported by the Susan Rappaport Knafel '52 International Internship Fund.)

The Arts and Culture of Post-War Paris

Katherine M. Kaford '04, Architecture and

French Cultural Studies, Hannah H. Lee '04,

English and French and Jamie McDonald '03

Chemistry

Advisor: *Barry Lydgate, French Department*

The 2001–2002 Wintersession in Paris immersed students in the post-World War II Paris, a dynamic time in which philosophy, music and the arts prospered. For three weeks, 20 Wellesley students centered their lives around the literature of existentialist writers, cultural excursions to museums and “quartiers” that document and remember Paris in the 1940s and 1950s, and their own exploration of everyone's favorite city. Selections of music and scenes of Paris from the Wintersession trip will be displayed.

American Politics and Policy

Senate Internships: Power, Politics, Hardball and Softball (panel)

Heather E. Long '04, Economics and

Comparative Literature, Bailey Childers '05,

Political Science, Caroline West '03, Economics

and Colbie Paulson '03, Political Science and

American Studies

Advisor: *Jeff Gulati, Political Science*

How do conservative Republican senators react when a summer intern states that she goes to Wellesley? What does a female senator say to the doctor when her child is sick? What really happened to all those proposals for drug coverage for seniors? How do you get an internship in a Senate office or committee? Is it better to be a paid or unpaid intern? Known for their confidence and air of importance, senate interns do everything from writing speeches to answering phones to scoring the home run in the weekly senate softball games. This panel explores the glamorous, humorous, and overwhelmingly diverse experiences of four young political aficionados in the United States Senate. The members of this panel worked for senators who span the political spectrum from conservatives Rick Santorum (R-PA) and Larry Craig (R-ID) to Blue-Dog Democrat Blanche Lincoln (D-AK) to potential Democratic Presidential nominee John Kerry (D-MA). (Internships supported by the Class of 1962 Student Internship Fund and the Beth K. Smith Award.)

The Political Economy of Development

The Challenges of Development (individual presentations)

International Economic Development and Cooperation at the United Nations

Waslala Y. Miranda '03, International Relations

Advisor: *Elizabeth DeSombre, Political Science*

The Group of 77 (G-77) at United Nations (UN) Headquarters in New York is the largest Third World coalition, providing the means for the developing world to articulate and promote its collective economic interests and enhance its joint negotiating capacity on all major international economic issues in the UN system. It promotes economic and technical cooperation among developing countries. As an intern there, my research

revolved around the theme of science and technology for development, focusing on biotechnology, information and communications technology (ICT) and safe drinking water. These fields are at the forefront of a shifting development paradigm, in which science and technology present the possibility of accomplishing the UN Millennium Development Goals: poverty reduction, education, health, empowerment, and sustainable development. In addition to studying emerging policy issues, I attended various conferences and witnessed the inherent complexity involved in garnering international cooperation. (Internship supported by the Barbara Scott Preiskel '45 Endowed Fund for Internships.)

The Internet in Namibia's Emerging Democracy

Amy LaGrone '05, Undeclared

Advisor: *Craig Murphy, Political Science*

How is the Internet influencing the consolidation of democracy in Namibia? After only 12 years of independence, is the compelling tool of computer technology propagating diverse interests or reinforcing the social remnants of apartheid? Drawing from my summer work as a teacher and political activist in Namibia, I explore the relationship between the Internet and current struggles to overcome class exploitation and racial subordination. Groups and individuals working both with and against the Namibian government have an immediate tool to voice and accelerate the circulation of their interests locally, nationally, and internationally. On the other hand, those who lack computer access and skills are somewhat left out of the picture. For a developing nation, does computer communication merely proliferate the ideas and interests of certain classes and races? Or is this avenue enabling individuals more latitude to interact with their emerging democratic government?

Land Policy and Property Taxation in Russia: Russian Economy in Transition

Ekaterina V. Vlatchchenko '03, Economics

Advisor: *Karl Case, Economics*

The issue of land policy, land ownership, and taxation has undergone a complicated evolution in the last 20 years in Russia, from a complete state monopoly to a free land market. The objective of my research at the Lincoln Institute of Land Policy, Cambridge, Massachusetts, was to determine the principal features of land relations and property taxation in Russia during the transition to market economy. My final report analyzes the progress of the new Russian land reform, the cadastral valuation of land, and its future implementation. The report also discusses the difficulties that arise in transition from a centralized system to a market-based one. It focuses on building and land taxation in Moscow and Saint Petersburg. Overall, the strengthening of land market in Russia will contribute to more efficient land use and market-based land and property taxes. This internship provided me with a strong background for Urban Economics, Public Finance, and Law and Economics courses. I met renowned experts on property taxation and land policy and while conducting my research, I established contacts with leading land experts from the U.S., Denmark, Switzerland, and Russia. This experience confirmed my desire to seek postgraduate employment in the academic research field. (Internship supported by the Carolyn Shaw Bell Internship.)

Summer with P.E.A.C.E., South Africa

Jo R. Hunter '05, *Undeclared*

Advisor: Lidwien Kapteijns, *History*

I spent my summer in an area of South Africa that is forgotten by the people that live far away in cities. I worked to understand and improve elements of infrastructure such as education and basic health care, either directly or through appealing to donor agencies within South Africa. In full-time service, it is difficult to step back and imagine a development structure that presents long-term change. Coming back to Wellesley I am obliged to take this step back. The challenge is now for me, and those who want to imagine with me, to develop that vision of change and how to begin to implement it, if only for our futures after Wellesley. During this presentation I will share my experiences through pictures, express some of the things I learned about my home province, and question how this impacts my, and perhaps your, time at Wellesley. (Internship supported by the Service Opportunity Stipend.)

Human Rights and Activism

Migration: Integration or Marginalization? (individual presentations)

¿Bienvenidos? The Immigrant Question in Spain

Valeria C. Wicker '02, *American Studies and Spanish*

Advisor: Veronica Darer, *Spanish*

In the year 2000 nearly one million immigrants arrived in Spain looking for better economic opportunities. They came from countries as close to Spain as Morocco and as far away as Ecuador and China. Often, these newcomers felt unwelcomed by Spanish society. The media, the educational system, law enforcement and the ever-

changing immigration legislation have contributed to a climate of oppression for many immigrants to Spain. As a volunteer this past summer at a pro-immigration NGO in Madrid, I had the opportunity to explore this subject while interviewing some of these immigrants. In this session, I will share their personal stories and their voices, which reflect the reality and struggles of the marginalized immigrants in Spain. (Internship supported by the Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavil Luce Severinghaus '22.)

The Lost Voice: Bhutanese Refugees in Nepal

Ariana Hellerman '03, *Art History and Peace and Justice Studies*

Advisor: Victor Kazanjian, *Office of Religious and Spiritual Life*

Many people do not know that there is a Bhutanese refugee problem at all, let alone that it is one of the largest refugee populations in the world. Over 100,000 people live in camps. I was a volunteer with the human rights organization, Global Youth Connect, working with the refugees of Bhutan in Nepal and learning more about their current situation. Through meetings with various non-governmental organizations, from the United Nations High Commissioner for Refugees to the Bhutanese Refugees Assisting Victims of Violence, I gained insight into the history and current status of the refugees and why the situation is so unrecognized around the world. I feel as though I owe it to the Bhutanese people, who provided me with a plethora of useful information on the refugee situation and their lives, to share their stories with the Wellesley community. (Internship supported by the Service Opportunity Stipend.)

Heartbreak and Self-Knowledge in Sri Lanka

Rose M. Sebastian '03, *Psychology*

Advisor: Makiko Deguchi '88, *Psychology*

I took last fall off from university to make some of the abstract ideas of my textbooks real to me. I thought I had an idea of what malnourishment, refugee camps, and under-socialized children meant. I was wrong. I spent three months working with the Sarvodaya Shramadana Society in Sri Lanka and had my world view and self-image fundamentally shaken. I fell in love with the malnourished children with whom I played, made friends with teenagers in a refugee camp and had my heart broken over and over again. I butted my head against cultural differences and grew crabby in self-defense. After three months with the movement I felt overwhelmed and frightened. I had thought growth and change would be easy and I was wrong. I learned more in those three months about myself and the world than I had dreamed possible and regret not one emotion. (Internship supported by the Service Opportunity Stipend.)

Latcho Drom: A Journey with the Roma

Sarah M. Ligon '03, *Studio Art and English*

Advisor: Judith Black, *Art*

In the summer of 2002, I crossed a continent to learn about the lives of Europe's largest minority, the Roma. Far removed from the romanticized image of the "gypsy" with covered wagons, colorful skirts, and weeping violins, life for many of the 12 million Roma is similar to that of blacks in the Jim Crow South or in apartheid South Africa. Disenfranchisement, unemployment, unequal education, and inadequate health-care are the rule rather than the exception. Through my collection of photographs and interviews, I will share my experiences with some of the many Roma I met on my *latcho*

drom, or long journey, through England, France, Italy, Slovakia and the Czech Republic, and talk about the unique challenges they face as a people at the beginning of the twenty-first century. *Note:* Sarah will be available to answer questions about her photo exhibit located in Pendleton Atrium from 3:50–5:00 P.M. (Internship supported by the Emily Cohen MacFarquhar '59 Internship for International Journalism.)

Journeys through Difference

Toward an Intercultural Definition of Community (panel)

Folly Patterson '85, Center for Work and Service, Nancy A. Mandile '98, Physical Education and Office of Residence Life, Kelly K. Brown '90, Harambee House and Linda M. Brothers, Office of Equal Opportunity and Multicultural Policy

Last year, Wellesley initiated the Multicultural Education and Research Initiative (MERI), a college-wide project intended to advance independent work and scholarship into areas of multicultural studies, broadly defined. One of MERI's projects was Institutional Diversity Applications (IDA), an experientially-based approach to gathering information on other diversity initiatives as an aid to understand better and resolve Wellesley-specific problems. As part of IDA, a group of staff and students attended workshops at the Summer Institute for Intercultural Communication in Oregon. This interactive presentation will include sample demonstrations of intercultural training components. It will examine the concept of interculturalism as an alternative to multiculturalism. Applications of that framework, as well as other insights gained from the workshops, will be used to explore our definition of community at Wellesley.

Uchi and Soto: Finding Our Place in Japanese Society (panel)

Jessica Berlow '03, Political Science and Japanese Studies, Marissa Tinsley '03, History and Japanese Studies, Alison S. Breen '03, Japanese Studies and Anthropology and Yeunjoo Cho '03, Japanese and Media Arts and Sciences

Advisor: *Eve Zimmerman, Japanese Studies*

The process of integrating oneself into a foreign culture is full of challenges, many of which may bring initial frustration, but over time, promise great rewards and insight to those who accept them wholeheartedly. Throughout our year of study and work in various locales throughout Japan, we faced the immediate challenge of discovering, and continually re-evaluating, our position as 'outsiders' within a social framework based upon the rigidly-defined relationship between the close-knit "in-group," *uchi*, and more distant "out-group," *soto*, elements in Japanese society. Through this presentation we seek to share the manner in which the concept of *uchi-soto* shaped our varied experiences in Japan, as homestay daughters and community volunteers, as students and apprentices in the arts, and as women hailing from diverse cultural and religious traditions.

The World as Classroom

Living with Brits: Wellesley Experiences in the U.K. (panel)

Kristen V. Laursen '03, English and Neuroscience, Cecilia H. Lam '03, Mathematics and Music, Jessica E. Smith '03, History and Religion, Sally A. Spaulding '03, English and Environmental Studies, Meryl G. Rosen '03,

English, Leah K. Solk '03, Economics and Studio Art, Jamie M. Powell '03, Political Science and Kimberly H. Gouveia '03, Psychology

Advisor: *Sylvia Hiestand, International Studies Office*

The Brits. Who are they? What do we know about them other than that Prince William is one of them? What do they think of us? Unlike many other abroad experiences, living in the U.K. allows one to immediately integrate with the local culture without the difficulty of a language barrier. Instead, one can immerse herself in a new environment by working part time or interning. One can choose to study directly through a U.K. university as an exchange student rather than through a self-contained program. For those who are considering studying in the U.K., this panel will field general questions about our experiences of working while living abroad, the different ways one can enroll in a U.K. university, and the unavoidable readjustment period upon returning to Wellesley.

Cuba Si Como Siempre: A Response to Wintersession 2002 in Cuba (panel)

Leslie Hale Warner '03, Women's Studies, Jessica Cain '04, Psychology and Spanish and Rebecca Wallach '03, Biological Sciences
Advisor: *Judith Rollins, Africana Studies*

This panel, comprised of three students who participated in Wintersession in Cuba, 2002, will explore three issues they encountered: race in Cuba, tourism in Cuba and the Cuban perspective of U.S.-Cuba relations. Race relations emerged as intriguing because, although Cuban policy prohibits discrimination, and many Cubans deny the existence of racism, our research suggests that colorism does exist and shapes the lives of Cubans. The issue of tourism became salient to us because of its recent dramatic

expansion since the heightened U.S. embargo and the withdrawal of support from the USSR. Our presentation will focus on the resultant exacerbation of racial discrimination and emergence of a dual economy. Last, while U.S. media depiction of Cuban society and political ideology reinforce the concept that a harmonious relationship between the U.S. and Cuba is impossible, the Cuban reality we observed suggests a mutually cooperative relationship is achievable.

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

Aishwarya Lakshmiratan '03, Economics and Women's Studies, Andrea J. Ronkowski '04, Undeclared, Shin-Hyung Choi '04, Political Science, Si-Yi Wang '04, Environmental Studies and Chiaki Nishijima '04, International Relations and Psychology
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, Korea, and Japan. The students worked for ten weeks in a variety of governmental, non-governmental, and media organizations in East Asia. Their work sites included: a local legislator's office; a national civil service commission; a public policy think tank; an organization representing American businesses; a major national newspaper; and not-for-profit organizations committed to peace, justice, and human rights serving immigrant women, responsible corporate investment, and marine environment policy.

Issues to be discussed include: living and working in East Asia from the perspective of both first-time visitors and those with prior experience; cultural and personal adjustments, including issues of self, national, and ethnic identity; the challenges of dealing with bureaucracy, patriarchy, and privilege; how being a woman, and a Wellesley woman, affected their experience; individual responsibility in a global context; and, the relationship between the internship experience and academic and career goals. (Internships supported by the Elisabeth Luce Moore '24 Wellesley-Yenching Program.)

Experiential Learning in a Liberal Arts Education: Focus on Wintersession (roundtable)

Andrew Shennan, Office of the Dean of the College and History, Lidwien Kapteijns, History, Amy Capman, Center for Work and Service, Gerdès Fleurant, Music, Denis Gréle, French, Filomina Steady, Africana Studies and Wilfrid Rollman, History

This roundtable will ask the question when and how experiential learning should bear credit in a liberal arts education. Often it becomes credit bearing only when it combines with classroom and course learning. Is this how it should be or should Wellesley be thinking of other ways in which experiential learning can deserve to be credit bearing?

The Wellesley Connection

Mezcla, Wellesley and Beyond (panel)

Alina S. Ball '03, Mathematics and Spanish, Meagan Lizarazo '04, Biological Chemistry, Isela M. Ramos '03, Political Science, Nicole J. Stinson '04, International Relations, Carolina D. Ventura '04, Philosophy and Political Science and Jessica C. Vides '03, Africana Studies and Spanish
Advisor: *Mared Alicea-Westort, Office of the Dean of Students*

Over the last 30 years, Mezcla, the Wellesley student organization that supports Latinas on campus and the advancement of Latino issues at Wellesley, has inspired and continues to encourage students to look beyond conventional opportunities to serve their communities better. This summer an overwhelming percentage of Mezcla women elected to gain work experience through non-traditional means, such as teaching in another country or participating in groundbreaking research. This panel will seek to provide a comprehensive look at the impact involvement in Mezcla has on Wellesley students. Students will discuss their summer internships and the careers they will pursue after their time at Wellesley. Furthermore, the panel will highlight the experiences of each presenter that contribute to her success as a leader within Mezcla, Wellesley and beyond. (Internships supported by the Service Opportunity Stipend and the Summer Multicultural Education Research Initiative.)

3:50–5:00 P.M.

Learning, Service and Youth

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

Casey L. Bieberich '05, Undeclared, Johanna Pino '04, International Relations, Nancy Ryan, Cambridge Women's Commission, Asianna Milord, LEAP and Deborah Weaver, LEAP Advisor: Deborah Weaver, LEAP

Since 1997, Wellesley students have been integral to LEAP (Lifetime Empowerment & Awareness Program), a program designed to empower at-risk girls ages 8–14, using a unique combination of self-defense, safety awareness, life skills and support. Students from Wellesley who have completed its self-defense course serve as physical self-defense skills teaching assistants, mentors, and coordinators for program planning in the Cambridge area. LEAP's presentation will include three Wellesley students who have been involved in the program, one girl who has completed the LEAP curriculum, LEAP's co-founder, Deborah Weaver, and the head of the Cambridge Women's Commission, Nancy Ryan. Each panel member will discuss her personal responses to LEAP and audience involvement will be possible through demonstrations. However, the presentation will focus on a broader issue: how to bridge differences between the Wellesley community and the urban communities with which Wellesley hopes to collaborate and how to extend that reach to other organizations.

Science, Medicine and Public Health

From Lively Conversation in the Classroom to Deadly Dissection in the Morgue (panel)

Rachel Cheng '03, Psychology and Chinese Studies, Jessica M.A. Barder '05, Undeclared, Hannah Galvin '01, Vandana C. Reddy '03, Neuroscience, Elisabeth Sigman '02, Brittany L. Yerby '05, Undeclared and Christina E. Baer '05, Undeclared
Advisor: *Connie Bauman, Physical Education*

Have you ever been injured? Is your injury fully rehabilitated and how can you be certain? Do you want to learn more about how you can prevent injury based on your musculoskeletal profile? This panel focuses on the experiential learning opportunities outside the classroom associated with the Sports Medicine 205 course that include the evaluation, treatment and rehabilitation of sports-related injuries. Students who participated in the Sports Medicine eight-week internship, as well as those who continued beyond the internship as Student Athletic Training aides, will present clinical protocols used with injured Wellesley varsity athletes. View a live demonstration and learn about internship opportunities in the Student Athletic Training Program. Panelists will also share stories regarding their participation in a cadaver dissection lab at the Massachusetts General Hospital morgue and address how this experience influenced their views on health, death, and spirituality. (Research internships supported by the Shirley R.

Sherr Student Research Internships – Center for Research on Women and the Staley Summer Awards for Cancer-Related Research.)

Public Health Issues (individual presentations)

Researching Childhood Lead Poisoning: My Summer Experience

Emma M. Sydenham '04, International Relations
Advisor: *Barbara Goldoftas, Writing Program*

Last summer I examined Nassau County records from New York State's Childhood Lead Poison Prevention and Early Intervention Programs to study a possible link between childhood lead poisoning and developmental delays, specifically autism. Lead poisoning is the most common chronic pediatric health problem, affecting hundreds of thousands of children in the U.S. each year. It causes learning disabilities, hearing loss, and developmental delays. While lead poisoning is preventable and strict laws restricting the use of lead have been adopted over the last decade, this serious toxin is still found in the environment and is widely used outside the United States.

The results of my retrospective study showed an autism rate among lead-poisoned children that was ten times the national average. I will discuss the history and effects of lead use; my research experience, methods, and results; the need for a larger prospective study; and, suggestions for the reform of data collection at the county, state and national levels. (Internship supported by the Parents' Internship Program.)

Chernobyl: Humanitarian Action and the Red Cross

Angela C. Killilea '03, Political Science and French

Advisor: *Marie-Paule Tranvouez, French*

Everyone remembers Chernobyl, the world's worst nuclear accident. Today few recall that the disaster affected the lives of four million people – permanently. Since 1990, the International Red Cross has run the Chernobyl Humanitarian Assistance and Rehabilitation Programme (CHARP) in six affected regions of Belarus, Ukraine, and Russia. Several million people are struggling in an aftermath of despair and illness. We must learn from the lessons of Chernobyl, since recent smaller alerts have demonstrated the possibility of similar accidents. To be better prepared if a similar accident occurs, the world needs to be fully aware of the extent and the effects of such a disaster and what emergency measures and long-term action are essential. During an internship at the International Federation of Red Cross and Red Crescent Societies in Geneva, Switzerland, I explored the health and social repercussions of the accident from a humanitarian perspective. (Internship supported by the French House Fellows Program.)

Culture and the Arts

Making News and Inventing Culture (individual presentations)

Summer Internship in Journalism

Bonnie Y. Sit '05, Undeclared

Advisor: *Amy Capman, Center for Work and Service*

Hong Kong's geographic centrality in Asia naturally establishes it as the region's headquarters for influential news organizations. While information technology has increased

access to global news, Hong Kong remains a critical convergence point from which the region's news is broadcast to the rest of the world. Still, until I interned at the *Far Eastern Economic Review* (FEER) this summer, I did not realize Hong Kong's critical role in the field of international journalism. My summer internship, unlike others with rigid schedules and predetermined projects, enabled me to take the initiative to explore many areas of journalism firsthand. By the end of my three months at FEER, I had hands-on experience with photo selection, interviewing, and even writing an article for publication. My internship exposed me to the important role my home city of Hong Kong plays in international journalism and showed me that it is the combination of curiosity and initiative that makes an outstanding journalist.

Between the Covers: Behind the Glamour

Emily Rose See '03, English and Simran

Thadani '05, English

Advisor: *Paul Fisher, English*

Many readers flip through glossy magazines absorbing the look and the feel more than the copy. Just a perfunctory glance through the cover stories can suffice – even if the reader belongs to the magazine's specified target audience. Sadly, while such publications are easily dismissed as having little or no depth, the work that goes on “between the covers” remains a mystery. Wellesley students talk about their experiences with established publications aimed at the uppermost end of the socioeconomic scale. We appeased advertisers, chased celebrities, defied deadlines, formulated fluff – and still kept up the chutzpah to put in appearances at the right soirées. What was it like to be immersed in an industry that caters to the well-established and wealthy? What of the prestigious

Wellesley education did we bring to our jobs? And with what did we return to Wellesley after our test-run navigating the real world?

Hollywood

Antonia I. Davis '03, International Relations
Advisor: *Amy Capman, Center for Work and Service*

I spent the summer learning and living amongst the odd-ball characters that make up the entertainment industry in Los Angeles. The experiences – good, bad and ugly – that I gained have helped me to focus my goals. The industry – it's rough, and it's even rougher if you go in blind. I will discuss the power structure of a studio, a production office, and on-set productions, the demographics of those who work there, and what it's really like to be part of the largest money making industry in the world. I'll quote Michael Eisner, discuss film theory, and talk about my experiences studying at Tisch, New York University's film school. Overall, this will be an informative, fun, and light-hearted discussion about my experience pursuing my dream. (Internship supported by the Los Angeles Film Internship.)

American Politics and Policy

Influencing Policy (individual presentations)

Building Support for Quality Child Care at the Children's Defense Fund

Jamie M. Powell '03, Political Science

Advisor: *Edward Stettner, Political Science*

This presentation will focus on my experience interning in the Child Care and Development Division of the Children's Defense Fund. Today one in six children in the U.S. live in poverty and one in seven children who are eligible to receive federal child care subsidies currently receive them.

I had the opportunity to be part of the Children's Defense Fund's campaign for a major increase in child care for low-income families during a critical time in the Senate. In my presentation, I will focus on the need for increases in federal child care subsidies and will explore the challenges faced by the Children's Defense Fund in building grassroots support for The Movement to Leave No Child Behind on a national level.

Cubicle Heights and Influencing Policy

Hao M. Nguyen '05, Undeclared

Advisor: *James Noggle, English*

The Government Affairs department at a large company showed me glimpses of corporate culture – the significance of cubicle heights, kayaking as employee motivation, and a tangible drive to increase sales opportunities. In addition, I witnessed aspects of the careful courtship between business and government: the company has the benefit of greater resources and expertise in its field, something upon which the government will continue to call. The company itself follows the development of nearly all relevant policies internationally, federally, as well as at the state level. This is done with an eye towards opportunities for corporate input as well as trend prediction.

The Role of Applied Theory in Education Policy Making: A Washington Intern's Inside Experience

Erin Klein '03, Sociology

Advisor: *Barbara Beatty, Education*

Going into my internship with the Washington Summer Internship Program, I had a good background in the theory behind education policy making. I was familiar with some of the more well known research upon

which I assumed education policy was made. From my place within the Office for Educational Research and Improvement at the U.S. Department of Education I had anticipated being able to see how research became applied theory as it influenced the policy being discussed and debated. What I discovered about the role of research in politics and the role of applied theory in policy making surprised me. Based upon examples from discussions with insiders in Washington, I will explore three different approaches to decision making – unawareness, exclusion, and optimism – as ways to illustrate how research does, or does not, affect policy making in education. (Internship supported by the Washington Summer Internship Program.)

The Political Economy of Development

Alternative Development in South America: Our Firsthand Experience (panel)

Sharon Wong '03, Economics and Spanish, Isela M. Ramos '03, Political Science, Alison L. Mostue '03, Latin American Studies, Ashley F. Muir '03, International Relations and Michelle Bowlen '03, International Relations and Latin American Studies

Advisor: *Kenia Halleck, Spanish*

With its history of imperialism and once promising neoliberalism, what are the challenges to sustainable development for the Southern Cone today? What are the alternative voices that emerge? Last year, we went on an international study program with the School for International Training that addressed economic development and regional integration issues in Chile, Argentina, Brazil, and Uruguay. Combining field study training and excursions with lectures from local professors, think tanks, and grassroots activists, the program culminated

with a four-week independent research project. Topics include: microcredit and women's empowerment in Argentina; Chile's microfinance revolution; the viability of social democracy in Chile; eco-tourism: the impact of Fundación Amigos de la Naturaleza in the development of Amboró National Park in Bolivia; and, urban mobilization in Argentina during the current social, political and economic crisis.

Seeing and Living in Different Worlds: Experiences in Developing Countries (panel)

Megan L. Foster '03, Cognitive and Linguistic Sciences, Colleen C. Murphy '03, Political Science and Comparative Literature and Lauren Siemsen-Newman '03, Psychology
Advisor: *Sylvia Hiestand, International Studies Office*

This panel will discuss the development issues we observed and with which we continue to grapple from our times in Nicaragua, Cameroon, and Mongolia. Topics include: the experience of being a U.S. citizen in Nicaragua; living in a country with a long legacy of U.S. involvement and intervention; how international study became a work experience near the west coast of Central Africa; what it was to milk yaks and interview modern artists of a unique and isolated culture in Central Asia; and, free-market implications for a society that doesn't build fences. (Internships supported by the Susan Rappaport Knafel '52 International Internship Program and the Service Opportunity Stipend.)

Human Rights and Activism

From Hammers to Homes: Working with Habitat for Humanity around the World (panel)

Rebecca E. Carns '03, Architecture, Annette S. Adamska-Kurz '05, Undeclared and Genevieve G. Brennan '05, Undeclared
Advisor: Alice Friedman, Art

Rochester, Minnesota, Wrocław, Poland, and central New Jersey are worlds apart geographically, economically and culturally, but all three cities share a critical need for affordable housing in their communities. Our summer internships with Habitat for Humanity opened our eyes to the social consequences of this worldwide problem. For Habitat, constructing houses is not just about hammers and nails but also about offering families a first step out of poverty by providing them with the pride of homeownership. Our panel will focus on our experiences as young women on the work site, and our involvement “behind the scenes” with volunteers, homeowners, and community-business owners. We will also share our increased knowledge of Habitat’s mission – its Christian-based methods and its success. (Internships supported by the Service Opportunity Stipend and the Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavil Luce Severinghaus '22.)

Journeys through Difference

Más que Americanas: Reflections on Personal Growth after a Year in Spain (panel)

Estelle S. Lin '03, Biological Chemistry, Alexis S. Guild '03, Comparative Literature, Sarita Subramanian '03, Economics and Psychology and Erika K. Jakobson '03, Spanish
Advisor: Joy Renjilian-Burgy, Spanish

“Siesta,” “fiesta,” and “bullfights” are superficial stereotypes associated with Spain and Spaniards. As four Wellesley women who studied in Cordoba, Madrid, and Valencia, we discovered that they, too, already had their own preconceptions of Americans and, in particular, American women. These stereotypes, as well as the challenges we faced confronting our own cultural identities as a woman of color, an Asian-American, and a Jewish-American, connect us in our similar yet unique experiences. The impact of our experience in Spain and its effect on the different facets of our lives, including our academic careers, future goals, and personal growth will also be discussed. (This presentation will be primarily in English.)

Understanding Racial and Cultural Identity in the U.S. (panel)

Jenna Bond-Louden '04, Undeclared and Karen Shih, Office of the Dean of Students

As part of the Institutional Diversity Applications (IDA), an experientially-based approach to understanding better and resolving Wellesley-specific multicultural issues, the presenters attended a workshop that focused on racial and cultural identity development at the Summer Institute for Intercultural Communication in Oregon. To share the empirically supported knowledge the presenters learned at the workshop, this presentation will review important frameworks of racial and cultural identity development and discuss their implications to understanding multicultural issues on Wellesley’s campus.

The World as Classroom

The Eastern College Consortium in Italy: Academic, Cultural and Social Experiences (panel)

Elizabeth A. Webber '03, English and Italian Studies, Shannon N. Keith '03, Art History and Italian Studies, Marret K. Arfsten '03, Political Science, Emily E. Pellini '03, English and Italian Studies and Amy S. Brown '03, Economics
Advisor: Flavia Laviosa, Italian Studies

This panel presentation features students’ discussions and reflections on their experiences with the Eastern College Consortium (ECCO) program in Bologna, Italy. Our aim is to provide, for students choosing or considering studying abroad, insight into the surprises and challenges that such an opportunity may present. The presentation will include an overview of the organization of the ECCO program and its offerings, as well as exploration into some of the cross-cultural differences Wellesley students in Italy experienced in the areas of academics and university structure, social life, and cultural attitudes and behaviors. The benefits of travel and immersion into a foreign environment will be discussed as a unique means of individual learning and growth, and as an invaluable tool for a better understanding of oneself and one’s place in one’s own culture and in the world.

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

Alison S. Breen '03, Anthropology and Japanese, Worknesh D. Belay '03, Japanese and Classical Civilization, Kathryn S. Lee '03, English and Classical Civilization, Kristin A. Wings '03, Chinese and Biological Sciences and Jumi Cha '03, English
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, Korea, and Japan. The students worked for ten weeks in a variety of governmental, non-governmental, and media organizations in East Asia. Their work sites included: a local legislator's office; a national civil service commission; a public policy think tank; an organization representing American businesses; a major national newspaper; and not-for-profit organizations committed to peace, justice, and human rights serving immigrant women, responsible corporate investment, and marine environment policy.

Issues to be discussed include: living and working in East Asia from the perspective of both first-time visitors and those with prior experience; cultural and personal adjustments, including issues of self, national, and ethnic identity; the challenges of dealing with bureaucracy, patriarchy, and privilege; how being a woman, and a Wellesley woman, affected their experience; individual responsibility in a global context; and, the relationship between the internship experience and academic and career goals. (Internships supported by the Elisabeth Luce Moore '24 Wellesley-Yenching Program.)

Wellesley Internships in Costa Rica (panel)

Ashley S. Ein '04, Biological Sciences and Latin American Studies, Valerie L. Polletta '03, Biological Sciences and Latin American Studies, Christina E. Steiner '04, Economics and Spanish and Brooke E. Richardson '03, Latin American Studies
Advisor: *Lois Wasserspring, Political Science*

One of Wellesley's many unique opportunities offered to students is its summer internship program in Costa Rica. This past

summer ten students were able to spend ten weeks in Costa Rica working for a variety of organizations. Some students were placed in internships with health clinics or teaching English through ICADS (Institute for Central American Development Studies). Other students had internships at a Biological Research Station through the Organization for Tropical Studies or an internship working with street children through Casa Alianza. Learn about our experiences and the opportunities available for you to work and live in Costa Rica. The panel will be followed by a question and answer session. (Internships supported by The Lumpkin Family Internship for the Environment, the Service Opportunity Stipend and The Mollie Green Lumpkin '25 Fund for Experiential Learning.)

When Opportunity Knocks: Alternatives to Wellesley Programs (roundtable)

Laurie N. Stempler '03, Biological Sciences and French, Kathryn M. Lyslo '03, Psychology and Rachel S. Ropeik '03, History of Art and French
Advisor: *Barbara Boger, Pforzheimer Learning and Teaching Center*

How many times have you felt stressed about what you'll be doing next summer? Are you worried that you lack the general skills required to work in an unfamiliar field? The abilities you acquire at Wellesley can be applied in both the workforce and the classroom. In this presentation, three seniors share their summer experiences and discuss how it is possible to find a valuable job or internship that incorporates and builds on your liberal arts education. The roundtable will focus on how to research your options to secure a summer position, even from abroad or independent of recruiting. Join us to see how keeping an open mind about future plans can help (gasp!) reduce your stress level.

The Wellesley Connection

Doing Well by Doing Good: A Conversation with Alumnae (panel)

Jennifer Chau '99, New York City Public Schools and Swirl Inc.; Elyse Cherry '75, Boston Community Capital; Katherine Collins '90, Fidelity Investments; Jennifer Hertz Levi '85, Gay & Lesbian Advocates & Defenders; and Colleen Richards Powell '95, President's Office, Harvard University
Advisors: *Amy Capman, Center for Work and Service and Susan Lucas '83, Tanner Conference Committee*

Staffing a senator's Washington office. Defeating the proposed Massachusetts constitutional amendment banning same-sex marriage. Teaching in a special education classroom in the Bronx. Investigating neuroscience grant-making opportunities in a key Boston foundation. Working with adolescent girls in Framingham. Investing in the creation and preservation of communities; investing for social as well as financial returns. For these alumnae, public service and activism have shaped their professional and personal lives. From internships which turned into jobs after Wellesley to student service experiences which shaped professional careers, from after-work community service to service as full-time professional endeavor and back again, from activism which influenced a career choice to activism as a career choice, these women will discuss their experiences at Wellesley and beyond.

The information contained in this brochure is accurate as of October 15, 2002. For up-to-date information visit our Web site at www.wellesley.edu/CWS/.