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 thanks 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, Jewett Arts Center, Media Services, Pendleton Hall, Post Office, Science Center, Special Events, and the Wellesley College Club.
It is our privilege to invite your participation in the 2004 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 300 Wellesley students, alumnae, faculty, and staff, the 2004 Tanner Conference is organized around four broad themes: Cross-Cultural Interaction; Learning, Service, and Youth; Politics, Economics, and Activism; and Science, Medicine, and Public Health. The conference includes an exhibition featuring information on internships, service learning opportunities, international study, and fellowships.

We 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 2004 Tanner Committee**

Mary Allen  
*Department of Biological Sciences*

Amy Capman  
*Center for Work and Service*

William Coleman  
*Department of Chemistry*

Jessica Goldman  
*Class of 2006*

Erin Herzeelle ’03  
*Center for Work and Service*

Lori Johnson  
*Department of Political Science*

Lidwien Kapteijns  
*Department of History*

Wendy Leutert  
*Class of 2005*

Barry Lydgate  
*Department of French*

Phyllis McGibbon  
*Department of Art*

Joanne Murray ’81  
*Center for Work and Service*

Andrew Shennan  
*Office of the Dean of the College*

Laure-Anne Ventouras  
*Class of 2005*

Winifred Wood  
*Writing Program*
### THEMATIC OVERVIEW

#### Cross-Cultural Interaction

<table>
<thead>
<tr>
<th>Event</th>
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<td>Learning through Teaching in Africa</td>
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### Politics, Economics, and Activism

- **Inside the Beltway, Outside the Box** panel 9:15 a.m. Pendleton East 239
- **Promoting Development in South Asia** panel 9:15 a.m. Pendleton West 117
- **Understanding Business: Networks and Hierarchies** individual presentations 9:15 a.m. Pendleton East 130
- **The Mechanisms of Global Governance** individual presentations 9:15 a.m. Pendleton East 139
- **Grassroots Mobilization** individual presentations 10:45 a.m. Pendleton East 139
- **Conflict and Reconciliation** individual presentations 10:45 a.m. Pendleton East 339
- **Campaign 2004** individual presentations 10:45 a.m. Pendleton West 212
- **Democracy: It’s More Than Just Voting** roundtable 1:30 p.m. Pendleton East 251
- **Wellesley in Washington: Policy, Politics, and Power** panel 1:30 p.m. Pendleton East 127
- **Diplomacy 101: Experiential Learning at the State Department** panel 1:30 p.m. Pendleton East 127
- **Advocating for Change** individual presentations 3:00 p.m. Pendleton West 212
- **Producers and Consumers** individual presentations 3:00 p.m. Pendleton West 212
- **Challenges and Accomplishments of NGOs** panel 3:00 p.m. Pendleton West 212

### Science, Medicine, and Public Health

- **Reflections on Doing and Communicating Science** individual presentations 9:15 a.m. Pendleton West 116
- **Cog Sci for the Psych Eye: Doing Experimental Work in Cognitive Science** panel 9:15 a.m. Pendleton East 129
- **Interactions with the Other Animals on the Planet** individual presentations 10:45 a.m. Pendleton West 116
- **From the Infinitesimally Small to the Infinitely Large** individual presentations 10:45 a.m. Pendleton East 127
- **Athletic Training: Treating Sport-Related Injuries at Wellesley** panel 10:45 a.m. Pendleton West 220
- **Medicine In and Out of the Lab: HIV/AIDS and Cancer** individual presentations 1:30 p.m. Pendleton East 130
- **The Brain: Small Changes, Big Effects** individual presentations 1:30 p.m. Pendleton West 117
- **Science in the Field** individual presentations 1:30 p.m. Pendleton East 339
- **Modeling Biological Systems** individual presentations 3:00 p.m. Pendleton West 117
- **Environmental Activism Meets the Academy** roundtable 3:00 p.m. Pendleton East 251
- **Access for All: Advancing Public Health's Lofty Ideal** panel 3:00 p.m. Pendleton East 127
CONFERENCE SCHEDULE

8:30–9:15 A.M.

Continental Breakfast
Pendleton Atrium

9:15–10:25 A.M.

Cross-Cultural Interaction

East Meets West: Life in Today’s Hong Kong (panel)
Pendleton East 339

Wendy E. Leutert, Amy E. Dering, and Jenny Wong

From Carmen to Castanets: The Changing Faces of Spain (panel)
Pendleton West 212

Jessica Varat, Jessica A. London, Frances E. Nunez, Erika B. Woods, Ngan K. Dam, and Jo Ann Gerber

A New Sense of Space: Cultural Immersion Abroad (individual presentations)
Pendleton East 351

Sarita M. Frattaroli and Sarah E. Hilton, Beyond Tourism: Uncovering Italy’s Core Culture

Julia C. Meade, Living in Bohemian Splendor: Six Months in Aix-en-Provence, France

Kelly A. Sheridan, Moroccan Queen?: Reflections on Gender and Public Space

Learning, Service, and Youth

Learning from the Inside Out: How Not-for-Profits Work (individual presentations)
Pendleton East 349

Laura E. Tsuma, The Catalogue for Philanthropy: Donor Education and the Wide World of Small Charities

Vasumathi S. Raman, Red Cross Reality Check: Trials and Tribulations of Working for a Humanitarian Organization of World Renown

Dawoun Jyung, When Love Creates a Family: Looking at International Adoption through Post-Adoption Service in Korea

Casey L. Bieberich, Laura K. Van der Pol, and Deborah Weaver, Girls’ LEAP: Student Roles in Replicating a Self-Defense Program in Diverse Communities

Transplanted Communities (individual presentations)
Pendleton East 127

Leah A. Wener and Joanne R. Hunter, Working with Somalis in Boston: An Exploration of Cross-Cultural Challenges

Natalie K. Truong, Transplanted Community: From the Philippines to Japan

Elizabeth L. Biemann, Working for Human Rights and Cultural Understanding at the Lew Kopelew Forum

Politics, Economics, and Activism

Inside the Beltway, Outside the Box (panel)
Pendleton East 239

Jennifer A. O’Donnell, Erin A. Flannery, Chailee F. Mann-Stadt, Sarah B. Parks, and Alison H. Buchbinder

Promoting Development in South Asia (panel)
Pendleton West 117

Mahnaz Islam, Munzarin F. Qayyum, Mona Ali, Maria F. Khan, and Fareen A. Naviwala

Understanding Business: Networks and Hierarchies (individual presentations)
Pendleton East 130

Christina Wang and Kyung A. Lee, The Power of Connections

Simran S. Thadani, CosmoGIRL! to People Person: Growing Up in the International World of Magazine Publishing

The Mechanisms of Global Governance (individual presentations)
Pendleton East 139

Thu Hang Tran, Changing Perspectives: Insider vs. Outsider or Something in Between

Meredith E. Riley, Myth & Reality: Working with the Real United Nations

Christina M. Boutin ’01, A Nail in the Coffin, or a Fresh Start?: An Insider’s Perspective on the Post-Cancun World Trade Organization

Anna V. Azaryeva, Global Policy Forum: Monitoring Policy Making at the United Nations

Science, Medicine, and Public Health

Reflections on Doing and Communicating Science (individual presentations)
Pendleton West 116


Diana M. Mujalli, An Unexpected Turn on the Path to Understanding Involuntary Muscle Contraction

Amita Parashar, Activism through Writing: Medical Journalism in South Africa
Cog Sci for the Psych Eye: Doing Experimental Work in Cognitive Science (panel)
Pendleton East 129
Amanda E. Price, Candice W. Chow, Kristine Y. Liu, and Emily M. Carrigan

10:25–10:45 A.M.
Break
Refreshments served in Pendleton Atrium

10:45–11:55 A.M.
Cross-Cultural Interaction
Experiencing Higher Education Systems Abroad (individual presentations)
Pendleton West 117
Aileen M. Cruz and Caroline W. Germer, Observations in Education: A Year at Japan Women’s University
Daiva Nevidomskyte and Meghan E. Moreland, Contrasts and Tendencies in the European Educational System: Personal Experiences through the Wellesley-in-Vienna Program

Fellowship Travels (panel)
Pendleton East 349
Kathleen Ann Berroth ’02, Jana L. Kiser ’00, Deborah Keith Krupenia ’75, Diane Katherine Morgan ’02, Nneoma V. Nwogu ’02, and Laura Ann Tavares ’98

Learning, Service, and Youth
Different Approaches to Curriculum (individual presentations)
Pendleton East 239

Elizabeth B. Breese, Citizens in Uniform: Human Rights Education in the German Military
Leslie J. Kim, “Can You Tell Me How to Get to Sesame Street?”: A Summer at Sesame Workshop
Sadie O. Stoumen, Helping Students Discover the Environment: Working with Chinese Students on a Tropical Island
Emily M. Henderson, Shakespeare in Action: Developing and Teaching a High School Workshop on Romeo and Juliet

The Glamorous Life Exposed: A Typical Day in a Summer Stocker’s Life (panel)
Jewett Auditorium
Annette S. Adamska, Victoria A. George, Natalya K. Krimgold, Christiana F. Molldrem, Alison E. Wright, Kelly M. Galvin, and Jessalyn A. Maguire

Experiential and Service Learning for Academic Credit: A Faculty Exploration (roundtable)
Pendleton East 251
Lidwien Kapteijns, David Lindauer, Lawrence Rosenwald, Andrew Shennan, and Lois Wasserspring

Politics, Economics, and Activism
Grassroots Mobilization (individual presentations)
Pendleton East 139
Xan S. Chacko, “Did I Just Hear You Say ‘Participatory Democracy’ in India?”
Josie O. Noah, Mobilization from Within: Learning from Failure in Rural Development
Aleksandra E. Ossowska, Development As Freedom in Nicaragua

Conflict and Reconciliation (individual presentations)
Pendleton East 339
Nimmi S. Ariyaratne, Emerging Scarred from a Childhood in Flames: The Lives of Children Living in Conflict-Affected Areas of Sri Lanka
Mona M. Williams, Education as Empowerment: The Impact of Basic Education on a Population’s Perception of Peace in a Conflict Zone
Rachel E. McGraw ’00, Divided Islands: Exploring Conflict in Northern Ireland and Cyprus
Fazeelat Aslam, Afghan Beggar Boys: Face on a Growing Problem

Science, Medicine, and Public Health
Interactions with the Other Animals on the Planet (individual presentations)
Pendleton West 116
Marissa C. Sue, Call the Fish Doctor: The Fine Line between Helpful and Harmful Medicine
Jennifer P. Dietz, Is It Ethical to Keep Animals in Zoos?
Rebecca E. Seston, Summer of the Chimpanzees: Learning to Care for and about Our Cousins
All members of the Wellesley College community are invited to lunch, which will be served at the Pendleton Atrium and the Jewett Archway. Vegetarian and Kosher options will be available at both distribution sites.

In the event of inclement weather, lunch will be served in the Pendleton Atrium and the Jewett Lower Lobby. Inclement weather changes will be announced on the Community and Faculty-Staff FirstClass conferences on the morning of the Tanner Conference.

Specialty desserts will be available at the Exhibition in the Jewett Arts Center.

12:00–1:30 p.m.

Tanner Exhibition and Luncheon
Jewett Arts Center

The Tanner Exhibition provides students with the opportunity to learn about Wellesley’s international study, internship, and fellowship programs. Faculty, staff, and student representatives from Wellesley’s programs will be available to speak with students.

12:00–1:30 p.m.

Cross-Cultural Interaction
From the Diaspora to the Homeland (individual presentations)
Pendleton West 116

Rachel M. Isaacs, Foreigner in a Familiar Land: An American Jew’s Reflections on Her Distant Homeland

Vannoroth Imm, Reconnecting with the Past: A Cambodian American Girl’s Journey Home

Lisa A. Giragosian, Armenian Identity: From the Diaspora to the Homeland

Understanding Culture through the Arts (individual presentations)
Pendleton East 129

Zehra Q. Fazal, Infiltrating the World of Love and Dreams: Summer Research at the Takarazuka Revue

Felice A. Espiritu, The Trials of a Museum Working under a Censoring Regime

Learning, Service, and Youth
Learning through Teaching in Africa (individual presentations)
Pendleton East 349

Hilary K. Stevens ’02, Teaching Math in Rural Burkina Faso: Experiences of Working as a Peace Corps Volunteer in West Africa

Salwa N. Muhammad and Oni R. Lusk-Stover, Discovering the Pearl of Africa: Learning and Teaching in Uganda

Advocating for Children (individual presentations)
Pendleton East 139

Rosa M. Fernández and Analucía Martínez, Building Social Responsibility: Advocating for Children’s Human Rights in Central America

Lisa W. H. Wong, Contemporary Art in Shanghai: A Summer with Art Scene China

Transforming Objects (individual presentations)
Pendleton East 239

Laura J. Linderman and Vera A. Hannush, From Bones to Buildings: Behind the Scenes in Austrian Exhibits of Anthropology and Architecture

Meghan E. Reynard, Conflicts of Interests: The Ethics of Acquisition and Representation in the Modern Museum

Dara L. Elovitch, Objects Speak Louder than Words: Museum Education in New York City

Leia J. Dickerson, Beside Every Successful President: Experiences Working at the National First Ladies’ Library
Virginia M. McAuley, Katherine M. O’Connor, and Kim Y. Alston, *It’s Peanut Butter Jelly Time: Working with Children at Lena Park Community Development Corporation*

**Politics, Economics, and Activism**

*Democracy: It’s More Than Just Voting* (roundtable)
Pendleton East 251

Ann Congleton ’58, Bernadette N. Jaworsky, Lori Johnson, Joel Krieger, Michelle Lepore, Jeb Mays, Alice Peisch, Dana Weekes ’03, and Pamela Wood ’79

**Wellesley in Washington: Policy, Politics, and Power (panel)**
Pendleton West 212

Amber J. Gorman, Jennifer L. Trott, Angela M. Phillips, Kate M. Supnik, Julia A. Zhang, Abigail L. Carlson, and Nicole L. Fleming

**Diplomacy 101: Experiential Learning at the State Department (panel)**
Pendleton East 127

Alisha K. Rodriquez, Marisa P. Gerla, and Sara M. Bryan

**Science, Medicine, and Public Health**

*Medicine In and Out of the Lab: HIV/AIDS and Cancer (individual presentations)*
Pendleton East 339

Erica L. Richardson, Factors Influencing Pediatric Adherence to Antiretrovirals in Botswana

**The Brain: Small Changes, Big Effects (individual presentations)**
Pendleton West 117

Pavlina Wolf, The Importance of Recycling: A Failure to Recycle Intracellular Garbage within Brain Cells Leads to Congestion and Death

Karen R. Stein, How Real Is Virtual Reality?

Rebecca J. Yang, Nature vs. Nurture: The Brain Serotonin System and Early Life Stress

**Science in the Field (individual presentations)**
Pendleton East 339

Anna M. Wall, Understanding Global Climate Change: How Bugs in the Southern Ocean Caused the Last Glacial Maximum

Shaheli Guha, Dust in the Wind: Measuring Air Pollution in an Indian City

Heather F. Clark, The Goal of Sustainable Urban Gardening with the Challenge of Lead Contaminated Soil

Catherine A. Silvey, Making a Mountain Out of a Mudflat: The Geological and Ecological Importance of Mudflats

Rachel M. Erdil, Pressure Treated Wood in Playgrounds: Arsenic Concentrations in Soil and Leaching Processes

Tara M. Spence, Needle in a Haystack: Finding Ancient Palaces in an Olive Grove

2:40–3:00 P.M.

**Break**

Refreshments served in Pendleton Atrium

3:00–4:10 P.M.

**Cross-Cultural Interaction**

*Relationships Bridging Race and Culture (individual presentations)*
Pendleton East 349

Hao M. Nguyen and Cristina M. Greavu, Unexpectedly Learning about Race and America While Abroad


**The Power of Outside Influence (individual presentations)**
Pendleton East 129

Sara A. Daniels and Kathleen M. Stevens, Wellesley Women Grapple with the Cuban Embargo

Beverly J. Picardo, The Philippines, a Sovereign Colony: Looking at America’s Neo-Colonial Influence in the Philippines

Jennifer L. Losaw and Emily J. Vardell, Austrian Identities: Defining the Relationship between Austria and Eastern Europe

**Learning, Service, and Youth**

*Non Ministrari sed Ministrare (individual presentations)*
Pendleton East 339

Renee A. Chu, Hitting the Pavement: A Summer at the Public Defender’s Office
Esther A. Handy, From Homeless to Housed: The Politics of Not-for-Profit Social Work in San Francisco

Lindsey B. Silver, We the People: Establishing Justice for Those Who Need It Most

Alexandra C. Yannias, Moving Ahead with Hope

Building Bridges and Breaking Barriers (panel)
Pendleton East 239

Monica S. Pal, Kathryn A. Trites ’04, Sandya Das, Megan Y. Shum, Jessica J. Desvarieux, and Amelia E. Monteiro

Politics, Economics, and Activism

Advocating for Change (individual presentations)
Pendleton East 139

Jacquelyn B. Stone, Accessing the Nation’s Capitol: A Congressional Intern’s Summer in Washington, D.C., from a Disabilities Advocacy Perspective

Kimberly Y. Chin, Finding a Voice: The Political Advancement of Asian Pacific Americans

Eleanor M. Blume, Laws Don’t Change by Themselves: Civil Rights, Service Learning, and Social Action in the Equal Marriage Movement

Producers and Consumers (individual presentations)
Pendleton West 212

Joyce Hsu, Advertising and Consumers: Curious Minds Wanted

Renee T. Yong, Corporate Survivor: Liberal Arts to the Rescue in the Sink-or-Swim Work Culture of Microsoft

Elizabeth M. Bryant, Going Once, Going Twice: An Auction House and the Business of Selling Art

Megan C. Mrkonic, Yves Saint Laurent: Exploring the Luxury Goods Industry in France

Lannia C. Small, Shopping at La Vallée: An Inside Look at the High-End Retail Industry

Challenges and Accomplishments of NGOs (panel)
Pendleton West 116

Cecilia L. Gerard, Anisa Berdellima, and Erika A. Larson

Science, Medicine, and Public Health

Modeling Biological Systems (individual presentations)
Pendleton West 117

Elizabeth E. Molnar, Beyond Beer and Bread: Using Yeast as a Eukaryotic Model System

Camille P. Inducil, Scents and Sensibility: Determining the Pheromone Ligand Specificities of Vomeronasal Receptors in Mice

Parul N. Barry, Getting to Know the Little Proteins That Help with Carbon Dioxide Transport in Your Blood

Levita Y. Robinson, Understanding the Parasympathetic Control of the Right Ventricle

Dhivya R. Kannabiran, Effects of Exercise Training on CaMKII Activation in Rat Gastrocnemius Muscle

Environmental Activism Meets the Academy (roundtable)
Pendleton East 251

Daniel Brabander, Elizabeth DeSombre, Ariel K. Diamond, and Katherine A. Doiron

Access for All: Advancing Public Health’s Lofty Ideal (panel)
Pendleton East 127

Ruth W. Wang’ondu, Nawar Najeeb, Rhobhi Matinyi, Gladys P. Onyango, and Mawuena Binka
The perception of Spain is skewed by a multitude of stereotypes, often based on realities still existing inside the country. A superficial glance may leave an observer with the image of a conservative country whose values are defined by the Catholic Church, whose people are racially homogeneous, and whose government still relies on an outdated monarchy. The experiences of six Wellesley students, living in southern Spain during an extraordinary and tragic time in that country’s history, went beyond the surface of that perception. As each issue took on a “new face,” the changes in religion, politics, race, ethnicity, and tradition that have taken place since the Franco era became apparent. In a panel discussion based upon personal observation and experience, these women will talk about the diverse “new faces” of Spain, which will serve to drive further post-Franco dialogue both at home and abroad.

A New Sense of Space:
Cultural Immersion Abroad
(individual presentations)

Beyond Tourism: Uncovering Italy’s Core Culture
Sarita M. Frattaroli ’05, Economics and Sarah E. Hilton ’05, Italian Studies
Advisor: David Ward, Italian Studies

How can you escape the vendors who automatically speak to you in English? Traveling in Rome and Venice can be frustrating when everything seems to target tourists and the hidden culture in the side streets remains unseen. We will discuss the experiences we had studying and traveling in Italy, specifically while developing strategies for cultural immersion. Our presentation will address the importance of exploring the cuisines and local practices of Italian towns in order to cross the line between tourist and traveler. Towns such as Alessandria (Piemonte), Oria (Puglia), Sulmona (Abruzzo), and Iglesias (Sardegna) will be covered along with personal recommendations for experiencing the communities of more popular tourist cities. Finally, we will recount challenges encountered while studying with the Eastern College Consortium in Bologna and discuss how living within a progressive Italian student environment led to self-discovery and a redefining of life priorities.

Living in Bohemian Splendor: Six Months in Aix-en-Provence, France
Julia C. Meade ’05, French and Biological Sciences
Advisor: Barry Lydgate, French

Studying abroad opens a new world of opportunities to experience a different culture, educational system, and way of life. It also allows for self-discovery and development. If you are in France, how do you survive the lecture-based university? How do you make friends or meet French people? What if you are homesick? What if you don’t want to go home? In this presentation, I will share my experiences and suggestions for having a splendid year abroad, making the most of your stay, easing the transition in and out of the country, navigating the university system, and returning to Europe after Wellesley.
Moroccan Queen?: Reflections on Gender and Public Space
Kelly A. Sheridan ’06, Political Science and French
Advisors: Lidwien Kapteijns, History and Wilfrid Rollman, History

The cleanest I have ever felt was after a Moroccan woman nearly scraped all the skin off my back in the public hammam. During my ten-week internship at the Center for Cross-Cultural Learning in Rabat, I not only observed Moroccan women in the workplace, but also was allowed into their private domain. Moroccan women are highly revered and considered legally equal, but through my adventures, such as those in the hammam, I felt the discrepancy between theory and reality. Morocco is known as El-Maghreb el-Aqsa, the westernmost land on the edge of the Muslim sphere of influence between Africa and Europe. While Morocco may symbolize the “sunset” of the Islamic world, the passing of recent legislation proves that Morocco is leading the way for women’s and children’s rights. Is culture changing law, or law changing culture? My experiences have moved me to want to study this legislation further and to understand better the women that touched my life this summer.

Learning, Service, and Youth
Learning from the Inside Out: How Not-for-Profits Work (individual presentations)

The Catalogue for Philanthropy: Donor Education and the Wide World of Small Charities
Laura E. Tsuma ’05, Philosophy
Advisor: Barbara Harman, English

Almost 85 percent of American non-profits operate on two million dollars or less each year. Yet despite limited resources, these charities – tiny in comparison to philanthropic titans like the Red Cross – have an incredible impact on the communities in which we live. Without these thousands of non-profits, many homeless would have nowhere to turn, watersheds would go unprotected, and children around the country would have nowhere to go after school. This summer, my internship at The Catalogue for Philanthropy allowed me to see what this world of small non-profits is all about: ingenuity, hard work, and great opportunity for women who want to make a difference in the world. I also learned about the process behind creating The Catalogue, an annual publication that educates donors about “strategic philanthropy” and informs small charities about how to represent themselves.

Red Cross Reality Check: Trials and Tribulations of Working for a Humanitarian Organization of World Renown
Vasumathi S. Raman ’07, Undeclared
Advisor: Martina Königer, Biological Sciences

Working with a not-for-profit organization is not always as rosy as popular perception would have us believe. This summer, I interned at the Bombay City Red Cross designing educational and publicity materials to promote their activities, including disaster management and health care. As an intern, I experienced the mundane, everyday workings of a branch of the world’s largest humanitarian organization. At the same time, the process of designing leaflets, brochures, and presentations was an opportunity to research the history, founding principles, and contemporary ideals of the Red Cross movement. I realized that even in the world of community service, governed by good intentions and the determination to make a difference in people’s lives, someone still has to pay the office electricity bill and sue squatters on the land earmarked for a subsidized cardiology hospital.

When Love Creates a Family: Looking at International Adoption through Post-Adoption Service in Korea
Dawoun Jyung ’07, Undeclared
Advisor: Jonathan Imber, Sociology

Most families in the world are based on blood relations, but there are also families founded by love through adoption. In 2003, approximately 2,287 Korean children found new homes through international adoption. This past summer, I worked with the post-adoption services at Holt Children’s Services, one of the international adoption agencies in Korea. The adoption process does not simply end after the children are adopted, but continues as a lifelong process. Therefore, post-adoption services play an important role for children and their families. During the summer season, many Korean adoptees living in the U.S., France, Denmark, and Norway visit Korea with their families for motherland tours or summer school programs. This presentation will focus on various elements of international adoption and the meaning
of family that I came to realize through my personal experience with overseas adoptees, their birth parents, and adoptive families.

Girls’ LEAP: Student Roles in Replicating a Self-Defense Program in Diverse Communities
Casey L. Bieberich '05, Latin American Studies, Laura K. Van der Pol '07, Undeclared and Deborah Weaver
Advisor: Deborah Weaver, Physical Education and Athletics

Girls’ LEAP (Lifetime Empowerment & Awareness Program) is a not-for-profit safety and awareness program dedicated to developing self-defense and personal awareness for girls eight to eighteen years of age. Wellesley College women serve as mentors, role models, and teaching assistants for the girls. These Wellesley “Teaching Women” gain leadership experience as well as an increased understanding of the Greater Boston communities in which Girls’ LEAP works. They will share their perspectives on developing a replicable program. The LEAP curriculum has been shared with two dissimilar collaborating agencies, one international, and one in Greater Boston. Piloting a training process and creating a replicable model with two distinct youth programs enriched the understanding of LEAP’s teaching methods, expanded the cultural sensitivity of programming, and increased LEAP’s capacity to embrace the diverse backgrounds of the girls who participate in the programming.

Transplanted Communities (individual presentations)

Working with Somalis in Boston: An Exploration of Cross-Cultural Challenges
Leah A. Wener ’05, History and Joanne R. Hunter ’05, History
Advisor: Winifred Wood, Writing Program

Since 1988, deep insecurity caused by civil war in Somalia has pushed at least one million people across Somali borders. Today, in many places in the U.S., Canada, Britain, Holland, Kenya, and other countries, Somali women, men, and children are establishing new lives and new communal identities. Boston is one of these places. The presenters, both participants in Wellesley’s Lumpkin Summer Institute for Service Learning, will discuss what they learned about the challenges Somalis in Boston face and what this taught them about the strengths and weaknesses of U.S. institutions.

Transplanted Community: From the Philippines to Japan
Natalie K. Truong ’06, American Studies
Advisor: T. James Kodera, Religion

Have you ever thought about the difficulty that the first generation of immigrants encounters as they move to a new location? I spent my summer working at a grassroots organization, Kapatiran, whose main objective is to aid Filipino newcomers to Japan. Amidst visits to the welfare office, the family court, and the immigration center, as well as counseling one-on-one and viewing the negotiating table between government officials and the social workers at Kapatiran, I discovered the links between empowerment of Filipinos in Japan and that of other transplanted communities in the U.S. Social issues experienced by the Filipinos living in Japan do not occur in isolation, but rather they are part of a larger cycle. The cycle will continue unless there is a growing exchange among people of different backgrounds. My presentation will focus on some of the major issues faced by the Filipino community in Japan and the ways in which both Japanese and Filipino social workers at Kapatiran seek to address these social discrepancies.

Working for Human Rights and Cultural Understanding at the Lew Kopelew Forum
Elizabeth L. Biermann ’07, Undeclared
Advisor: Rachid Aadnani, Middle Eastern Studies

The Russian Jewish writer Lew Kopelew was a convinced communist when he commenced fighting for the Red Army in 1941. After witnessing the army’s cruel action toward the German civilian population, he spoke up for their human rights. This declaration of “bourgeois humanism” made him threatening. From 1945 until 1954, he was interned in camps. After his rehabilitation, he remained one of communist Russia’s most critical voices. On a visit to Germany in 1981, he was denaturalized and eventually settled in Köln. After his death in 1997, his friends in Germany agreed that his goals should be pursued in a larger context. This summer, I worked as an intern at the Lew Kopelew Forum that, since being founded in 1998, has become a home for Russian immigrants and Chechen refugees alike. This unique mix of people provides a forum that promotes cultural understanding. This internship reinforced my belief that the study of other countries’ languages and histories is an essential step towards peace.
Politics, Economics, and Activism

Inside the Beltway, Outside the Box (panel)

Jennifer A. O’Donnell ’05, International Relations and Latin American Studies, Erin A. Flannery ’05, English, Chailee F. Mann-Parks ’05, Biological Sciences, and Alison H. Buchbinder ’05, American Studies and Theatre Studies
Advisor: Alan Schechter, Political Science, emeritus

Fisheries, women's health, reproductive issues, Shakespeare, small museum planning, and biochemistry: our diverse range of Wellesley in Washington internships reflects our equally eclectic passions. Branching out from purely political internships, we seized our opportunity to enrich our knowledge of these fields in the heart of Washington, D.C. We conducted research, honed public communication skills, participated in conferences, and witnessed policymaking. While some internships affirmed convictions, equally important were experiences – including a mid-summer “career change” – that yielded the discovery of new possibilities. Wellesley in Washington took our interests out of the classroom and put them to work in the nation’s capital. In turn, our internship experiences have helped define our goals for life after Wellesley. Our passions were enriched and revealed by internships at the Atlantic States Marine Fisheries Commission, the National Institutes of Health, Planned Parenthood Federation of America, the Shakespeare Theater, Tudor Place, and the Senate Subcommittee for Science, Technology, and Space.

Promoting Development in South Asia (panel)

Mahnaz Islam ’07, Undeclared, Munzarin F. Qayyum ’06, Economics and Chemistry, Mona Ali ’06, Physics, Maria F. Khan ’06, Biological Chemistry, and Fareen A. Naviwala ’06, International Relations
Advisor: Eric Hilt, Economics

Promoting development is a challenge for countries such as Bangladesh and Pakistan. However, our summer experiences revealed that significant work is being carried out in the fields of health, education, micro-credit, and family planning in these countries. Through our internships at Shaukat Khanum Memorial Cancer Hospital, Citizen’s Education Development Foundation, the NGO Resource Centre in Pakistan, the Grameen Bank, and United Nations Population Fund in Bangladesh, we observed different aspects of South Asian development. From working with poor women and children at the grassroots level, to observing the intricacies involved in policy making, we all gained knowledge and faced challenges while interning at these organizations.

Understanding Business: Networks and Hierarchies (individual presentations)

The Power of Connections
Christina Wang ’05, Economics and Political Science and Kyung A. Lee ’05, English
Advisor: Katharine Moon, Political Science

In elite areas of Seoul, Korea, personal connections often determine one’s prestige and position. Does this tendency stem from Korean culture’s Confucian tradition, which emphasizes obligations to those within one’s concentric circles of family, work, school, and other social activities? Or is this tendency driven by status seeking pure and simple, irrespective of culture? While personal connections can provide benefits such as a sense of security and material success, at the same time they can impose obligations on beneficiaries and deter merit-based success. As Seoul strives to become a successful, competitive, and modern society, more foreign or westernized organizations are operating there. Can these organizations overcome the powerful force of status obsession or will they contribute to the problem? As Asian-Americans working at elite institutions in Korea, we stood on neutral ground and were in a unique position to observe. In our presentation, we will share our cross-cultural experiences.

CosmoGIRL! to People Person: Growing Up in the International World of Magazine Publishing
Simran S. Thadani ’05, English
Advisor: Paul Fisher, English

Time Warner and Hearst are media giants with ever-expanding empires that set journalistic trends and create some of the world’s most successful magazine brands. New York and Mumbai are engaging, diverse, complex cities. This summer, I worked in New York City at People magazine, one of Time’s most profitable publications. In 2002, I worked for Hearst’s ever-popular young women’s magazine, Cosmopolitan, in Mumbai. I will compare and contrast my two remarkably similar – yet diametrically opposite – internships, exploring the influence of my Wellesley education on both adventures. My heady flirtations with these behemoths – cities that overwhelm yet charm, bestseller magazines that are household names – have broadened and irrevocably changed my worldview. I will discuss how these magazines are run, as well as my personal editing process.
The Mechanisms of Global Governance (individual presentations)

Changing Perspectives: Insider vs. Outsider or Something in Between
ThuHang Tran ’07, Undeclared
Advisor: Joseph Joyce, Economics

While interning at the International Monetary Fund (IMF) representative office in Hanoi, Vietnam, I gained exposure to a broad range of macroeconomic issues. These issues included budget deficit measurements, tax incentive considerations, and first-time sovereign bond issuance. However familiar these topics were to me from a previous semester of macroeconomics, it was enlightening to reexamine the theories and models of a great power’s market economy applied to a socialist economy. Having experienced the Vietnamese economy from an international perspective, I have reflected critically upon my views of my home country.

Myth & Reality: Working with the Real United Nations
Meredith E. Riley ’05, Anthropology
Advisor: Robert Paarlberg, Political Science

Misconceptions regarding the United Nations (UN) abound. It is seen alternately as a bloated bureaucracy, a world government, and a failed experiment – but what is the truth? This summer, I worked at the United Nations Association of the United States of America, one of the foremost advocates for US-UN cooperation and a vital nongovernmental actor. As an intern in its policy department, I worked daily on projects aimed at increasing the efficacy of the UN, contributing to effective US-UN policy, and fostering international cooperation. The experience taught me what the UN really is: an imperfect institution with an important and evolving role in world politics.

A Nail in the Coffin, or a Fresh Start?: An Insider’s Perspective on the Post-Cancun World Trade Organization
Christina M. Boutin ’01
Advisor: David Lindauer, Economics

In the fall of 2003, members of the World Trade Organization (WTO) met in Cancun, Mexico, to negotiate international commitments in such contentious areas as trade in agriculture and cotton subsidies. Days into the conference, talks reached an impasse and the conference came to an early end. While much of the western press questioned whether the WTO could survive this latest setback, the organization quietly developed its own strategy for moving the Doha Development Agenda along. During this period, I was an intern with the U.S. Mission to the WTO in Geneva, Switzerland. My presentation will provide insight into what transpired and reflect on how this experience built upon classroom lessons.

Global Policy Forum: Monitoring Policy Making at the United Nations
Anna V. Azaryeva ’05, International Relations
Advisor: Joel Krieger, Political Science

My internship at the Global Policy Forum (GPF), a not-for profit organization with a consultative status at the United Nations (UN), gave me a unique opportunity to enter the vibrant world of advocacy groups at the UN. I participated in the meetings of the nongovernmental organization (NGO) working group on the Security Council, and attended both Security Council and private meetings with council ambassadors and other UN officials. In addition to expanding my knowledge and understanding of the UN, I had an opportunity at GPF to learn directly from the experiences of diplomats, UN officials, and NGO leaders through luncheons and informal meetings.

Science, Medicine, and Public Health
Reflections on Doing and Communicating Science (individual presentations)

Laboratory Research: Resume Builder? Learning Experience? Wellesley Students Share Their Stories
Gloria Y. Kim ’05, Computer Science and Grace J. Park ’05, Neuroscience and Economics
Advisor: William Coleman, Chemistry

Thousands of students interested in pursuing careers in the sciences seek out summer internships in laboratories, with the hope of getting hands-on experience and the possibility of leaving their “mark” in the scientific community. Are these experiences merely something that can be written down on resumes and applications, or are they truly a way of contributing to the scientific community? Did the summer experiences of these Wellesley students at the University of California, Los Angeles, School of Medicine and Children’s Memorial Institute for Education and Research influence their career goals? Did what they learn at Wellesley contribute to the lab? Did their research contribute to science? What applicable lessons did these students learn and bring back with them to Wellesley? What influence did their co-workers have on their experiences during and after their summer work? How can one best be prepared for such an experience? This presentation will provide insight into how to approach such internships in order to gain the most out of them.
An Unexpected Turn on the Path to Understanding Involuntary Muscle Contraction

Diana M. Mujalli ’05, Biological Chemistry and Anthropology
Advisor: Julia Miwa, Chemistry

Inappropriate contraction of smooth muscle cells is the cause of a variety of health problems, including asthma and premature labor. Through a Wellesley Summer Research grant, I was able to spend this past summer in a lab at the Boston Biomedical Research Institute studying the still unknown mechanism for the contraction of differentiated smooth muscle cells. I entered the lab expecting to work on a peptide called Mek1, which would potentially stop preterm labor contractions, but found that first I needed a method for loading it into cells. Methods for the delivery of functional proteins into cells are limited, but results showed that peptides synthesized with a string of basic residues were able to enter efficiently the cell. Once in the cells, Mek1 seemed to have no effect. However, we were able to load other peptides using the same loading method and test for effect on contractility, providing clues into the mechanism for smooth muscle contraction.

Activism through Writing: Medical Journalism in South Africa

Amita Parashar ’06, English
Advisor: Michael Hearn, Chemistry

In a time of public alarm over carcinogenic sugar, killer colds, and the health effects of margarine, accurate and exciting medical writing is essential to society. Ten years into democracy, South Africa’s media are influencing and shaping the nation as never before – especially the Mail & Guardian, the nation’s leading liberal newspaper. Health issues, such as HIV/AIDS, are inseparable from social, political, and economic concerns. Traditional values and modern science can work together to build a healthy, cohesive nation. Race, class, and gender issues are undeniably linked to health and must be considered when reporting any medical issue. After spending three months in South Africa and working for the Mail & Guardian, I have no doubt that bold, accurate health reporting can make deep and positive impacts on society.

Cog Sci for the Psych Eye:
Doing Experimental Work in Cognitive Science (panel)

Amanda E. Price ’05, Psychology, Candice W. Chow ’05, Psychology, Kristine Y. Liu ’05, Cognitive and Linguistic Sciences, and Emily M. Carrigan ’06, Cognitive and Linguistic Sciences
Advisor: Laura Wagner ’92, Psychology

Want to major in cognitive and linguistic sciences, but not sure what you can do with that major? Research is an exciting option, and you don’t have to wait until after college to begin learning about and even working in a field that interests you. Through internships at three different research labs, we studied topics such as language development, memory, moral development, and number theory. Learn about how we found opportunities, funded them, and what it is like to study current issues in cognitive sciences in professional research labs.
10:45–11:55 A.M.

Cross-Cultural Interaction

Experiencing Higher Education Systems Abroad (individual presentations)

Observations in Education: A Year at Japan Women’s University
Aileen M. Cruz ’05, Comparative Literature and Caroline W. Germer ’05, Japanese and Mathematics
Advisor: Eve Zimmerman, East Asian Languages and Literatures

After a year and a half of introductory level Japanese, we ventured to Japan Women’s University as second-semester sophomores. We will discuss what it was like to be two of five western students on a campus of 8,000 Japanese women and how, despite having been familiar with Japanese culture, we were surprised by all aspects of their college education system. Coming from a close college community, we observed the independence of Japanese students, who tend to live off campus and commute more than an hour a day to get to class. In addition, we had the opportunity to participate in classes with Japanese students, and to observe the more formal teaching styles, as well as the paradoxically more relaxed attitudes towards college. In the end, we left with an understanding of the advantages and disadvantages of the college system in Japan and how that system fits into the culture.

Contrasts and Tendencies in the European Educational System: Personal Experiences through the Wellesley-in-Vienna Program
Daiva Nevidomskyte ’05, Biological Chemistry and Meghan E. Moreland ’05, Economics
Advisor: Thomas Hansen, German

Coming from an educational system in which professors are constantly marking progress with quizzes, midterms, and homework assignments, a student studying at the University of Vienna is struck by how self-governed the university system is. In most intermediate level courses, there is just one large final test, which may be oral, and attendance is not compulsory. In this manner, students are left on their own to decide how much effort and time to invest into their learning and how to make the best – or worst – out of materials provided in lectures. Making the switch to this seemingly liberal system can be challenging and yet rewarding as well. We will discuss our personal experiences and perceptions of the most striking differences between these two educational systems.

Fellowship Travels (panel)

Kathleen Ann Beroth ’02, Wellesley-Yenching Graduate Fellowship at Chung Chi College, Hong Kong, Jana L. Kiser ’00, George J. Mitchell Scholarship, Deborah Keith Krupenia ’75, Mary Elvira Stevens Traveling Fellowship, Diane Katherine Morgan ’02, Watson Fellowship and PAD Teaching Assistantship/Fulbright Grant to Germany, Nneoma V. Nwogu ’02, Paul and Daisy Soros Fellowship, and Laura Ann Tavares ’98, Rhodes 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 plans in subtle and significant ways. How have their fellowship experiences influenced the personal and professional lives of these Wellesley alumnae?

Learning, Service, and Youth

Different Approaches to Curriculum (individual presentations)

Citizens in Uniform: Human Rights Education in the German Military
Elizabeth B. Breese ’06, Sociology
Advisor: Thomas Cushman, Sociology

The German military, the Bundeswehr, was created in 1955 in the shadow of World War II with a commitment to transparency and adherence to international standards. On a fellowship in Berlin with the organization Humanity in Action, a German student and I conducted interviews and research on human rights and intercultural understanding education in the Bundeswehr today. We identified the need to combine instruction on intercultural awareness and human rights, and to make explicit the contradictions between the two. We also identified the need to move away from a “manual
mentality,” instead cultivating soldiers who are able to think about complex issues in the field and act appropriately without relying on handbooks.

“Can You Tell Me How to Get to Sesame Street?”: A Summer at Sesame Workshop
Leslie J. Kim ’06, English
Advisor: Lisa Rodensky ’84, English

This summer, I had the opportunity to intern at Sesame Workshop, the not-for-profit organization that created Sesame Street, Ghostwriter, Dragon Tales, and many other children’s television shows. Sesame Workshop aims to educate children and their families through media such as television, home videos, and magazines. My placement in the Creative Development Department allowed me to view the development process of a television show firsthand through meetings, tasks, and pitch reviews. At the end of my internship in the corporate office of Sesame Workshop, I also had the opportunity to intern on the set of a new Sesame Street home video, Happy and Healthy Monsters: Fuzzy Blue and Healthy, Too! In this presentation, I will discuss my responsibilities at and observations of this not-for-profit environment.

Helping Students Discover the Environment: Working with Chinese Students on a Tropical Island
Sadie O. Stoumen ’06, International Relations
Advisor: Elizabeth DeSombre, Environmental Studies and Political Science

Did you know that of the 20 cities with the worst air quality according to the World Bank, 16 are found in China? More importantly, do Chinese students know? As the first Wellesley student to intern at the Green Camp office in Beijing, I spent the summer working with China’s oldest environmental student organization, raising environmental awareness among Chinese university students. My initial job description was fuzzy at best, but I was quickly swept into working on our culminating project of the summer. Thirty students spent three and half weeks backpacking together into the cities and rural villages of tropical Hainan Island. Research and investigation into mangrove forests, coral reefs, minority groups, eco-tourism, sewage and waste management, and water pollution were our main foci. Who would ever have thought I would be able to say sewage treatment in Chinese?

Shakespeare in Action: Developing and Teaching a High School Workshop on Romeo and Juliet
Emily M. Henderson ’05, Theatre Studies
Advisor: Barbara Beatty, Education

Two households, both alike in dignity
In fair Verona where we lay our scene
—Shakespeare

This summer, I did not travel to Verona, nor did I perform Shakespearean tragedy. Instead, I spent the summer interning with a high school community theatre company. Teaching a workshop on Romeo and Juliet, I was able to meld my interests in Shakespeare, theatre, and education. The goal of the workshop’s curriculum was to present the play as both a literary and theatrical work. Workshop activities ranged from literary discussions, to fiercely competitive games of Shakespeare Jeopardy, to hands-on work delivering monologues from Romeo and Juliet. I will discuss the resources used to design the curriculum, the teaching skills that I developed in the workshop, and the challenges and rewards that encompassed this teaching experience.

The Glamorous Life Exposed: A Typical Day in a Summer Stocker’s Life (panel)
Annette S. Adamska ’05, Theatre Studies and Art History, Victoria A. George ’05, Theatre Studies and English, Natalya K. Krimgold ’06, English, Christiana F. Mouldrem ’06, Theatre Studies, Alison E. Wright ’06, Undeclared, Kelly M. Galvin ’07, Undeclared, and Jessalyn A. Maguire ’07, Undeclared
Advisor: Nora Hussey, Theatre and Theatre Studies

When one thinks of the theatre, one often only thinks of what happens on the stage—the part that inspires, entertains, or challenges. Wellesley theatre students will pull aside the curtain and show you what lies beyond. From Boston to the Berkshires, students worked with professional theatre companies applying the skills that they had learned in the classroom. Along the way, they learned that what lies behind the stage can be just as dramatic as the actual performance.

Experiential and Service Learning for Academic Credit: A Faculty Exploration (roundtable)

Lidwien Kapteijns, History, David Lindauer, Economics, Lawrence Rosenwald, English, Andrew Shennan, Office of the Dean of the College and History, and Lois Wasserspring, Political Science
Organizers: Lidwien Kapteijns, History and Andrew Shennan, Office of the Dean of the College and History

Experiential learning is an integral part of the college’s vision of global education in the context of the liberal arts. However, the question of when and in what circumstances experiential (and service) learning is or should be worthy of academic credit is a complicated and unresolved one. Clearly
students engaged in experiential and service learning do not automatically – and should not normally – get course credit for their experiences. However, there may be occasions on which marrying experiential and academic learning may deepen both. In this roundtable, faculty members of various disciplines and expertise will explore what kinds of academic learning may be deepened by experiential learning and what academic criteria experiential learning should meet to earn academic credit.

**Politics, Economics, and Activism**

**Grassroots Mobilization (individual presentations)**

“Did I Just Hear You Say ‘Participatory Democracy’ in India?”

Xan S. Chacko ’05, Physics and Women’s Studies

Advisor: Elena Tajima Creef, Women’s Studies

Shouldn’t democracy, by definition, be participatory? Unfortunately, in the reality of urban India, “participatory democracy” remains a far-fetched notion, as politics are steeped often in corruption, bureaucracy, and inefficiency. I spent the summer of 2004 with Janaagraha, a citizen’s platform in Bangalore, India, where the lofty notion of “participatory democracy” becomes a reality. Janaagraha means “Life Force of the People” and the Janaagraha allows citizens to engage with their government on specific issues and provides a platform to address their needs while removing cynicism from their minds. I will report on what it took to mobilize citizens and the government of Karnataka, with the cooperation of the World Bank, to start a 150 million dollar water supply and sewerage project.

Mobilization from Within: Learning from Failure in Rural Development

Josie O. Noah ’05, Peace and Justice Studies

Advisor: Christopher Candland, Political Science

In the rolling hills of Jamaica, a small farming community called Woodside is home to rich cultural history and mouth-watering food. For the last three years, Woodside has also been the testing ground of a United Nations Development Programme (UNDP) project to increase the ability of community members to make a living by using resources already at hand. While living in and becoming a community member of Woodside, I focused my independent research on this UNDP initiative. Conversations with the project implementers and the intended beneficiaries of Woodside sparked questions about international development. What do participation, empowerment, and accountability really mean? Which resources can be mobilized from within the community and which cannot? What roles can development organizations and their staff play, and what roles can they not play? I will discuss my thoughts and experiences on these topics and on daily life in rural Jamaica.

**Development As Freedom in Nicaragua**

Aleksandra E. Ossowska ’05, Economics

Advisor: Joel Krieger, Political Science

According to Amartya Sen, Nobel Prize-winning economist and author of *Development As Freedom*, freedom should be both a goal and means of development. Sen’s instrumental conception of freedom and the Indian development model built on Gandhian principles were my guide when volunteering with the Foundation for Sustainable Development in Nicaragua. To respect the local sociocultural definition of freedom during my seminars with micro-borrowers on enterprise development and family planning, I decided not to instruct the participants about western theories and practices. I only facilitated discussion about solutions to their problems. They exchanged their own skills to create progress together, in a Nicaraguan, not western, way. These seminars taught me more than any development class. I will reflect upon sustainable development on both a theoretical and practical level.

**Conflict and Reconciliation (individual presentations)**

Emerging Scarred from a Childhood in Flames: The Lives of Children Living in Conflict Affected Areas of Sri Lanka

Nimmi S. Ariyaratne ’07, Undeclared

Advisor: Akila Weerapana, Economics

For nearly two decades, some parts of Sri Lanka have been continuously ravaged by a bloody internal armed conflict. Children who live in these areas are the most affected and traumatized by this war. Over the summer, I had the rare opportunity to visit such conflict areas and to live among the children there, as part of my work with a leading nongovernmental organization involved in rehabilitation and community development. Through this experience, I was able to gain insight into how the armed conflict has had a serious physical and psychological impact on children in conflict areas. I will illustrate how these children are very different from other children and share with you some of their perceptions of life, war, and death. From this experience, the challenge of trying to put lives back together after a war became apparent.
Widespread as the country of hospitality, Senegal has experienced a separatist movement in the Casamance, its southern region, for more than 20 years. This summer, I interned for Tostan, a Senegalese nongovernmental organization that provides a basic education program in national languages to villages throughout the country. I explored the effects of Tostan’s program on the Casamance population’s views on conflict, democracy, peace, and human rights in order to decipher whether or not this program can contribute to peaceful approaches to conflict resolution in other areas. I will share this experience, including the difficulties I encountered as an outsider researching a topic that is very sensitive to many.

**Divided Islands: Exploring Conflict in Northern Ireland and Cyprus**
*Rachel E. McGraw ‘00*
Advisor: *William Joseph, Political Science*

This past year, I studied comparative ethnic conflict in Belfast, Northern Ireland, and Nicosia, Cyprus – divided cities on divided islands. The border in Nicosia is visible: a wall runs through the city, a scar of war dividing Turkish Cypriots from their Greek Cypriot neighbors. In Belfast, the boundaries between Nationalists and Unionists are psychological and historical, but equally real. These borders are becoming increasingly porous, however. On both islands, people’s lives are no longer defined by conflict. Catholic and Protestant university students live together in Belfast flats; Greek and Turkish Cypriots can now cross the border and visit each other for the first time in 30 years. Tensions remain; but in both places, hope for the future is palpable. Hear one woman’s story of life in these dynamic worlds.

**Afghan Beggar Boys: Face on a Growing Problem**
*Fazeelat Aslam ‘07, Undeclared*
Advisor: *Afshan Bokhari ‘88, Art*

During the dusty Sunday bazaars of Pakistan, young boys from the ages of six to sixteen carry large wicker baskets, with hopes of catering to upper class women in search of cloth and fresh vegetables. The boys cajole the bargain hunters with their exotic pale eyes, and claim that their daily earnings feed their sisters and mothers back home. The bazaars are littered with these young boys, refugees from Afghanistan; the begging ‘profession’ in Pakistan is growing daily. These beggars are actually members of an organized gang of con artists. No longer can Pakistan ignore this gang, which enslaves young children for the sole purpose of begging.

Through my individual research, I discovered the immense socio-economic impact of this growing industry on Pakistani society.

**Campaign 2004 (individual presentations)**

**Getting Out the Vote**
*Jacqueline R. McAllister ‘06, Political Science and French,* *Audrey A. Stern ‘07, Undeclared,* *Emily J. Amick ‘07, Economics,* *Susanna N. Supalla ‘05, Political Science,* *Aliya S. Khalidi ‘07, Undeclared,* *and Megan E. Mitchell ‘07, Undeclared*
Advisor: *Lori Johnson, Political Science*

The rate of youth voting has declined 15 percent since 18–21 year olds were guaranteed the right to vote by constitutional amendment in 1972. In 1998, the youth share of the electorate reached a dismal low of 5.1 percent. Moreover, a recent Pew Research Center poll showed 53 percent of voters ages 18 to 29 would support John Kerry, if they actually voted, while 35 percent back Bush. At the Democratic Convention in Boston this summer, over 1,000 college democrats from all 50 states worked together on strategy, coordination, and collective training to mobilize a new youth corps bent on progressive changes not only in the White House, but also in their respective communities. The Wellesley women who attended this convention will discuss what works, what does not, and what they learned from their efforts to mobilize youth voters to make a difference in the 2004 election.

**Red, White, and Balloons**
*Rae C. Adams ‘05, History and Classical Civilization*
Advisor: *Jonathan Imber, Sociology*

Saturating airwaves during the GOP Convention with celebrities Rudy Giuliani and Arnold Schwarzenegger required more than releasing 120,000 balloons! As a Communications Team member, I determined and meshed battleground states with Republican surrogates who agreed to interviews, and then “sold” these surrogates to local television outlets. Changing news, no programming, and Florida hurricanes made the job frenzied and exciting. Within days of learning satellite television operations, marketing, and building media relationships, our team reached “market saturation” – we sold surrogates so successfully that outlets ran out of room. For this I received several convention floor passes to
view – up close – even President Bush as he accepted his party’s nomination. Post 9/11, this convention extended beyond speeches, ideology, hype, and the CNN Diner! Because of the threats of terrorism, we functioned within strict, encroaching security. Watching civil participation operate smoothly under added tensions was a fascinating component of my internship.

**Science, Medicine, and Public Health**

**Interactions with the Other Animals on the Planet (individual presentations)**

**Call the Fish Doctor: The Fine Line between Helpful and Harmful Medicine**  
*Marissa C. Sue ’05, Environmental Studies*  
*Advisor: Marcia Thomas, Biological Sciences*

Pets of all shapes and sizes play an integral part in our lives. Just as human medicine has expanded to encompass a wide array of specializations, so has veterinary medicine. During my studies at the Marine Biological Laboratory’s Semester in Environmental Science and in my several years of working at the New England Aquarium, I wondered about the total effect of medicines on patients. Can the cure be worse than the disease? This research project on the use of copper as an aquatic treatment was an enlightening experience because it made me question the medicines we use on both animals and ourselves. The moral and bioethical issues I have begun to address are ones that will follow me into veterinary school. Please join me for a venture into the tank to explore the complexities of fish medicine.

**Is It Ethical to Keep Animals in Zoos?**  
*Jennifer P. Dietz ’05, Biological Sciences and French*  
*Advisor: Emily Buchholtz, Biological Sciences*

Are zoos prisons for wild animals? Are zoos guilty of exploiting animals for profit? Do the benefits for species conservation and human education outweigh the costs to individual animal welfare? I have grappled with these questions during the past three years while volunteering at the Franklin Park Zoo in Boston. This zoo is an interesting case study because, unlike the National Zoo or the San Diego Zoo, it relies on very limited funding from the Commonwealth of Massachusetts. Consequently, it is financially unable to provide the same caliber of physical care for its animals or conservation programming for its collection of animals. This presentation will seek to break the stereotype of zoos as an artificial attempt to build Noah’s Ark and describe my internship in both the Children’s Zoo and the Zoo Hospital divisions of the Franklin Park Zoo.

**Summer of the Chimpanzees: Learning to Care for and about Our Cousins**  
*Rebecca E. Seston ’05, Psychology*  
*Advisor: Robin Akert, Psychology*

This summer, I had the opportunity to work for and observe Washoe, Loulis, Tatu, and Dar, four incredible chimpanzees who have acquired aspects of American Sign Language. Their home is the Chimpanzee and Human Communication Institute (CHCI) in Ellensburg, Washington. The CHCI is an educational organization devoted to the health and psychological well-being of these chimpanzees. Its mission is to educate the general public and contribute to the active conservation of this endangered species in its natural habitat.

As an apprentice, I learned about chimpanzee behavior and culture, humane research techniques, and the plight of captive chimpanzees in the United States. Educating ourselves and others about the lives of free-living and captive chimpanzees is important, for in the words of Jane Goodall, “only when we understand can we care, only when we care will we help, and only if we help shall they be saved.”

**Hope Floats on Gossamer Wings: Conservation Efforts to Reintroduce the Karner Blue Butterfly**  
*Emily S. Knurek ’07, Undeclared*  
*Advisor: Daniel Brabander, Geosciences*

In Ohio, there are only 26 Karner Blue butterflies. On a sunny, windless day this summer, I personally counted all 26. This is a success story, considering that no one could find a Karner Blue in 1988. They had disappeared from the state. The Toledo Zoo developed a program to bring the Karner Blue back to Ohio. It was the first captive rearing and reintroduction of a federally endangered butterfly in America. That program, now in its sixth year, saw record high numbers of butterflies when I interned there this summer. I witnessed how the efforts to save a butterfly the size of a postage stamp could also help preserve and restore an entire ecosystem.

**From the Infinitesimally Small to the Infinitely Large (individual presentations)**

**Nanotechnology: The Future of Medicine**  
*Kirsi M. Hakkinen ’05, Neuroscience*  
*Advisor: Mark Goldman, Physics*

Nanotechnology, or “technology of the tiny,” connects disciplines as diverse as chemistry, computer science, physics, biology, and materials science. Nanodevices,
such as biosensors, have the potential to monitor, repair, construct, and control human biological systems. In order to create these nanodevices, researchers are developing and studying surfaces that interact specifically with the living environment. In this eight-week project, the bioresponse of a polymer with COOH functionalities, poly-acrylic acid, to mammalian protein was examined. Using state-of-the-art techniques including atomic force microscopy (AFM), ellipsometry, and the quartz crystal microbalance (QCM), the specific conditions under which protein optimally adsorbs to poly-acrylic acid were determined. This research project was conducted at the Joint Research Centre for the European Commission in Ispra, Italy.

Inducing Order: Building Nanostructures of Poly(styrene-b-ferrocenyldimethylsilane) (PS-b-PFS) Using Copolymer Blends
Arielle J. Galambos '06, History
Advisor: Nolan Flynn, Chemistry

Current breakthroughs in nanotechnology are revolutionizing science. Nanoscaled applications, ranging from high-density computer data storage to devices that unplug arteries, are becoming part of daily life. Lithography, a current process to miniaturize structures, is reaching its limitations. This summer, I continued my research at Stony Brook University, exploring polymer self-assembly as an alternative to lithography. Polymer self-assembly builds patterned structures molecularly and therefore does not require the lithographic process of cutting into surfaces. Although PS-b-PFS, a unique iron-containing polymer, is ideal for a variety of applications, its morphology is highly irregular. By making various solutions of PS-b-PFS and PS-PMMA spread at the air-water interface, I created a regular morphology of PS-b-PFS, as observed by atomic force and transmission electron microscopy. Making such blends increases the feasibility of using PS-b-PFS for applications, since regularly ordered structures can self-assemble.

MILS & Policy Enforcement Graphs
Yuan Niu ’05, Computer Science
Advisor: Randy Shull, Computer Science

Conventional systems of security rely on the use of multiple layers of enforcement mechanisms, but because the layers cannot work alone, a staggering amount of work is required to verify and prove that a system is indeed secure. Using multiple independent layers of security (MILS) that are individually reusable and enforceable significantly reduces the proof effort. One suggested method of proof is PEGS: Policy Enforcement Graphs. Through the NSF Research Experience for Undergraduates (REU), I worked at the Center for Secure and Dependable Systems at the University of Idaho this summer on the MILS project. There, I worked to model policy enforcement graphs using the Unified Modeling Language. Through this experience I discovered my interest in computer security.

Einstein’s Legacy
Paula F. Popescu ’07, Undeclared
Advisor: Robert Berg, Physics

The ultimate test of Einstein’s theory of relativity is the detection of gravitational waves, ripples in space-time generated by accelerating masses. Gravitational waves are abundant in cosmological data about supernovae, neutron stars, and black holes. Accuracy of measurement is crucial, because the process of detection involves observing infinitesimal changes in length. This is equivalent to measuring a change the size of an atom in the distance from the Sun to Earth! My summer project at the MIT Center for Space Research centered on an experiment that tested optical spring effects. These effects determine the sensitivity of the detector and explain the dynamics of its elements. After introducing the new concept and theoretical predictions, I will describe the experimental setup and analyze the importance of optical springs in improving accuracy of detection.

Athletic Training: Treating Sport-Related Injuries at Wellesley (panel)
Jessica M. A. Barder ’05, History, Christina E. Baer ’05, Physics, Alexis A. Frank ’07, Undeclared, Katie M. Hutchinson ’07, Undeclared, Kelly D. Ledbetter ’07, Undeclared, and Rebekah C. Rubin ’06, Political Science
Advisor: Connie Bauman, Physical Education and Athletics

As a woman, have you ever wondered why you might be more susceptible to certain injuries? Does your gender influence your vulnerability to injury? This interactive panel will discuss the most common athletic injuries sustained among athletic women with a focus on the evaluation, treatment, and rehabilitation of sport-related injuries. Students who participated in the sports medicine eight-week internship and continued as student athletic training aides will present clinical protocols used on injured Wellesley varsity athletes. They will present live demonstrations that will help you determine whether your injury has been fully rehabilitated.
I:30–2:40 P.M.

Cross-Cultural Interaction
From the Diaspora to the Homeland (individual presentations)

Foreigner in a Familiar Land: An American Jew’s Reflections on Her Distant Homeland
Rachel M. Isaacs ’05, Religion
Advisor: Frances Malino, Jewish Studies and History

It is well known that Israel, a small strip of land located in the Middle East, is the only Jewish state in the world. As such, it is considered by many Jews to be their homeland, even if they have never stepped foot on its soil. This unique relationship between Diaspora Jewry and the State of Israel raises many complex questions relating to how world Jewry and Israelis view one another and what the role of Diaspora Jewry in Israeli affairs should be. In this presentation, I will discuss my changing views of Israel over the eight months I studied and traveled there. In particular, I will discuss my struggles with, involvement in, and analysis of Israeli politics; my reckoning with Israeli perceptions of Judaism; and my experiences with the gay and lesbian communities in Israel.

Reconnecting with the Past: A Cambodian American Girl’s Journey Home
Vannoroth Im ’05, Japanese
Advisor: Joseph Swingle, Sociology

My presentation chronicles a journey back to the country my parents fled 21 years ago. I will discuss my experiences traveling to remote provinces of Cambodia to interview schoolteachers and students, working with young orphans outside of Phnom Penh, and coming to terms with gender relations in a Cambodian workplace and society. I will comment on Cambodia’s present social and economic problems – particularly those that affect children – and offer observations about the kinds of development projects needed for Cambodia to progress forward. I will address general concerns that people might have about traveling to a developing country like Cambodia, and offer my own reflections on what it meant to go to Cambodia for the first time.

Armenian Identity: From the Diaspora to the Homeland
Lisa A. Giragosian ’06, Neuroscience
Advisors: Barbara Beltz, Biological Sciences and Lidwien Kapteijns, History

My internship at the Armenian EyeCare Project in Armenia not only turned my academic interests toward public health, but also completely transformed my ideas about being Armenian. While looking back at the genocide characterizes Armenian identity in the diaspora, recovering from Communism and looking toward the future are shaping Armenian identity in Armenia.

Understanding Culture through the Arts (individual presentations)

Infiltrating the World of Love and Dreams: Summer Research at the Takarazuka Revue
Zehra Q. Fazal ’05, Japanese
Advisor: Eve Zimmerman, East Asian Languages and Literatures

The Takarazuka Revue Company of Japan has been enthraling audiences worldwide for 90 years with its extravagant, all-female, musical productions. The eccentric fan culture and androgynous performers of Japan’s top grossing theater have been the subject of fascination for Japanese studies scholars and theatre scholars. To promote a “dream world” on stage and protect against rumors, the company closely guards its performers and staging techniques, rendering Takarazuka a relatively closed-off world to outsiders. But for two months, the Takarazuka theater was my home – its staff and performers, my friends. How did I find myself amidst this world of sequins and spectacle? From hammering nails on the set to hobnobbing with the directors, I will share my unique experiences as a foreigner in a world where very few foreigners have ventured.

The Trials of a Museum Working under a Censoring Regime
Felice A. Espiritu ’06, Philosophy
Advisor: Lidwien Kapteijns, History

Zanzibar is for many a mythical place in a song. Yet this East African island’s turbulent and bloody history is all too real. Zanzibar’s current political situation is something about which the international community should take interest and on which it must take action. Two participants in last summer’s Wellesley Internships in Africa program worked in a museum in Zanzibar to build an educational center for local students. They discovered that in Zanzibar, as elsewhere, politics impinge on
the production and presentation of history. This regime also distorts and denies historical facts. Under such conditions, the student interns joined Zanzibari historians and curators in their efforts to maintain a museum that would portray their history and culture with integrity.

**Contemporary Art in Shanghai: A Summer with Art Scene China**
Lisa W. H. Wong ’05, Studio Art Advisor: Heping Liu, Art

Shanghai’s quick pace of economic development and strong western presence has allowed Chinese artists to express themselves freely. Their artwork not only bears clear imprints of China’s past, but also responds to the current globalization of Chinese society. Through my internship at Art Scene China, a Canadian-owned contemporary Chinese art gallery in Shanghai, I met artists whose styles and ideas have inspired my own creative endeavors in art. Art Scene China provides a haven for a new generation of artists to explore its cultural and personal identity. Come and discover the tension between the old and new, the traditional and modern, and east and west through contemporary Chinese art.

**Transforming Objects (individual presentations)**

**From Bones to Buildings: Behind the Scenes in Austrian Exhibits of Anthropology and Architecture**
Laura J. Linderman ’05, Anthropology and German and Vera A. Hannush ’05, Latin and German Advisor: Thomas Hansen, German

From cultural history to natural history, from Secessionist art to modern art, Vienna’s museums have diverse exhibits. But what goes into the planning and execution of these exhibits? What separates the mediocre from the magnificent, the dynamic from the dull? The panelists found the answers to these questions at their respective museums. One interned at the Natural History Museum in the Anthropology Department, helping to display skeletal remains for exhibits. The other interned at an architecture office preparing a modern art and architecture exhibit for Künstlerhaus. Through their internships, the panelists learned about the meaning of the exhibit pieces, and the power of the form and manner in which the exhibits are organized to both disseminate information and stimulate viewers’ reactions. Further, they will discuss the challenges posed by differing cultures and languages when interacting with colleagues and exhibit participants.

**Conflicts of Interests: The Ethics of Acquisition and Representation in the Modern Museum**
Meghan E. Reynard ’05, History Advisor: Wilfrid Rollman, History

Modern museums function as remarkable resources for the representation of otherwise inaccessible histories. Twenty-first century museum theory faces the ongoing debate concerning the ethics of representation in museums and the significance of the museum artifact out of its cultural context. How are museum collections acquired? Who has the authority to translate history? What considerations are made for differing perspectives? How might past cultures be misrepresented? This presentation compares the agendas, resources, acquisitions, and origins of two history museums: The Field Museum of Natural History in Chicago and the Zanzibar National Museum of History in Stonetown, Zanzibar. The Field Museum’s connection to the World’s Columbian Exposition of 1893 demonstrates the dramatic shifts in acceptable museum practices that have occurred in the past century. The Zanzibar National Museum is an example of a post-colonial nation that adopted western notions of museums in response to the tourism industry.

**Objects Speak Louder than Words: Museum Education in New York City**
Dara L. Elovitch ’05, History Advisor: Kenneth Hawes, Education

Through a summer internship in the Education Department of the American Museum of Natural History, I explored the many functions of objects ranging from shark teeth to abalone jewelry. In museum education, objects are used to tell stories, teach lessons, and dismantle the notion of anything being out of reach for students. But in the questionable histories of museum object acquisition, accurate and responsible representation is inevitably demanded. How can objects be used constructively in supplemental curricula when throughout history they have been used destructively and unfairly? Though I have yet to resolve fully this question, I have learned, through teaching with objects, that what we can potentially make objects say is not only loud, but also invaluable. Come behind, and on the scenes of the museum that never ceases to mesmerize and stun.

**Beside Every Successful President: Experiences Working at the National First Ladies’ Library**
Leia J. Dickerson ’06, Political Science Advisor: Joan Campbell, Information Services

When Americans consider the political influences of presidents, they often identify the importance of the vice president, the cabinet, and other advisors. Less often,
though, do they consider the role of the First Lady. In 1996, the National First Ladies’ Library was founded in Canton, Ohio, to recognize the political and social accomplishments and influences of these women. Through a grant from the Mellon Foundation Librarian Recruitment Program, I worked on developing the library’s manuscript collection. My responsibility was to locate and evaluate First Ladies’ manuscripts, which are scattered throughout the country. I then created a database of the primary resources found. In my presentation, I will discuss the challenges of researching First Ladies’ history in the context of primary sources. I will also examine how my views on the political role of the First Lady have changed.

Learning, Service, and Youth

Learning through Teaching in Africa (individual presentations)

Teaching Math in Rural Burkina Faso: Experiences of Working as a Peace Corps Volunteer in West Africa
Hilary K. Stevens ’02
Advisor: David Lindauer, Economics

For the past two years, I lived and worked as a math teacher at a secondary school in Bagassi, a rural village in Burkina Faso. I taught 20 hours of math a week, in French, to approximately 250 students in two different grades. Located in the southwest of the country, my village was about four hours from the capital city of Ouagadougou, depending upon an unreliable bush taxi schedule. The village lacked paved roads, running water, and electricity, but had a large regional secondary school, a health clinic, and one public telephone. Living in the village, I experienced first-hand the obstacles Burkina Faso faces. I witnessed the lack of education for girls, the toll of malaria, the corruption at the local level, and the detrimental effects that U.S. cotton subsidies have upon the livelihoods of the cotton cultivators in my village. Despite these conditions, I found the villagers amazingly upbeat and hospitable.

Discovering the Pearl of Africa: Learning and Teaching in Uganda
Salwa N. Muhammad ’06, Psychology and Oni R. Lusk-Stover ’05, Political Science and American Studies
Advisor: Barbara Beatty, Education

Uganda, the Pearl of Africa, is a country of lush landscapes, welcoming people, and a developing educational system. This summer, the Wellesley Internships in Africa program launched a new partnership with Aga Khan Education Service in Kampala, Uganda. Our ten-week internship involved teaching math, science, and humanities at the high school and working one-on-one with teachers at the elementary and nursery schools to enhance their child-centered approach to learning. Outside the classroom, we learned about Ugandan culture and society. We explored a country rich in history and recovering from political and social instability. We engaged in dialogue with our students and fellow teachers about reevaluating women’s roles in society, the importance of educating women, and the capacity of women to effect lasting change in a society where they are still bound by many traditional expectations. The challenges we faced in overcoming stereotypes imposed upon us prompted us to rethink our own assumptions about Africa. We will discuss our teaching experience and our role as Wellesley women in Uganda.

Advocating for Children (individual presentations)

Building Social Responsibility: Advocating for Children’s Human Rights in Central America
Rosa M. Fernández ’07, Undeclared and Analucía Martínez ’07, Undeclared
Advisor: Alejandra Osorio, History

There are approximately 40 million street children in Latin America. If they were all in one place, these children would have their own country and a seat at the United Nations. Without a strong government providing alternate avenues to impoverished young people, the responsibility of giving children the opportunities to improve themselves has recently fallen on the shoulders of socially responsible citizens and active grassroots organizations. This summer, Rosa Fernández prepared a research project for the United Nations while working with a children’s rights organization, Casa Alianza, in Costa Rica. Analucía Martínez organized a community festival showcasing the talents of 40 children on behalf of the Contexto Foundation, a small not-for-profit based in an urban slum in Guatemala City. Advocating for children’s rights and working at the grassroots level, Rosa and Analucía gained a sense of social justice and commitment to continue the search for ways to help build stronger communities for youth.

It’s Peanut Butter Jelly Time: Working with Children at Lena Park Community Development Corporation
Virginia M. McAuley ’05, History, Katherine M. O’Connor ’06, Political Science, and Kim Y. Alston ’06, English
Advisor: Winifred Wood, Writing Program
Every day, the Lena Park Community Development Center in Dorchester, Massachusetts, provides much needed programs and services for hundreds of children and adults in this underserved area of Boston. The services provided by Lena Park help to strengthen the community and provide a safe haven for many children. Unfortunately, as with many not-for-profit organizations, Lena Park struggles everyday with funding, poorly trained staff, and a high turnover rate. As part of the Lumpkin Summer Institute for Service Learning, the three of us came with vision and hope to make a difference at Lena Park. In our efforts, we ourselves were changed. We will discuss our individual and group contributions to Lena Park, as well as the challenges and successes we faced throughout the summer.

**Politics, Economics, and Activation**

**Democracy: It’s More Than Just Voting (roundtable)**

Ann Congleton ’58, Philosophy, Bernadette N. Jaworsky DS ’05, Sociology and American Studies, Lori Johnson, Political Science, Joel Krieger, Political Science, Michelle Lepore, Associate Dean of Students, Jeb Mays, former Education Director, Service Employees International Union (SEIU), Alice Peisch, Massachusetts state representative (D-Wellesley, Local 615), Dana Weekes ’03, Field Organizer, Ohio Victory 2004, and Pamela Wood ’79, Massachusetts Jury Commissioner Organizer: Lori Johnson, Political Science

The trouble...is that we have taken democracy for granted; we have thought and acted as if our forefathers had founded it once and for all. We have forgotten that it has to be enacted anew in every generation, in every year and day, in the living relations of person to person in all social forms and institutions.

—John Dewey

You showed up at the polls on November 2nd and cast your ballot. Is that all democracy is about? Building and maintaining healthy democracies requires actively engaged citizens who do more than just vote. What are some of the skills and personal qualities necessary for effective democratic participation? They include mutual respect, critical reflection, empathy, compromise, accommodation, tolerance, creativity, and imagination. In this roundtable, we will discuss opportunities on our campus and beyond to learn and practice the attributes of engaged democratic citizens.

**Wellesley in Washington: Policy, Politics, and Power (panel)**

Amber J. Gorman ’05, Political Science, Jennifer L. Trott ’05, French, Angela M. Phillips ’05, American Studies, Kate M. Supnik ’05, International Relations and French, Julia A. Zhang ’05, Psychology and International Relations, Abigail L. Carlson ’05, International Relations, and Nicole L. Fleming ’05, Psychology Advisor: Alan Schechter, Political Science, emeritus

The Wellesley in Washington Internship Program gives rising seniors the opportunity to explore their interests in Washington, D.C. The 2004 group of interns has extraordinarily diverse interests – from health and public policy to foreign relations and domestic affairs. In this presentation, students from this summer’s program will describe how the D.C. experience shaped their perceptions of policy, politics, and power, allowing them to apply skills gained in the classroom to the fast-paced world inside the Beltway. The panelists will discuss these issues in the context of their experiences at the Office of Congressman Pete Stark (D-CA), the White House Office of Presidential Correspondence, the Atlantic Council of the United States, the Congressional-Executive Commission on the People’s Republic of China, Family Health International, and the Black Community Crusade for Children at the Children’s Defense Fund.

**Diplomacy 101: Experiential Learning at the State Department (panel)**

Alisha K. Rodriquez ’05, Middle Eastern Studies, Marisa P. Gerla ’05, International Relations, and Sara M. Bryan ’05, International Relations Advisor: Elizabeth DeSombre, Environmental Studies and Political Science

Have you ever dreamed of a job where one day you are training for a hostage negotiation and the next you are having tea with Colin Powell? Have you ever fantasized about a career that allows you to move to an exotic locale every other year? Then perhaps, the Foreign Service is for you! Come and explore the glamour and the reality of diplomatic life through the eyes of three Wellesley seniors who spent their summers interning in the Foreign Service Institute and the U.S. Missions to Iceland, Italy, and the European Union. A career with the State Department can provide myriad opportunities for hands-on, international, policy work and cultural immersion; yet for some, the lifestyle may prove to be overly bureaucratic and isolating. We will discuss the workings of the State Department, both domestically and abroad; the preparation necessary to become a diplomat; and the role of the intern in the future of the Foreign Service.
Cancer of the gastrointestinal tract is the second leading cause of cancer mortality in the United States. Of the more than 150,000 people diagnosed with the disease annually, one-third will ultimately die from its complications. Various studies have shown that most colorectal cancers arise from the accumulation of abnormal, dysplastic cells to form a malignant, invasive tumor along the adenoma-carcinoma sequence. The mechanism by which colorectal cancer develops in normal epithelium is largely unknown, however. This summer, I was given the opportunity to help elucidate this mechanism with some of the country’s top investigators of digestive diseases in the Divisions of Gastroenterology and Oncology at the University of Pennsylvania Medical Center, as part of a research program funded by the National Institutes of Health. I investigated the role of homeobox transcription factor, Cdx2, in tumor suppression in the intestinal tract.

Discovering the Difficulties in Social Research Abroad: A Study of Pregnant Ghanaian Women’s Willingness to Accept HIV Testing and Therapy

Kathleen D. McCarthy ’08, Undeclared Advisor: Sally Merry ’66, Anthropology

I spent three months doing research in Ghana on women and AIDS in the National Institutes of Health-funded Minorities in Research and Training Program. The goal of the research was to determine the role that women’s autonomy, health care options, sociodemographics, knowledge of HIV/AIDS, and community stigma play in the willingness of pregnant Ghanaian women to receive testing and treatment for HIV. Over the course of the summer, I discovered that the findings were inconclusive due to various factors outside the research design. Some of these factors include language barriers, nonrandom design, concurrent efforts within the research environment, and sampling from a narrow population. As I recognized these limitations, I gained perspective on the process of social research. My experience will help other Wellesley students learn about the challenges faced by today’s social researchers.

Factors Influencing Pediatric Adherence to Antiretrovirals in Botswana

Erica L. Richardson ’05, Neuroscience Advisor: Sheila Brachfeld-Child, Psychology

Botswana has the world’s second highest HIV prevalence rate among adults (37.5 percent). There is a need for Highly Active Antiretroviral Therapy (HAART) adherence research in nonwestern and developing countries. Social, cultural, and structural factors that influence adherence to HAART were studied, in order to improve antiretroviral treatment delivery to pediatric patients. Qualitative and quantitative research methodologies, including clinic audit and caregiver interviews, were used. Results indicated that the following factors influenced adherence: duration of treatment, compliance with doctor appointments, number of individuals administering therapy, whether or not the child measures his/her own doses, knowledge of drug resistance, and financial constraints. Implications for improving pediatric HIV/AIDS care in Botswana will be discussed.

The Brain: Small Changes, Big Effects (individual presentations)

The Importance of Recycling: A Failure to Recycle Intracellular Garbage within Brain Cells Leads to Congestion and Death

Pavlina Wolf ’05, Neuroscience Advisor: Dennis Smith, Biological Sciences

Batten disease (BD) gradually deprives children of eyesight, motor and cognitive function, and eventually life. The culprit of the disorder is a deletion on the CLN3 gene, which codes for a novel protein battenin. How does this tiny deletion of genetic information (only 1.2 kb) cause such a severe disorder? One hypothesis proposes that battenin is involved in the recycling of
mitochondria in the brain cells. Since mitochondria play a crucial role in cellular respiration, a malfunction in this process could lead to a loss of efficiency and death of neurons as seen in BD. Immortalized cells from mice brains that were manipulated to express BD, showed mitochondrial abnormalities under electron microscope. A biochemical assay of cells exposed to oxidative stress brought further evidence for mitochondrial impairment in mutant cells. I conducted this research at the Molecular Neurogenetics Unit, a partner of Massachusetts General Hospital.

How Real Is Virtual Reality?
Karen R. Stein ‘05, Neuroscience
Advisor: Margaret Keane, Psychology

Alzheimer’s patients often get lost, even in familiar environments. Previous studies indicated that these patients get lost due to problems with the perception of the visuospatial stimuli known as optic flow. This study compared subjects’ performance on a naturalistic spatial navigation task with their performance on a virtual reality version of the same task. We found that scores in the virtual reality version of the task were highly correlated with scores in the naturalistic setting, across subject groups and regardless of which environment was presented first. We concluded that the virtual reality version of the test was an accurate model of a naturalistic navigation task. Our hope is that the virtual reality computer program we created will be used as a diagnostic tool for Alzheimer’s disease. This experience in the Center for Visual Science Summer Fellowship Program at the University of Rochester was an incredible introduction to medical research and has furthered my interest in the field of geriatric health.

Nature vs. Nurture: The Brain Serotonin System and Early Life Stress
Rebecca J. Yang ‘05, Biological Sciences
Advisor: Joanne Berger-Sweeney ’79, Office of the Dean of the College, Neuroscience, and Biological Sciences

Technological advances have enabled scientists to create mutations in genes coding for proteins crucial to normal neural function. The creation of mice with mutations in specific genes provides animal models of human disease. Earlier research has suggested that abnormal function of the serotonin neurotransmitter system may cause emotional disorders such as anxiety and depression. Other studies have shown that the serotonin system may interact with early life stress in causing these disorders. This summer I worked in the Integrative Neuroscience Laboratory at the National Institutes of Alcoholism and Alcohol Abuse. There we tested the hypothesis that mutant mice lacking a crucial serotonin gene that were exposed to mild early life stress would show altered fear and anxiety behaviors when they reached adulthood. Interestingly, preliminary analysis of our results suggests that mild early life stress may “inoculate” mice to anxiety later in life. We hope that these data will foster understanding and, ultimately, treatment of emotional disorders.

Science in the Field (individual presentations)

Understanding Global Climate Change: How Bugs in the Southern Ocean Caused the Last Glacial Maximum
Anna M. Wall ‘05, Geology
Advisor: Daniel Brabander, Geosciences

The true cause behind glacial periods still remains elusive to earth scientists. The Silicic Acid Leakage Hypothesis proposes that changes in nutrient utilization in the Southern Ocean created a shift in phytoplankton taxa abundances during the Last Glacial Maximum (LGM), resulting in a greater drawdown of atmospheric carbon dioxide into the ocean. Essentially, an abundance change of the overall bug type in the oceans caused the Earth to become cold quickly. Previous research has shown no difference in present (Holocene) and LGM opal burial patterns in the Atlantic and Indian sectors of the Southern Ocean. My research at Lamont-Doherty Earth Observatory (Columbia University) compared Holocene and LGM burial fluxes in the Pacific sector to constrain a shift in opal burial, and found promising results. This experience with a community of scientists exposed me to the interdisciplinary, and literally global, thinking needed in an environmental research setting.

Dust in the Wind: Measuring Air Pollution in an Indian City
Shaheli Guha ‘07, Undeclared
Advisor: Stella Kakavouli, Computer Science

Each year, 60 percent of the inhabitants of Calcutta, India, fall prey to various respiratory ailments. The city of joy, of Mother Teresa, of sordid slums, and of Nobel laureates has the dubious distinction of being one of the most polluted in the world. This past summer, I worked with a research team that was engaged in assessing air quality in downtown Calcutta. Organized and funded by Jadavpur University, the project is meant to be a modeling exercise to help policy makers provide better air quality management. My internship gave me the perfect opportunity to participate in scientific experimentation in a real life situation. From Wellesley’s perfectly controlled laboratories to the boisterous streets of urban India, from sophisticated equipment
to ingenious innovations on thrift shop purchases, science has never been such a human experience.

The Goal of Sustainable Urban Gardening with the Challenge of Lead Contaminated Soil

Heather F. Clark '07, Environmental Studies
Advisor: Daniel Brabander, Geosciences

Lead contamination is a serious public health issue that is compounded when urban soils and urban gardening are an intricate part of community life and food security. Through a partnership with The Food Project, a community organization that promotes sustainable agriculture in Roxbury, we tested over 500 samples and found that 90 percent of soil samples contain concentrations of lead greater than the Massachusetts Department of Environmental Protection action level of 300 mg/kg. The main goals of this research were to fingerprint the sources of lead in gardens, assess the bioavailability of the lead, and test a preliminary phytoremediation scheme. It was observed that lead concentrations increase as grain size decreases, which increases exposure risks, and that the correlations between lead and other trace metals suggest multiple sources of contamination. Further research will examine the success of phytoremediation by evaluating the concentrations of lead found in plant tissue.

Making a Mountain Out of a Mudflat: The Geological and Ecological Importance of Mudflats

Catherine A. Silvey ’07, Undeclared
Advisor: Daniel Brabander, Geosciences

In Cairns, Australia, a bustling tourist city on the edge of the Great Barrier Reef, one of the hottest topics, aside from the local snorkeling, is the presence of mudflats.

Pressure Treated Wood in Playgrounds: Arsenic Concentrations in Soil and Leaching Processes

Rachel M. Erdil ’07, Undeclared
Advisor: Daniel Brabander, Geosciences

In December 2003, the Environmental Protection Agency (EPA) banned the manufacture and sale of copper chromated arsenate (CCA) pressure treated wood, a rot resistant product used in the U.S. for over sixty years, because an EPA risk assessment found increased risks of cancer in children who played on CCA wood. A Staley small grant for cancer-related research enabled me to attempt to quantify both the extent and nature of arsenic mobility in the playground environment. Using a Niton field portable x-ray fluorescence device, I determined that no CCA wood play structures exist in Wellesley but that some CCA-wood borders exist. I took measurements of arsenic, chromium, and copper concentrations at discrete distances from CCA-wood borders surrounding play structures and found a concentration gradient for arsenic. Using this information, I hope to quantify the processes that control the accumulation of these metals in playground soils and ultimately to construct a cost-effective remediation scheme.

Needle in a Haystack: Finding Ancient Palaces in an Olive Grove

Tara M. Spence DS, Classical Civilization
Advisor: Rebecca Mattison, Geosciences

How do you find a needle in a haystack or an ancient palace in an olive grove? Field applications of geophysics allow archaeologists to conduct nondestructive, cost effective, three-dimensional reconnaissance of archaeological sites. These surveys allow for rapid evaluation of large areas and are vital to delineate targets for invasive excavations. Techniques of magnetometry and resistivity are used to establish the size of the main site and to locate possible neighboring sites. In the modern Greek villages of Iklaina and Pylos in the southwest Peloponnese, these methods are currently being used to target future archaeological sites. Artifacts located at these sites are likely to be crucial in the study of statehood and social complexity in Mycenaean Greece. I conducted this fieldwork at the Iklaina Archaeological Project.
Most mornings people get up, go to work, and then go home. If these workers are Wellesley students in a foreign country, however, they will go a bit further. They will make friends, master the language, and broaden their ideas of what constitutes a job or career. While on the Wellesley Internships in Costa Rica program, Jen and Genevieve became close friends with their co-workers, discussing issues pertinent to their jobs long into the evenings. Elise attended a rally in El Salvador where she met activists from all over Central America. Lauren became so close with her host family that she plans to go back to visit them soon. We spent ten weeks building bridges with this vibrant Central American country, synthesizing our experiences into connections between our professional and personal lives, and between our cultures and those of our acquaintances.

The Power of Outside Influence (individual presentations)

Wellesley Women Grapple with the Cuban Embargo
Sara A. Daniels ’05, Economics and Latin American Studies and Kathleen M. Stevens ’05, Economics
Advisor: Lois Wasserspring, Political Science

The United States has had a total economic embargo against Cuba since 1962. The biased American media often depicts Cuba as a poor and dilapidated country ruled by a tyrannical dictator. These distorted media portrayals often overshadow the perspectives of those few Americans who have experienced firsthand the culture of the biggest island in the Caribbean. Two Black-American Wellesley women, who slept, ate, and breathed Cuba for a semester, report back, uncensored. What was day-to-day life like for them, as Americans, living in a country that has hostile diplomatic ties with the United States? As enrolled students at the Universidad de la Habana, they will describe their perspectives on poverty, race relations, sexism, and socialism.

The Philippines, a Sovereign Colony: Looking at America’s Neocolonial Influence in the Philippines
Beverly J. Picardo ’05, Psychology
Advisor: Julie Matthaei, Economics

The Philippines has been an independent nation for nearly 60 years. Or has it? Ironically, six decades after declaring independence from the United States, the Philippines continue to emulate and conform to the demands of its former colonizer. Reflecting on my six weeks attending the University of the Philippines in Quezon City, I was struck by the unmistakable neocolonial relationship between the Philippines and the U.S. My experiences in and out of the classroom – including daily lectures, special-access trips, and participation in a political rally during the President’s State of the Nation Address – all reinforced my shocking and somewhat troubling realization that the U.S. never truly left the Philippines. By sharing photos, data, and anecdotes from my summer, I hope to convey and critique the way in which American influence manifests itself, and the extent to which it shapes, and essentially controls, the Philippines.
Austrian Identities: Defining the Relationship between Austria and Eastern Europe
Jennifer L. Losaw ’05, Mathematics and German Studies and Emily J. Vardell ’05, Biological Chemistry
Advisor: Thomas Hansen, German

Although Austria has disappeared from the international spotlight, this nation was once a powerful empire. The Austro-Hungarian Empire was a multiethnic dynasty, encompassing territory in present-day Czech Republic, Slovakia, Poland, Hungary, Bosnia, Serbia, Croatia, Slovenia, Romania, and Italy. After World War I, the Austrian empire collapsed and its borders shrank, but Eastern Europe’s influences remained. The melting pot concept, which we generally associate with America, defines the cultural climate of modern-day Austria. The average Austrian is a German-Czech-Hungarian hybrid; refugees constitute a large portion of the Austrian population; and the University of Vienna is host to the largest population of Eastern European students in Western Europe. In turn, Austria also has a large influence on Eastern Europe. Two students will present a slide show demonstrating the history of the region, Austrian influences on the architecture, music, and culture of Eastern Europe, and the current impact of Eastern Europe on Austria.

Learning, Service, and Youth

Non Ministrari sed Ministrare (individual presentations)

Hitting the Pavement: A Summer at the Public Defender’s Office
Renee A. Chu ’07, Undeclared
Advisor: Lori Johnson, Political Science

While the in-court work of defense attorneys is a familiar and important part of the criminal justice system, field investigation is also a critical part of the process. Interning for Seattle’s Defender Association, I investigated misdemeanor cases. My job was to collect facts and prepare defense lawyers as well as possible. I interviewed an alleged victim of domestic violence, dodged traffic to photograph a city intersection, and questioned police officers and potential witnesses. These assignments broadened the purely academic view of crime and society that I have gained as a student. Though my clients were hardly the indigent victims of false prosecution that I had imagined, I would not presume them to be criminals, either. It took a summer at the Defender Association for me to understand what I have been taught all along: in the real world, law is more complicated than guilt or innocence.

From Homeless to Housed: The Politics of Not-for-Profit Social Work in San Francisco
Esther A. Handy ’05, Psychology
Advisor: Christine Franek, Physical Education and Athletics

Did you know that many people, when presented with supportive housing, choose to be homeless? I spent my summer interning at a San Francisco not-for-profit dedicated to creating shelters and supportive housing in a city with a booming homeless street culture. My first introduction to the concept of supportive housing was a visit to a ten million dollar, 58-unit family supportive housing site. Throughout my summer, I continued to be exposed to the industry’s players and issues. Questions I explored included: From where does ten million dollars come? Who is responsible for maintenance of the building? What rights do subsidized tenants have? How does a city’s political climate affect policy? As I share my experience in this rapidly growing social service industry, I will examine the connections that I discovered between not-for-profits, the public sector, and private advocacy groups, as well as the many other doors through which students can enter the field of social services.

We the People: Establishing Justice for Those Who Need It Most
Lindsey B. Silver ’07, Undeclared
Advisor: Tom Burke, Political Science

I spent the past summer interning as a paralegal at Bet Tzedek Legal Services. Bet Tzedek, Hebrew for “the house of justice,” is a not-for-profit agency that provides free legal representation to low-income residents of Los Angeles. Bet Tzedek depends heavily on volunteers, law clerks, and paralegals to work on cases; these individuals have tenacity and resourcefulness, but no law degree. As a paralegal, I discovered that, because many legal disputes can be resolved without a trial, tenacity and resourcefulness are more important than specific legal training. My most important job was to navigate confusing bureaucracy on behalf of our predominantly poor and elderly clients. Staff and budget limitations require Bet Tzedek to put potential clients through a financial screening process, and those who are not poor enough to qualify and cannot afford a regular attorney usually have nowhere else to go. It was difficult for me to accept that often our judicial system does not provide justice to those without means. This presentation will not only raise awareness, but also demonstrate that it is possible to help.
Moving Ahead with Hope
Alexandra C. Yannias ’05, History
Advisor: Winifred Wood, Writing Program

In December 2002, the City of Boston found that 6,210 men, women, and children were homeless. This figure represented a 41 percent increase over a ten-year period. How can programs and services address the needs of people who are homeless? I will reflect on my inspirational internship experience at St. Francis House with the Moving Ahead Program (MAP), a 14-week life skills program for men and women who have experienced chronic homelessness. Drawing from both my internship experience and my research as a part of the Lumpkin Summer Institute for Service Learning, I will focus on the success and power of MAP and St. Francis House and suggest that these programs should be used to reshape public policy.

Building Bridges and Breaking Barriers (panel)

Monica S. Pal ’05, International Relations and French, Kathryn A. Trites ’04, Sandya Das ’06, International Relations, Megan Y. Shum ’07, Undeclared, Jessica J. Desvarieux ’06, English and History, and Amelia E. Monteiro ’06, Spanish
Advisor: Verónica Darer, Spanish

Global Learning is a small, not-for-profit, international, service organization that brings dynamic, interactive lessons to public elementary schools in economically disadvantaged communities. The mission of Global Learning is to encourage and inspire children to stay in school and to become lifelong learners. While participating in service programs in Liberia, Costa Rica; San Jorge, Nicaragua; and Santa Ana Maya, Mexico, Global Learning volunteers encountered various cultural barriers. Each volunteer was able to overcome specific cross-cultural challenges by embracing cultural differences as opportunities to construct bridges of understanding among local and visiting volunteers, children, and other community members. These experiences greatly developed their sense of self-efficacy when facing challenges and achieving goals.

Politics, Economics, and Activism

Advocating for Change (individual presentations)

Accessing the Nation’s Capitol: A Congressional Intern’s Summer in Washington, D.C., from a Disabilities Advocacy Perspective
Jacquelyn B. Stone ’06, Africana Studies
Advisor: James Wice, Director of Disability Services

One girl with cerebral palsy, another with a visual impairment, and a third with epilepsy all lived together in Washington, D.C., this summer. I was one of them. We came together because of an internship program sponsored by the American Association for People with Disabilities. While in Washington, I worked for Senator Kennedy (D-MA) and closely with his advisors on current HIV/AIDS legislation including the Ryan White Care Act. I also researched microbicides and the role of faith-based organizations in the fight against HIV/AIDS. I never anticipated how enriched my experience would be because of a group of inspiring people with visible and nonvisible disabilities. I will discuss my unique perspective on an intellectually and socially stimulating summer in Washington, a city where the political atmosphere is intense, the access for those with disabilities is incredible, and the term “handicap” is used only out on the golf course.

Finding a Voice: The Political Advancement of Asian Pacific Americans
Kimberly Y. Chin ’05, Political Science
Advisor: S. Joanne Murray ’81, Center for Work and Service

While many may consider the Asian Pacific American community to be a largely monolithic, homogenous group, the truth is that the term “Asian” encompasses at least 49 different ethnicities speaking over 100 languages. These surface differences form the foundation for the often difficult and messy politics of Asian Pacific America. My internship at the Office of Congressman Michael Honda (D-CA), the chair of the Congressional Asian Pacific American Caucus, placed me on the front line of this complicated political battle and challenged my notions of “Asianness.” I questioned what it means to be Asian on The Hill and how my personal experiences of “Asianness” can be used to form relationships that uplift and advance not only my own community but also other communities.

Laws Don’t Change by Themselves: Civil Rights, Service Learning, and Social Action in the Equal Marriage Movement
Eleanor M. Blume ’06, Sociology
Advisor: Rosanna Hertz, Women’s Studies and Sociology

This past year, in the 180 days between the Massachusetts Supreme Judicial Court ruling affirming the right of same-sex couples to wed legally and the filing of the first marriage applications, politics in the Massachusetts legislature kicked into high gear. In the 2004 constitutional convention, the legislature approved a constitutional amendment banning same-sex couples from marrying in Massachusetts. Currently, the equal marriage movement is working to defeat the amendment in the next legislative session, or, failing that, in a
popular vote in 2006. As part of the Lumpkin Summer Institute for Service Learning, I worked intensely for the equal marriage movement. During this crucial time, my work focused on community outreach and education, voter registration and Get-Out-The-Vote initiatives, and volunteer mobilization. The equal marriage movement provides us with insight into the interplay between social movements, changing social institutions, and social policy. My experience specifically speaks to the significance of collective action through service learning.

**Producers and Consumers (individual presentations)**

**Advertising and Consumers: Curious Minds Wanted**
*Joyce Hsu ’05, Economics*
Advisor: *Joseph Joyce, Economics*

What is your favorite ad? Why do you like it? As subjective consumers, we buy different products and services that match our lifestyles. The role of the brand planning department in advertising agencies serves to understand the needs and wants of the consumers. Its job at the initial stage of creating a campaign is to “get inside” and learn not only what consumers like to do, but also why they do it. Brand planning staff guide the client and other agency departments through developing and evaluating potential communication strategies based upon their understanding of consumers. I explored the advertising industry at Young & Rubicam in New York City, where I was able not only to work with consumer trends, but also to exercise both analytical skills and creativity. This presentation will cover the process of an advertising campaign from beginning to end, and describe my experience as a brand planning intern.

**Corporate Survivor: Liberal Arts to the Rescue in the Sink-or-Swim Work Culture of Microsoft**
*Renee T. Yong ’05, English*
Advisor: *Pattie Orr, Information Services*

Do you and your parents wonder about the value of your liberal arts education in the job market? Can it lead to a “real” job in a large corporation? Although the advantages of a liberal arts education may not be clear in the competitive job market, this degree can significantly contribute to professional success. Emphasizing critical thinking and communication in course work teaches skills valued most by top corporations. This summer, as an associate product manager at Microsoft Corporation, I created, managed, and directed marketing for the first Microsoft Business Solutions’ 12-city road show for partner sales readiness. In this presentation, I will share my experiences and examine the implicit connection between corporate values and the hallmarks of the liberal arts experience.

**Going Once, Going Twice: An Auction House and the Business of Selling Art**
*Elizabeth M. Bryant ’05, Art History*
Advisor: *David Mickenberg, Davis Museum and Cultural Center*

While many arts organizations emphasize the display of art within the public sphere, an auction house operates on a different plane, acting as a multimillion dollar corporation rather than a not-for-profit museum designed for the display of art to the public. Through an internship at Sotheby’s-London, I worked in the headquarters of the world’s largest auction house where I experienced the academic and corporate mixture that defines Sotheby’s. Expert art historians, advisory relationships with London’s most famous museums, and a prominent educational institute combine with a corporate goal, increased profitability, aggressive competition, and staying ahead in an ever-changing market. I will share how the academically based, for-profit corporation of Sotheby’s compares with my work in the academic not-for-profit culture of the Davis Museum and the ways in which these two types of organizations are representative of differing sides of the art world.

**Yves Saint Laurent: Exploring the Luxury Goods Industry in France**
*Megan C. Mrkonic ’05, French Cultural Studies*
Advisor: *Venita Datta, French*

From couture clothing to fast cars and the finest champagnes, the luxury goods industry has brought the better things in life within the reach of a mass market. Once a highly specialized and personal experience reserved only for the rich and famous, the luxury goods industry is now multibillion dollar, and controlled by a handful of corporations marketing to the masses. I spent this summer as an intern for Yves Saint Laurent Beauty in Paris. I was able to experience firsthand the industry, the fierce competition for jobs within it, as well as the workings of a French corporation, especially the world of French office politics. The Wellesley-in-Aix program provided me with the strong language and cultural skills that made this internship possible, and contributed in large measure to my success.

**Shopping at La Vallée: An Inside Look at the High-End Retail Industry**
*Lannia C. Small ’05, International Relations and French*
Advisor: *Barry Lydgate, French*

Imagine a place where one can find the most prestigious designer labels – Burberry, Celine, Armani, Versace, Diesel,
and Givenchy – to name a few. This summer, I worked as an intern at the La Vallée shopping village in Marne-la-Vallée, France. I observed the high-end retail industry up close and saw how marketing campaigns were conducted. Most significantly, I learned many things about the workings of international business, a field that requires an ability to work in various languages and to communicate with highly creative people from many cultures. I also sharpened my creative and analytical skills by conducting a diverse range of projects. I will share my discoveries at one of Europe’s most profitable retail companies and describe the impact it has had on my plans for the future.  

Challenges and Accomplishments of NGOs (panel)

Cecilia L. Gerard ’05, International Relations, Anisa Berdellima ’06, Undeclared, and Erika A. Larson ’06, Undeclared  
Advisor: Christopher Candland, Political Science

This summer, we worked with human rights and development nongovernmental organizations (NGOs), which aim to equip people with adequate knowledge and skills by informing them of their rights or helping them realize ways through which they can improve their standards of living. Most NGOs have good intentions, but do they all work? In this presentation, we will examine the successes and the failures that we observed while working with three different NGOs in the Netherlands, Malawi, and Hong Kong. By examining each NGO’s structure and performance, we will deduce which elements worked to promote objectives and which did not.

Science, Medicine, and Public Health

Modeling Biological Systems (individual presentations)

Beyond Beer and Bread: Using Yeast as a Eukaryotic Model System
Elizabeth E. Molnar ’05, Neuroscience and Sociology  
Advisor: Jennifer Hood-DeGrenier, Biological Sciences

Many college students already have an appreciation for the contributions that yeast makes to our society – in the form of happily drinking a Bud Light on a Saturday night. My experience with yeast over the past two summers has been in a slightly different setting. At the Indiana University Medical Center, I used yeast as a model system to examine how the antibiotic gentamicin was trafficked around the cell. Although an extremely helpful antibiotic in treating infections in both humans and animals, gentamicin can cause toxicity and eventual death in kidney cells. By studying yeast as a model for mammalian cells, we can gain insight into possible homologous human pathways that transport gentamicin so that a less toxic form of this antibiotic can be developed for clinical use.

Scents and Sensibility: Determining the Pheromone Ligand Specificities of Vomeronasal Receptors in Mice
Camille P. Inducil ’06, Neuroscience  
Advisor: Barbara Beltz, Biological Sciences

Pheromones are chemicals secreted by terrestrial and aquatic animals to provide information about social and sexual status. In rodents, pheromones are detected by the receptors of vomeronasal sensory neurons in the nasal cavity. A major problem in the field is that the pheromone ligand specificities of nearly all the receptors are not known. Clear knowledge of ligand-receptor pairs is vital to understanding how pheromone signals are processed and perceived. This principle led the research team to investigate the ligand specificities of 22 V1R mouse vomeronasal receptor genes. We used a heterologous expression technique in which each receptor was coexpressed with a chimeric Gs-Gi protein and a CRE-SEAP reporter gene in HEK-293 cells. Cells were exposed to pheromones and odorants that were previously shown to stimulate responses in the vomeronasal epithelium. No specific, positive responses were determined for any of the V1Rs. The ligand specificities for these receptors remain to be determined. Working at the Fred Hutchinson Cancer Research Center, I celebrated the beauty of a Seattle summer.

Getting to Know the Little Proteins That Help with Carbon Dioxide Transport in Your Blood
Parul N. Barry ’05, Neuroscience and Spanish  
Advisor: Gary Harris, Biological Sciences

This summer, at the Beth Israel Deaconess Medical Center, I studied Anion Exchange Proteins one and two, which are responsible for increasing the total carbon dioxide carrying capacity in human erythrocytes. Although these proteins govern one of the most important transports of the body, little is understood about how these proteins actually work. In order to measure the transport of radioactive ions through these proteins, radioactivity was injected into Xenopus Oocytes that contained these anion exchange proteins. Mutants E699Q and E1007Q were studied to see how a change in one amino acid can affect the activity of the protein. Although much more is still left to be learned about Anion Exchange Proteins one and two, I was able to gain insight as to how these proteins, which are so essential to our well-being, actually work.
Understanding the Parasympathetic Control of the Right Ventricle
Levita Y. Robinson '05, Neuroscience
Advisor: John Cameron, Biological Sciences

Cardiovascular disease is the leading cause of death today in the United States. In the case of advanced cardiovascular disease, heart transplantation provides a viable option. Although heart transplantation surgery can provide dramatic results, the procedure also comes with side effects. One of these side effects includes perioperative bradycardia, a condition in which the heart beats at an unusually slow rate. In this study, the cat was used as a model to determine the distribution of nicotinic acetylcholine receptors in the heart. Knowing the anatomical distribution of these receptors that respond to the neurotransmitter acetylcholine allows researchers to understand further the parasympathetic control of right ventricular function. By understanding the neural circuitry that regulates central outflow to the right ventricle, researchers are able to develop new treatment options to alleviate such a condition. Overall, this research experience allowed me to take a more practical approach towards understanding scientific concepts and applying them to medicine. This research was conducted at Howard University in Washington, D.C.

Effects of Exercise Training on CaMKII Activation in Rat Gastrocnemius Muscle
Dhivya R. Kannabiran '05, Biological Chemistry
Advisor: Adele Wolfson, Office of the Dean of the College and Chemistry

Exercise has been shown to enhance naturally many of the cellular signaling mechanisms involved in regulating metabolic processes in diabetes, such as insulin stimulated glucose uptake. By studying the enzymes activated by exercise, we can gain more information for developing potential treatments for diabetes. Recent evidence has suggested a role for one such enzyme, Calcium/CaM-activated protein kinase II (CaM kinase II), in contraction-induced skeletal muscle glucose uptake. To investigate the role of exercise on CaM kinase II activity, a seven-week exercise training study was conducted with ten female Sprague-Dawley rats. Following the training study, the rats’ red and white gastrocnemius muscles were isolated, and CaM kinase II activity was determined by western blot analysis. Results showed that exercise did not increase CaM kinase II activity in both the red and white rat gastrocnemius muscle. This suggested that CaM kinase II activity may not have an important role in regulating glucose uptake in chronically exercise trained rats. This research was conducted at the Joslin Diabetes Center in Boston with the Goodyear Lab in the Metabolism section.

Environmental Activism Meets the Academy (roundtable)

Environmental Activism Meets the Academy
Daniel Brabander, Geosciences, Elizabeth DeSombre, Environmental Sciences and Political Science, Ariel K. Diamond '05, Environmental Sciences, and Katherine A. Doiron '05, Environmental Sciences
Organizers: Mary Allen, Biological Sciences and William Coleman, Chemistry

The intersection(s) of the academic experience with the world outside of the Academy is one of the major philosophical principles behind the Tanner Conference. In some disciplines that intersection may be less obvious than in others, particularly at the undergraduate level. In the case of environmental studies, however, the distinction between what goes on in the classroom and laboratory, and the ways in which those activities have immediate and significant impacts on society, is quite blurred. This panel combines two faculty members, whose scholarship is in different areas of environmental studies, and whose teaching requires students to do projects that are firmly planted in both academic and activist settings, with two students with “real world” experiences, ranging from grass roots organization of campus-wide environmental concerns to detailed chemical analysis of trace metals in soils. The panelists will discuss their experiences, with an emphasis on the ways in which their academics have influenced their activism, and vice versa.

Access for All: Advancing Public Health’s Lofty Ideal (panel)

Ruth W. Wang’ondu ’07, Undeclared, Nawar Najeeb ’07, Undeclared, Rhobhi Matinyi ’07, Undeclared, Gladys P. Onyango ’07, Undeclared, and Mawuena Binka ’07, Undeclared
Advisors: David Lindauer, Economics and Sally Merry ’66, Anthropology

The overarching theme of this year’s XV International AIDS Conference in Bangkok, Thailand, was Access for All, especially in terms of treatment for those living with HIV/AIDS. This concern is not only specific to HIV/AIDS, but also universal in the public health arena. Five students who interned with public health organizations in developing nations, namely Ghana, Kenya, and Malaysia, will give their first-hand accounts of the challenges in advancing the ideals of Access for All. This presentation will discuss the dynamics of working at the grassroots level, as well as present the many statistics on public health disparities that one comes across every day.
Wellesley College International
Grant Program

This fund supports Wellesley’s mission of educating women who will make a difference in the world. The grant seeks to recognize the contribution that international not-for-profit organizations have made to Wellesley in providing significant off-campus learning experiences for Wellesley students and alumnae. The purpose of the grant is to provide funding to organizations with demonstrated need that have hosted Wellesley students or alumnae for internships or other learning experiences outside of the U.S.
TANNER CONFERENCE EXHIBITION

The Tanner Exhibition provides students the opportunity to learn about Wellesley’s international study, internship, and fellowship programs. Faculty, staff, and student representatives from these programs will be available to speak and share information with students.

International Study

Every year approximately 250 Wellesley College students participate in international study programs in 40 countries. Thirty-eight percent of those who study internationally are enrolled in Wellesley College sponsored programs, while the remainder attends programs sponsored by other institutions.

Internships

Wellesley College supports a large and diverse number of summer internships and community service projects in the United States and around the world. This summer, 300 students participated in 52 internship programs in 35 countries.

Fellowships

Wellesley College offers fellowships for graduate study or research that are open to graduating seniors and Wellesley alumnae. Each year the College supports approximately 28 women in both national and international programs of study or research. In addition, faculty committees assist candidates in applying for national fellowships such as the Rhodes, Marshall, Fulbright, Truman, and Goldwater.
International Study

Department of Classical Studies

College Year in Athens
This program is designed for students interested in the study of ancient, medieval, or modern Greece and its environs. Courses are offered in archaeology, art history, classical languages and literature, ethnography, history, international relations, modern Greek language and literature, philosophy, political science, and religion. A term or one-year program in Athens; emphasis on ancient Greece with some attention to modern Greece/Greek.

Intercollegiate Center for Classical Studies in Rome
This program focuses on the archaeology and topography of ancient Rome and is taught by American faculty. Approximately 35 students are enrolled in the program each semester. Each student takes four credits/classes: a required two-unit course on The Ancient City; one unit in Greek or Latin; and one other unit (e.g., art history, Italian language).

For more information on these programs, visit: http://www.wellesley.edu/ClassicalStudies/CLSTWWW/Study_abroad/study_abroad.html

Department of East Asian Languages and Literatures

Associated Kyoto Program – Kyoto, Japan
Wellesley College is a member of a consortium of liberal arts colleges that participates in the Associated Kyoto Program at Doshisha University in Kyoto. Courses are taught by professors from participating colleges and by Japanese language teachers. Students live in homestays and take courses in English and Japanese.

Japan Women’s University – Tokyo, Japan
Wellesley College offers a student-for-student exchange with Japan Women’s University in Tokyo for up to two students per year. Students take courses at the university in addition to intensive Japanese language courses for a total of 30–32 credits, receiving full credit for the year. One academic year course may be taken at Waseda University’s International Division (in English) at no additional expense. Students live in homestays.

Ewha Womans University – Seoul, Korea
Wellesley College offers a student-for-student exchange program with Ewha Womans University in Seoul, Korea. Exchange students attend classes at the International Coed Program at Ewha University. All classes, with the exception of Korean, are taught in English. Students who have a mastery of the Korean language may also take courses at the university outside of the international program.

For more information on these programs, visit: http://www.wellesley.edu/Japanese/Studyabroad/studyabroad.html

Department of French

Wellesley-in-Aix
Wellesley-in-Aix offers an exciting and challenging course of study and an authentic experience of French life and culture. The program is open to women and men alike. Its modest size (30–35 participants) allows for close attention to individual interests and academic needs. Students begin with a preession of preparatory course work and cultural excursions in Paris. In Aix, students are fully matriculated at the University of Provence (Aix-Marseille) and take the same courses as French students.

Participants share studio apartments in the centre-ville; a few homestays with selected families are also available.

http://www.wellesley.edu/French/wellesley-in-aix.html

Department of German

Wellesley-in-Vienna
The Department of German sponsors a junior-year abroad program at the University of Vienna. Founded in 1365, the University of Vienna is the oldest university in a German-speaking country and enrolls students in more than 180 departments and programs. The program offers both academic year and spring semester options that allow students of almost any major to pursue their academic interests. An on-site resident director assists students with integration into university life. The opportunity to participate in internships at various political, cultural, and social institutions is a feature of the program. Internship stipends are made available by the Susan Rappaport Knafel ’52 International Internship Fund with application through the Center for Work and Service.

http://www.wellesley.edu/German/Study_Abroad/abroad.html

International Studies Office

University of San Andres – Buenos Aires, Argentina
Wellesley College offers a student-for-student exchange program with the Universidad de San Andres in Buenos Aires, Argentina. This small modern university is located in the town of Victoria on the shores of the Rio de la Plata. Classes are normally conducted in Spanish, although professors, staff, and students have an excellent command of English. The Foreign Student Office at the university arranges housing with an Argentine family.
Japan Women’s University – Tokyo, Japan
Wellesley College offers a student-for-student exchange with Japan Women’s University in Tokyo for up to two students per year. Students take courses at the university in addition to intensive Japanese language courses for a total of 30–32 credits, receiving full credit for the year. One academic year course may be taken at Waseda University’s International Division (in English) at no additional expense. Students live in homestays.

St. Peter’s College at Oxford University – United Kingdom
Wellesley College offers an arrangement with St. Peter’s College at Oxford University whereby St. Peter’s reserves several spaces each year for Wellesley students. Students are selected by the Wellesley College International Study Committee.

Ewha Womans University – Seoul, Korea
Wellesley College offers a student-for-student exchange program with Ewha Womans University in Seoul, Korea. Exchange students attend classes at the International Coed Program at Ewha University. All classes, with the exception of Korean, are taught in English. Students who have a mastery of the Korean language may also take courses at the university outside of the international program.

Wellesley’s Exchange with Lancaster and Manchester – United Kingdom
Wellesley College offers an academic year and semester exchange program in the United Kingdom (U.K.) with the University of Manchester and the University of Lancaster. Two to four places will be available at each institution each year, depending on the number of students from the U.K. who apply to Wellesley.

For more information on these programs, visit: http://www.wellesley.edu/OIS/psa/isp/isp.html

Department of Italian Studies

Eastern College Consortium (ECCO) – Bologna, Italy
Semester and year-long courses in Bologna, offering both ECCO courses and the opportunity to follow University of Bologna courses.
http://www.wellesley.edu/Italian/bologna.html

Department of Spanish

Program for Mexican Culture and Society in Puebla – Puebla, Mexico
Wellesley College (together with Oberlin College, Smith College and Wheaton College, MA), offers a study abroad program in conjunction with the Benemérita Universidad Autónoma de Puebla (BUAP) during the fall semester. The focus is on direct matriculation of students in regular Mexican university courses in most all divisions of the university. Students build an individually-tailored curriculum in collaboration with an on-site resident director who is a faculty member of one of the sponsoring consortium institutions. Offerings are particularly strong in the humanities (art; history; performing arts, including dance, music and theatre; philosophy; language; literature), and social sciences (economics; political science; psychology; sociology; anthropology). Supplemental tutoring in both language and subject matter is provided. As bona-fide students of the BUAP, students enjoy full access to university facilities and services. Students live with host Mexican families. An extensive cultural activities program and excursions (Mexico City, Oaxaca, Tlaxcala) complement curricular offerings. The program begins in early August (and ends in mid December), thus giving the student a considerably longer study-abroad experience than the usual semester – something that may be of particular benefit to students who cannot spend an entire year abroad.
http://www.wellesley.edu/Spanish/Puebla/

Programa de Estudios Hispanicos en Cordoba (PRESHCO)
A consortium of Oberlin College, Smith College, The College of Wooster, Trinity College, Wellesley College, and Wheaton College created the Programa de Estudios Hispanicos en Córdoba in 1981 to encourage the intellectual and personal growth that comes from cultural immersion. PRESHCO offers an opportunity to strengthen acquisition of the Spanish language and fosters knowledge and appreciation of Spanish culture through studies in the humanities, social sciences, and fine arts. Academic study in the PRESHCO program is centered around 1) a variety of courses specially developed for students in American colleges and universities taught by regular faculty of the University of Córdoba, and 2) direct matriculation in University of Córdoba offerings. Course offerings are extensive both in terms of program courses and general university offerings. Depending upon individual preferences, students are housed either in privately-run dormitories or with host Spanish families. Extensive excursions complement and enhance the program of study.
http://www.wheatonma.edu/Academic/PRESHCO/preshco.html
Internships

Center for Work and Service

American Cities Internship Program
The American Cities Internship Program provides an intensive, career-related internship experience in students’ fields of interest. Participants will be placed in for-profit and not-for-profit organizations with a mentor who oversees the internship experience. Through the internship, participants will become familiar with an area of business and learn what it means to be in a business environment. They will also learn how to set realistic expectations for the early job experience and how to develop management skills. The Wellesley College Business Leadership Council (BLC) and other local alumnae play a key role in organizing and overseeing the program in their cities. BLC mentors guide the interns as they progress in their internships. Interns also have the opportunity to meet regularly with these alumnae as a group to discuss business and career experiences.

Los Angeles Film Internship Program
The Los Angeles Film Internship Program allows students to gain hands-on experience in the film industry through internships at various production companies. Students contribute to many different facets of the film industry including filming movies, preparing film releases, writing summaries of scripts, and ultimately deciding which screenwriters to endorse. In order to perform these tasks, interns read hundreds of scripts, participate in numerous staff and client meetings, and spend long hours on the set. All of these experiences greatly contribute to the students’ understanding of the industry, increasing their contacts within the field and solidifying their career goals.

Luce Internships in Asia
The College’s most comprehensive international internship program, Luce Internships in Asia aims to prepare students for lives and careers in a global economy. Through rigorous summer internships in East Asian business, government, and not-for-profit organizations, students gain knowledge of local business and cultural norms that inform their liberal arts education and prepare them for professions in an interconnected world. Luce Internships in Asia, which currently sponsors internships in China, Hong Kong, Japan, and Korea, was established in 1999 with a grant from the Henry Luce Foundation and builds on ties between Wellesley and Asia that date back to the late nineteenth century.

Lumpkin Summer Institute for Service Learning
Designed for students with a demonstrated commitment to service, the Lumpkin Summer Institute for Service Learning allows students to acquire a deep understanding of social change in the Greater Boston area through a ten-week program that integrates traditional classroom learning with on-site community service work. Students live together in Boston while interning and studying the roles of Boston’s public and not-for-profit institutions. They also participate in academic learning designed to analyze, contextualize, and reflect on their service experience. The Institute involves Wellesley College faculty, staff, and students, as well as practitioners from the organizations in which the students serve. Together they explore the value and philosophy of service learning in a liberal arts context.

The Emily Cohen MacFarquhar ’59 Internship for International Journalism
The Emily Cohen MacFarquhar ’59 Internship for International Journalism has been established to encourage and support Wellesley College students who demonstrate serious interest in journalism through significant work on The Wellesley News or other appropriate campus journalistic enterprises, including photojournalism. This program provides opportunities for recipients to learn about a foreign culture through work at an international news organization, travel, and documentation of a culture that is entirely new to them. The internship supports “prospective journalists” from Wellesley College to work, study, and travel during the summer months in a

http://www.wellesley.edu/CWS/students/amcitiesintern.html

http://www.wellesley.edu/CWS/students/lafilm.html

http://www.wellesley.edu/CWS/students/luce.html

http://www.wellesley.edu/CWS/students/servicelearning.html

http://www.wellesley.edu/CWS/students/socint.html
country outside the U.S. with which they have had no prior connection. The program does not support creative writing.

http://www.wellesley.edu/CWS/students/g.html

**Wellesley Internships in Africa**

Through Wellesley Internships in Africa, students undertake ten-week summer internships in Morocco, Tanzania, and Uganda. Placements are available to students from a variety of academic backgrounds in organizations ranging from an international educational program to a local NGO working to create stronger cross-cultural relationships. These education and community development-based projects enable students to encounter the diversity, creative dynamism, and humanity of the continent.

http://www.wellesley.edu/CWS/students/africa.html

**Wellesley Internships in Costa Rica**

The Wellesley Internships in Costa Rica program provides an ideal environment for the student of political and environmental sciences, economics, Latin American politics and history, biology, sociology, and Spanish. From cutting edge environmental research positions at the Duke University-affiliated Organization of Tropical Studies to internships at the International Court of Human Rights, Costa Rica offers an unparalleled array of options for study and work for Wellesley students. A new seminar series, launched in 2004, provides Wellesley students access to an insider’s perspective from some of the most interesting and important figures in Costa Rica, including the editor-in-chief of the country’s leading daily, the lead negotiator of the Central American Free Trade Agreement, and the president of the Inter American Institute for Human Rights.

http://www.wellesley.edu/CWS/students/wicr.html

**Wellesley Words on Wheels (WWOW) Internship**

This fund provides students interested in promoting literacy with a substantive administrative and managerial experience working in conjunction with the Framingham Public Schools in Massachusetts.

**Center for Work and Service Summer Stipend Programs**

**Barbara Bush Award for Volunteerism**

This stipend funds a student pursuing a volunteer experience in disability services, with the elderly, or with young children. The placement must be with a not-for-profit organization.

**Class of 1962 Student Internship Fund**

This fund provides a stipend for a student pursuing a summer internship with a woman in government.

**Class of 1969 Community Service Internship Fund**

This fund provides a summer stipend that supports student involvement in community service and encourages community service as a lifelong activity for Wellesley College women. Placement must be with a not-for-profit community organization.

**Class of 2004 Service Internship Stipend**

This fund has been established to encourage and support a graduating senior seeking an internship experience in a not-for-profit or public service organization during the summer of 2005.

**Margaret C. Gordon Law and Education Public Service Award**

This fund supports a Wellesley College student committed to serving disadvantaged communities through an unpaid summer internship in public interest law and/or with an urban public school reform or support program. The stipend will enable a student to take an unpaid internship in order to learn more about the legal and educational issues surrounding disadvantaged urban communities.

**Susan Todd Horton 1910 Internship Fund**

This fund supports Wellesley College students interested in seeking summer internship experiences in not-for-profit and for-profit organizations.

**Susan Rappaport Knaefel '52 International Internship Fund**

This fund supports Wellesley College students pursuing summer internship opportunities outside of the United States in for-profit and not-for-profit organizations.

**The Lumpkin Family Internships for the Environment**

This fund encourages and supports Wellesley College students seeking summer internship experiences in not-for-profit organizations dedicated to preserving and protecting the environment.

**O'Meara Student Internship Fund**

This fund supports a Wellesley College student committed to making a difference in her state and/or local community by working directly with a woman involved in any aspect of state or local government in the United States. The stipend enables the student to take an unpaid internship and learn more about state or local government and the important role that women play in the governmental process.
Parents’ Internship Program
This fund provides unpaid summer career development internships in not-for-profit or for-profit organizations with a focus on the career development and exploration of the applicants. Emphasis is placed on first-time experiences within an industry and/or organization.

The Barbara Scott Preiskel ’45 Endowed Fund for Internships
This fund encourages and supports a student seeking internship experience to develop her career goals. This program provides a stipend for any internship that is unpaid, full-time, and meets the career interests of the applicant. The internship may be with a not-for-profit, for-profit, or public service organization in the United States.

Public Service Internship Fund
This fund encourages and enables Wellesley College students to use their talents and skills in public service. The Public Service Internship Fund supports students each summer to perform full-time jobs for not-for-profit organizations that could not otherwise employ them. Priority is given to applicants whose work relates to young children and their families, particularly those who are economically or otherwise disadvantaged.

Service Opportunity Stipend
This stipend funds summer placements that offer direct student involvement in front-line community service and foster the spirit of volunteerism. The applicant’s intention must be to pursue an experience in a not-for-profit organization that involves a particular community/population/issue related to a personal interest or concern. The placement must be with a not-for-profit organization. Priority is given to applicants pursuing a full-time community service experience for the first time. This fund also supports one stipend with Low Vision Information Center in Bethesda, Maryland.

Beth K. Smith Award
This fund provides students with the opportunity to experience work in the not-for-profit sector, with the hope that students will continue in this field. This fund also supports two placements with Social Accountability International (SAI) in New York City.

SoundWaters Summer Internship Program
This program funds a student to work as a head educator/deckhand/mate aboard SoundWaters, an 80-foot three-masted schooner docked in Stamford, Connecticut. The Floating Classroom Program offers a multidisciplinary environmental curriculum for children and adults in Westchester, Nassau, and Suffolk counties in New York, and Fairfield County in Connecticut. Educators live and teach aboard SoundWaters.

Oprah Winfrey Award for Volunteerism
This fund provides a summer stipend for a student wishing to explore a volunteer position with a not-for-profit social service organization. The award honors the important connection between Oprah Winfrey’s speech at the Commencement of the Class of 1997 and the College’s motto, “Not to be ministered unto, but to minister.” This award will enable a student each year to follow Ms. Winfrey’s example of service.

For more information on these programs, visit: http://www.wellesley.edu/CWS/students/cwsintprogs.html

Office of the Dean of the College

Multicultural Research Internships
This program supports research relevant to diverse populations and multicultural studies, broadly defined. Students are expected to undertake research that reflects their own interests and efforts, but the topic may be related to work done by faculty sponsors. Previously funded proposals have included topics in women’s studies, religion, psychology, sociology, language, and literature. Proposals that include an off-campus internship component will also be considered. Students will attend weekly group seminar meetings where they will discuss their research ideas, challenges, and progress. Students also attend a public speaking workshop and present their work in a poster session in August at the Science Center.

http://www.wellesley.edu/DeanCollege/studgrant/summult.html

National Science Foundation Research Experiences for Undergraduates in Social Sciences [NSF REU]
This program provides awards to work with Wellesley faculty on research projects related to the social roles of women.

http://www.wellesley.edu/DeanCollege/studgrant/sumsocscireu.html

Department of Economics

Audrey Freedman ’51 Endowed Fund for Students in Economics
This fund encourages and supports students who are interested in the study of economics. The internship supports students seeking experience in the field of domestic or international economics.

http://www.wellesley.edu/CWS/students/econoint.html
Department of French
French House Fellows Program
This program funds students pursuing internships in a Francophone country in the field of their choice. The program is open to junior French majors who have completed a year or a semester of study in France through the Wellesley-in-Aix program. Priority will be given to students who have spent the entire year in France.

http://www.wellesley.edu/French/info.html

#French%20House%20Fellows%20Program

Department of German
Wellesley-in-Vienna Internships
This program funds students pursuing internships in Vienna, Austria, in the fields of international relations, cross-cultural exchange, arts, and community service. This program is open to participants enrolled in the Wellesley-in-Vienna international study program and offers support for one or two semester internships.

http://www.wellesley.edu/German/

Knapp Technology Internship Program
Summer Internships in Instructional Technology
This program enables approximately ten Wellesley students per year to participate in a full-time, technology-related mentoring program directed each summer by Wellesley’s Instructional Technology group within Information Services (IS). Working with faculty and IS staff, students develop instructional applications. Most, but not all, of these projects are Web-based. Students further develop their skills through project teams and special training and present their work-in-progress at the end of July. Ideal candidates have completed CS 110 or have equivalent experience.

http://www.wellesley.edu/ITS/Forms/Applications/instr-tech-intern-descrip.html

Peace and Justice Studies
Emily Greene Balch Summer Internship
This fund supports a student conducting a summer project that analyzes the ways in which injustice is linked to conflict and that encourages the study of the relationships between peace, justice, and social change. The project must include both analytical and experiential components.

http://www.wellesley.edu/Peace/Peace_justice_internships/peace_justice_intern.html

Department of Political Science
Washington Summer Internship Program
This fund provides an opportunity for students to learn about politics and public policy through placements in government offices, public interest groups, media organizations, research, and cultural organizations in Washington, D.C. Twenty interns are selected without regard to academic major; only juniors are eligible. The program runs for ten weeks. In addition to the internship placement, the program involves weekly seminars and a mentor program with the Wellesley Club of Washington. The Department of Political Science has run this program since 1943.

http://www.wellesley.edu/Polisci/Intern/index.html

Department of Psychology
Psychology Internship Program
The Psychology Internship Program allows students to gain hands-on experience in the field of psychology and acquire course credit through their participation in unpaid internships. The program is collaboratively run through the psychology department and the Center for Work and Service. All participants have an advisor in the psychology department who oversees their internship work through scheduled meetings. The Center for Work and Service consults with potential and currently participating organizations about possible internships and assists students in determining the site that best matches both their interests and the organizations’ needs.

http://www.wellesley.edu/Psychology/Psych_Internships/internships.html

Department of Religion/Office of Religious and Spiritual Life
Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavail Luce Severinghaus ’22
This fund supports students who wish to pursue summer internships in ministry and/or human services. A variety of humanitarian and social action programs sponsored by religious institutions, government projects, or charitable organizations may qualify for the internship. Applications are reviewed by a departmental committee. Preference will be given to religion majors.

http://www.wellesley.edu/CWS/students/religint.html

Science Center Summer Research Awards
Arnold and Mabel Beckman Foundation Scholars Program Awards
This program provides awards for exceptionally talented current sophomores or juniors in biological sciences, chemistry, biological chemistry, or neuroscience, for up to ten hours per week of research with a Wellesley faculty member during one academic year and full-time over two summers (immediately before and after the academic year research experience).
Bell South Mentoring in the Sciences Awards
Funded by the Bell South Corporation, these awards are given to students from underrepresented minorities to do research under the supervision of a Wellesley College faculty member.

Brachman Hoffman Fund Awards
Named for Marilyn Brachman Hoffman ’52, who has endowed this fund to encourage Wellesley science faculty members to be creative in their work. Awards are made to faculty members who may use their funding to support student summer research.

Howard Hughes Medical Institute Summer Research Grants
Awards are provided by the Howard Hughes Medical Institute to students majoring in the following areas: biological sciences, biological chemistry, chemistry, neuroscience, physics, and mathematics. All classes are eligible, including graduating seniors. Recipients may work with a Science Center faculty member, or at an off-campus location.

Sara Langer Award for Research in Geology
This award is provided by the Sara Langer Fund to support a Wellesley student doing summer research in geology. The award may be for work on- or off-campus, and the work may be under the supervision of a Wellesley faculty member or a faculty member of another institution. It is expected that this summer work will culminate in a Geology 350 or 370 course in the following academic year.

Janina A. Longtine Fund for Summer Research in the Natural Sciences Awards from the Office of the Dean of the College
Named for Janina A. Longtine ’76, these awards are given to students doing research in the natural sciences under the supervision of a Wellesley College faculty member.

Massachusetts Space Grant Consortium Awards
This program provides awards for students to conduct space-science-related research with a Wellesley faculty member.

Georgeanne Miller Mulhern Summer Research Awards from the Office of the Dean of the College
This program provides awards to do research in either zoology or plant science. These awards may be for work with a Wellesley faculty member or at an off-campus site.

National Science Foundation Research Experiences for Undergraduates (NSF-REU) in Biological Sciences Award
This program provides awards to work with faculty in the Department of Biological Sciences. Graduating seniors are not eligible. Applicants must be U.S. citizens or permanent residents.

National Science Foundation Research Experiences for Undergraduates (NSF-REU) in Chemistry and Physics Awards
The program provides awards to work with faculty in the Department of Chemistry. First-year students are eligible to apply; graduating seniors are not eligible. Applicants must be U.S. citizens or permanent residents. Those planning to teach science at the precollege level are encouraged to apply.

Robertta Day Staley and Karl A. Staley Fund for Cancer-Related Research Award
This program provides awards to sophomores or juniors majoring in any discipline (including the social sciences and humanities) to undertake cancer-related research. The awards may be used to conduct research with a Wellesley faculty member or at an off-campus site.

Wellesley Summer Research Awards from the Office of the Dean of the College
This program provides awards for Wellesley students, majoring in any department in the Science Center, to work with Wellesley faculty on campus.

For more information on these programs, visit: http://www.wellesley.edu/ScienceCenter/grants/grantsinfo.html

Wellesley Centers for Women
For a quarter of a century, the Wellesley Centers for Women (WCW), comprised of the Stone Center and Center for Research on Women, have been a driving force, both behind the scenes and in the spotlight, promoting positive change for women. The following four WCW student research internships are awarded for the academic year.

The Linda Coyne Lloyd Student Research Internship
Center for Research on Women
This internship gives a student the unique opportunity to play a central role in the Center’s work through firsthand engagement in policy-oriented research.
The Shirley R. Sherr Student Research Internship
Center for Research on Women
The internship gives a student the unique opportunity to play a central role in the Center’s work through firsthand engagement in policy-oriented research.

The Class of ’67 Internship
The Stone Center
This internship provide comprehensive work/research experiences for students who are considering careers in the prevention of mental problems and the promotion of psychological well-being.

The Morse Fellowship
The Stone Center
This internship provides comprehensive work/research experiences for students who are considering careers in the prevention of mental problems and the promotion of psychological well-being.

For more information on these programs, visit: http://www.wcwonline.org/internship/index.html

Fellowships

For Wellesley College Graduating Seniors Only

Jacqueline Krieger Klein ’53 Fellowship
This award encourages graduating seniors to pursue further education in the field of Jewish studies. Application information available from Professor Frances Malino, History Department.

Susan Rappaport Knafel ’52 Scholarship for Foreign Study
This scholarship will be awarded to a member of the graduating class who displays a desire for learning and an ability to impart knowledge and judgment to others. The scholarship will fund a year of study at a foreign institution to pursue a specific subject that requires contact with foreign scholars, libraries, or other resources. It should be understood that study will not be supported at an institution in the United States or in the candidate’s country of citizenship or residence.

Susan Rappaport Knafel ’52 Traveling Fellowship
This fellowship will be awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of travel abroad with the requirement that the recipient not remain in the same area for more than two months. It should be understood that travel will not be supported in the country of the candidate’s citizenship or residence.

Trustee Scholarship
This scholarship is awarded on a competitive basis to graduating seniors who are currently applying to graduate school.

Seniors applying for any of the Wellesley College fellowships for graduate study will be considered for a Trustee Scholarship. The title Trustee Scholar is honorary.

For Graduating Seniors and Graduates of Wellesley

Anne Louise Barrett Fellowship
This fellowship is for graduate study or research, preferably in music, with emphasis on study or research in musical theory, composition, or the history of music abroad or in the United States.

Margaret Freeman Bowers Fellowship
This fellowship is for a first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need.

The Eugene L. Cox Fellowship
This fellowship is for graduate study in medieval or renaissance history and culture, abroad or in the United States.

Professor Elizabeth F. Fisher Fellowship
This fellowship is for research or further study in geology or geography, including urban, environmental, or ecological studies. Preference given to geology and geography.

Ruth Ingersoll Goldmark Fellowship
This fellowship is for graduate study in English literature or English composition or in the classics.

Horton-Hallowell Fellowship
This fellowship is for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.
Peggy Howard Fellowship in Economics
This fellowship provides financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients, depending on the income available.

Thomas Jefferson Fellowship
This fellowship is for advanced study in history.

Edna V. Moffett Fellowship
This fellowship is for a young alumna, preferably for a first year of graduate study in history.

Alice Freeman Palmer Fellowship
This fellowship is for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment and unmarried throughout the whole of her tenure.

Vida Dutton Scudder Fellowship
This fellowship is for study or research in the field of social science, political science, or literature.

Harriet A. Shaw Fellowship
This fellowship is for study or research in music, art, or allied subjects in the United States or abroad. Preference given to music candidates; undergraduate work in history of art required of other candidates.

Mary Elvira Stevens Traveling Fellowship
This fellowship is for travel or study outside the United States in order to benefit from the knowledge and understanding of a global education. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age in the year of application.

Sarah Perry Wood Medical Fellowship
This fellowship is for the study of medicine.

Fanny Bullock Workman Fellowship
This fellowship is for graduate study in any field.

The Elisabeth Luce Moore ’24 Wellesley-Yenching Program
These fellowships are open to graduating seniors and alumnae in all majors. Chinese language proficiency is only required for the fellowship at the National Palace.

Wellesley-Yenching Graduate Fellowship at Chung Chi College in Hong Kong
The fellow’s time may be divided between helping to organize and promote English language activities at Chung Chi College as a whole, and serving as a teaching or research assistant for an academic department.

Wellesley-Yenching Graduate Fellowship at Ginling College in Nanjing, China
The fellows teach English in the classroom for approximately 12 to 14 hours each week with office hours three to four times a week.

Wellesley-Yenching Graduate Fellowship at the National Palace Museum in Taipei, Taiwan
Approximately one-half of the fellow’s work will be with the National Palace Museum Secretariat, where she will write, translate, and revise English documents for various departments. The other half of the fellow’s work will be with one of the museum’s other departments.

For more information on fellowships, visit: http://www.wellesley.edu/CWS/students/fellowships.html

For Women Who Are Graduates of Any American Institution

Mary McEwen Schimke Scholarship
This scholarship provides a supplemental award to provide relief from household and child care expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American studies majors.

M.A. Cartland Shackford Medical Fellowship
This fellowship is for the study of medicine with a view to general practice, not psychiatry.

For more information on fellowships, visit: http://www.wellesley.edu/CWS/students/fellowships.html
Center for Work and Service

American Cities Internship Program

Chicago
Jane Halpern ’05, YMCA of Metropolitan Chicago, Chicago, IL
Hanqiong Jin ’05, Barclays Capital, Chicago, IL
Motlalepula Mmesi DS, WTTW Public Television, Chicago, IL
Grace Park ’05, Children’s Memorial Institute for Education and Research, Chicago, IL
Meghan Reynard ’05, The Field Museum, Chicago, IL

San Francisco
Anuradha Gandhi ’05, Every Child Counts, Oakland, CA
Courtney Gomez ’05, Global Business Network, Emeryville, CA
Esther Handy ’05, Episcopal Community Services, San Francisco, CA
Seema Rathod ’05, Office of Assemblywoman Wilma Chan, Oakland, CA
Yean-ting Shu ’05, Fremont Group, San Francisco, CA
Sarah Smith ’05, Alameda County Child Care Center, Oakland, CA

Internships in International Human Rights Organizations
Kristin Doeberl ’05, Office of the Prosecutor, International Criminal Tribunal for the Former Yugoslavia, The Hague, Netherlands
Jessica Rhodes-Knowlton ’05, Office of the Prosecutor, International Criminal Tribunal for the Former Yugoslavia, The Hague, Netherlands

Los Angeles Film Internship Program
Jennifer Nunez ’05, Davis Entertainment Co., Los Angeles, CA
Katherine O’Brien ’05, Contra Films, Los Angeles, CA

Luce Internships in Asia
Bora Choi ’06, Tokyo Broadcasting System, Tokyo, Japan
Amy Dering ’05, ASRI, Hong Kong SAR
Esther Han ’06, Orbis, Shanghai, China
Misun Kang ’06, Korea Foundation, Seoul, Korea
Clara Kwon ’05, CNN, Tokyo, Japan
Kyung Lee ’05, Korean National Commission for UNESCO, Seoul, Korea
Wendy Leutert ’05, Office of Legislator Cyd Ho, Hong Kong SAR
Sara Parker ’05, Japanese Business Federation, Tokyo, Japan
Alison Sebens ’06, Far Eastern Economic Review, Hong Kong SAR
Sadie Stoumen ’06, Green Camps, Beijing, China
Elizabeth Taing ’05, China Women’s News, Beijing, China
Natalie Truong ’06, Kapatiran, Tokyo, Japan
Christina Wang ’05, Kim & Chang, Seoul, Korea
Jenny Wong ’05, Civic Exchange, Hong Kong SAR
Lisa Wong ’05, Art Scene China, Shanghai, China

Lumpkin Summer Institute for Service Learning
Kim Alston ’06, Lena Park Community Development Corporation, Dorchester, MA
Eleanor Blume ’06, Freedom to Marry Coalition, Boston, MA

Elizabeth Donat ’06, St. Francis House, Boston, MA
Jessica Goldman ’06, Boston Area Rape Crisis Center, Cambridge, MA
Sikhululekile Hlatshwayo ’06, Dimock Community Health Center, Roxbury, MA
Jafeen Ilmudeen ’06, Boston Area Rape Crisis Center, Cambridge, MA
Adilia James ’07, Dimock Community Health Center, Roxbury, MA
Helen Kwon ’05, Dimock Community Health Center, Roxbury, MA
Virginia McAuley ’05, Lena Park Community Development Corporation, Dorchester, MA
Katherine O’Connor ’06, Lena Park Community Development Corporation, Dorchester, MA
Arooj Sami ’05, Victim Rights Law Center, Boston, MA
Leah Wener ’05, Refugee and Immigrant Assistance Center, Boston, MA
Alexandra Yannias ’05, St. Francis House, Boston, MA

The Emily Cohen MacFarquhar ’59 Internship for International Journalism
Amita Parashar ’06, Mail & Guardian, Johannesburg, South Africa
Rachada Suthepakul ’04, The Nation, Bangkok, Thailand

Wellesley Internships in Africa
Felice Espiritu ’06, Museum of History and Culture of Zanzibar and the Swahili Coast, Zanzibar, Tanzania
Oni Lusk-Stover ’05, Aga Khan Education Service, Kampala, Uganda
Salwa Muhammad ’06, Aga Khan Education Service, Kampala, Uganda
Kelly Sheridan ’06, Center for Cross Cultural Learning, Rabat, Morocco
Kerry Wagner ’06, Museum of History and Culture of Zanzibar and the Swahili Coast, Zanzibar, Tanzania

Wellesley Internships in Costa Rica
Genevieve Brennan ’05, Tico Times, San José, Costa Rica
Rosa Fernández ’07, Casa Alianza, San José, Costa Rica
Lauren Gibbs ’06*, Max Peralta Hospital, Cartago, Costa Rica
Jennifer Rowell ’06, La Defensoria de la Mujer, San José, Costa Rica
Rebeca Tezaguic ’06, Fundación Paniamor, San José, Costa Rica
Elise Tosun ’05*, Asociación Servicios de Promoción Laboral, San Pedro, Costa Rica

Wellesley Words on Wheels Internship
Courtney Gomez ’05, Framingham Public Schools, Framingham, MA

Center for Work and Service Summer Stipend Programs
Barbara Bush Award for Volunteerism
Catherine Cachero ’04, AFESIP International, Phnom Penh, Cambodia
Jimena Leiva ’04, Contexto Foundation, Guatemala City, Guatemala
Roshni Sampath ’04, Contexto Foundation, Guatemala City, Guatemala

Class of 1969 Community Service Internship Fund
Vannoroth Imm ’05, American Assistance for Cambodia, Japan Relief for Cambodia, Phnom Penh, Cambodia
Laura Van der Pol ’07, Girls’ LEAP Self-Defense Inc., Wellesley, MA

Susan Todd Horton 1910 Internship Fund
Emily Amick ’07, Museum of Fine Arts, Boston, MA
Allison Marcello ’06, Office of Cultural Affairs, Boston City Hall, Boston, MA
Adrienne Odasso ’05, Beacon Press, Boston, MA
Christina Walsh DS ’05, Lycoming College Expedition to Idalion, Cyprus
Jue Teresa Wang ’05, University Medical Center, Las Vegas, NV

Susan Rappaport Knafel ’52 International Internship Fund
Xan Chacko ’05, Janaagraha, Bangalore, India
Cecilia Gerard ’05, Unrepresented Nations and Peoples’ Organization, Office of the General Secretary, The Hague, Netherlands
Kirsti Hakkinen ’05, Joint Research Centre, Ispra, Italy
Kiwon Sue ’05, The National Folk Museum of Korea, Seoul, Korea

The Lumpkin Family Internships for the Environment
Shaheli Guha ’07, Jadavpur University, Calcutta, India
Cheryl Hojnowski ’05, Irkutsk State University, Irkutsk, Russia
Emily Knurek ’07, Toledo Zoo, Toledo, OH
Kathryn Pierce ’05, School of Veterinary Medicine, Tufts University, North Grafton, MA

Emily Rude ’07, Drumlin Farm Wildlife Sanctuary and Education Center, Lincoln, MA
Rebecca Seston ’05, Chimpanzee and Human Communication Institute, Ellensburg, WA

Lupton Scholarship
Meghan Ditzer ’06, City of Chattanooga Fire Department, Chattanooga, TN
Karensa MacGregor ’07, City of Chattanooga Department of Finance and Administration, Chattanooga, TN

O’Meara Student Internship Fund
Katherine Lucas-Smith ’06, Office of the Town Manager, Jupiter, FL

Parents’ Internship Program
Emily Carrigan ’06, Department of Psychology, University of Southern California, Los Angeles, CA
Amanda Price ’05, Department of Psychology, Harvard University, Cambridge, MA
Paige Shevlin ’06, George Mason University’s Summer Institute on Border Studies: U.S.-Mexico Relations, El Paso, TX
Uzuri Wilkerson ’05, Boston Neighborhood Network, Boston, MA

The Barbara Scott Preiskel ’45 Endowed Fund for Internships
Jamie Stevenson DS ’05, The Center for Patient Partnerships, University of Wisconsin, Madison, WI

Public Service Internship Fund
Leslie Kim ’06, Sesame Workshop, New York, NY
Alexandra Lee ’06, Phillips Brooks House Association, Inc., Cambridge, MA

* Students placed through the Institute for Central American Development Studies
Service Opportunity Stipend

Mona Ali '06, NGO Resource Centre (A Project of the Aga Khan Foundation), Karachi, Pakistan
Nimmi Ariyaratne '07, Early Childhood Development Programme of the Sarvodaya Movement, Moratuwa, Sri Lanka
Elizabeth Biermann '07, Lew Kopelew Forum, Köln, Germany
Mawuena Binka '07, Noguchi Memorial Institute for Medical Research, Legon, Ghana
Sandya Das '06, Global Learning, Liberia, Costa Rica
Melissa Davis '05, Operation Crossroads Africa, Inc., New York, NY
Robyn Day '05, Voices Against Violence, Framingham, MA
Leslie De Leon '07, Mexican American Legal Defense and Educational Fund, Los Angeles, CA
Jessica Desvarieux '06, Global Learning, Santa Ana Maya, Mexico, and San Jorge, Nicaragua
Deborah Dowlin '06, White Dog Café Foundation, Philadelphia, PA
Terrika Ducket '06, American Field Service Central States, St. Paul, MN
Dara Elovitch '05, American Museum of Natural History, New York, NY
Saroj Fleming '05, Operation Crossroads Africa, Inc., New York, NY
Nawar Najeeb '07, Malaysian AIDS Council, Kuala Lumpur, Malaysia
Nawar Najeeb '07, Malaysian AIDS Council, Kuala Lumpur, Malaysia
Amelia Montiero '06, Global Learning, Liberia, Costa Rica, and San Jorge, Nicaragua
Nawar Najeeb '07, Malaysian AIDS Council, Kuala Lumpur, Malaysia
Fareen Naviwala '06, Citizen's Education Development Foundation, Karachi, Pakistan
Sophia Nicholas '06, Sierra Club, Salt Lake City, UT
Molly O'Brien '05, Visions in Action, Moshi, Tanzania
Gladys Onyango '07, Family Health International, Nairobi, Kenya
Emily Oxford '07, Phillips Brooks House Association, Inc., Cambridge, MA
Monica Pal '05, Global Learning, Liberia, Costa Rica
Munzarin Qayyum '06, Grameen Bank, Dhaka, Bangladesh
Ashley Quach '07, Long Beach Public Library, Long Beach, CA
Mehr Qureshi '05, Eastern Mediterranean Regional Office, World Health Organization, Cairo, Egypt
Vasumathi Raman '07, Bombay City Red Cross, Bombay, India
Erica Richardson '05, Baylor International Pediatric AIDS Initiative, Gaborone, Botswana
Eleonore Roesch '05, The New York City Department of Health and Mental Hygiene, New York, NY
Samantha Rose '05, Rainbow Babies and Children's Hospital, University Hospitals of Cleveland, Cleveland, OH
Hanna Sankowska '07, WorldTeach, Isla de Venado, Costa Rica
Rachel Schneider '07, Ed Greaves Education Centers, Cherryfield, ME
Allison Smith '06, UNICEF–PANAMA, Panama City, Panama
Dana Stelmokas '07, AIDSCARE, Inc., Chicago, IL
Kathleen Stevens '05, The Bronx Defenders, Bronx, NY
Sarah Swanbeck '07, Sea Education Association, Inc., Woods Hole, MA
Claire Tilley '06, Saint Alphonsus Regional Medical Center, Boise, ID
Marina Turlakova '06, Arbeitsgemeinschaft Dritte Welt e. V., Stuttgart, Germany
Irene Velez '07, Habitat for Humanity Bolivia, Santa Cruz, Bolivia
Ruth Wang’ondu '07, Kenya Network of Women with AIDS, Nairobi, Kenya
Naomi Wells '06, Trees, Water and People, Fort Collins, CO
Dawn Wing '05, Habitat for Humanity Walkato, Hamilton, New Zealand
Alison Wright '06, Shakespeare in Delaware Park, Buffalo, NY
N’Mah Yilla '06, Spanish Education Development Center, Washington, D.C.
Beth K. Smith Award
Anna Azaryeva ’05, Social Accountability International, New York, NY
Christine Bang ’05, Cambridge Family and Children’s Service, Cambridge, MA
Emily Henderson ’05, ACME Theatre Company, Davis, CA
Dawoun Jyung ’07, Holt Children Services, Seoul, Korea
Katherine MacInnes ’06, Hurricane Island Outward Bound School, Newry, ME
Sarah Payne ’05, Social Accountability International, New York, NY
Jazmin Reyes ’05, Sanctuary for Families, New York, NY
Catherine Strong ’05, The Legal Aid Society of Rochester, Rochester, NY

SoundWaters Summer Internship Program
Juliette White ’04, SoundWaters, Stamford, CT

The Wellesley News Internship for Journalism or Publishing
Erika Torres ’06, The Claremont Courier, Claremont, CA

Oprah Winfrey Award for Volunteerism
Kathryn Trites ’04, Global Learning, Michoacan, Mexico

Office of the Dean of the College

Multicultural Research Internships
(Internships took place on Wellesley College campus unless noted otherwise.)
Sambardhana Chitrakar ’05
Elizabeth Edmonson DS ’05
Joanne Hunter ’05
Rina Ito ’05
Heather Park ’05
Wei-Ying Wang ’05

National Science Foundation Research Experiences for Undergraduates in Social Sciences
(Internships took place on Wellesley College campus unless noted otherwise.)
Maeve Gearing ’05
Bernadette Jaworsky DS ’05
Calissa Kummer ’06
Anne LaRue ’05
Diane Lee ’06
Jessica Lee ’05
Emily Oldshue ’06
Adrienne Prettyman ’05
Susanna Supalla ’05
Marisol Trowbridge ’05

Department of Economics
Audrey Freedman ’51 Endowed Fund for Students in Economics
Sangeeta Ahmed ’07, The Center for Islamic Gender Studies, Cambridge, MA

Department of French
French House Fellows Program
Megan Mrkonic ’05, Yves St. Laurent Beauté, Paris, France
Lannia Small ’05, Value Retail, Marne-la-Vallée, France

Department of German
Wellesley-in-Vienna Internships
Lacey Bubnash ’06, Coop Himmel(b)lau, Vienna, Austria
Elizabeth MacGregor ’06, Austrian Press Agency, Vienna, Austria
Kathleen Morgan ’06, Austrian Institute for International Affairs, Vienna, Austria

Knapp Technology Internship Program

Summer Internships in Instructional Technology
(Internships took place on Wellesley College campus unless noted otherwise.)
Carla Holleran ’06
Sara Kratzok ’06
Mimi Lai ’06
Bing Kellen Li ’05
Zsuzsa Moricz ’06
Devyani Parameshwar ’06
Kristen Roth ’06
Maxine Wu ’07
Weina Zhou ’05

Peace and Justice Studies

Emily Greene Balch Summer Internship
Mona Williams ’05, Tostan, Dakar, Senegal

Department of Political Science

Washington Summer Internship Program
Loveleen Bindra ’05, Center for Women Policy Studies, Washington, D.C.
Alison Buchbinder ’05, Shakespeare Theatre, Washington, D.C.
Abigail Carlson ’05, Family Health International, Washington, D.C.
Anastasia Cunningham ’05, Environmental Protection Agency, Washington, D.C.
Erin Flannery ’05, Atlantic States Marine Fisheries Commission, Washington, D.C.
Nicole Fleming ’05, Children’s Defense Fund, Washington, D.C.
Holly Gell ’05, Organization of American States, Washington, D.C.
Amber Gorman ’05, HILLPAC, Washington, D.C.
Angie Hu ’05, The Hill, Washington, D.C.
Meredith Laitner ’05, field work, political consulting and organizing, Washington, D.C.
Chailee Mann-Stadt ’05, Senate Commission on Commerce, Science, and Transportation, Washington, D.C.
Jennifer O’Donnell ’05, Planned Parenthood, Washington, D.C.
Sarah Parks ’05, Office of Women’s Health, National Institutes of Health, Washington, D.C.
Angela Phillips ’05, White House Office of Presidential Correspondence, Washington, D.C.
Rita Sikhondze ’05, World Bank, Washington, D.C.
Kate Supnik ’05, Atlantic Council, Washington, D.C.
Jennifer Trott ’05, Office of Representative Pete Stark, Washington, D.C.
Paz Valencia ’05, Civil Rights Division, Department of Justice, Washington, D.C.
Julia Zhang ’05, Congressional Executive Commission on China, Washington, D.C.

Department of Psychology

Psychology Internship Program
Dara Antrum ’04, New England Center for Children, Southborough, MA
Yolanda Baldwin DS, South Middlesex Opportunity Council, Framingham, MA
Melissa Banzon ’04, Boston Adult Literacy Fund, Boston, MA
Katherine Bedard ’04, Riverside Community Care, Dedham, MA
Lucia Ciciolla ’05, Germaine Lawrence School, Arlington, MA
Michelle Grimaldi ’04, Arnold Worldwide Communications, Boston, MA
Annie Lee ’04, Arnold Worldwide Communications, Boston, MA
Maria Mella-Catinchi ’04, Germaine Lawrence School, Arlington, MA
Nida Mirza ’05, Germaine Lawrence School, Arlington, MA
Bonnie Poon ’04, Judge Baker Children’s Center, Boston, MA
Adrienne Prettyman ’05, Charles River Arc, Needham, MA
Sarah Reeves ’04, The Hardy School, Wellesley, MA
Julia Vaccarello ’04, Wellesley Youth Services, Wellesley, MA
Emma Whitman ’05, New England Center for Children, Southborough, MA
Jane Whitney ’05, Newton Wellesley Weston Community for Community Living, Newton Centre, MA

Department of Religion/Office of Religious and Spiritual Life

Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavail Luce Severinghaus ’22
Vanessa Jimenez ’06, Peace Center, San Antonio, TX
Ira Trivedi ’06, Missionaries of Charity, Bhopal, India

Science Center Summer Research Awards
(Internships took place on the Wellesley College campus unless noted otherwise.)

Arnold and Mabel Beckman Foundation Scholars Program Awards
Elizabeth Le ’04
Sogole Moin ’05

Bell South Mentoring in the Sciences Awards
Eunice Wangeci Kagucia ’05
Brenda Kwambana ’05
Lachelle Weeks ’06

Brachman Hoffman Fund Awards
Meredith Beaton-LaCoste ’05
Cynara Cannatella DS ’05
Rachel Erdil ’07
Julia Lin ’07
Tam-Linh Nguyen ’04
Valeria Riguero ’06
Rebecca Stoll ’06
Jue Wang ’05

Faculty Grants
Sabrin Beg ’07
Jerri Chen ’05

Howard Hughes Medical Institute Summer Research Grants
Jessica Bell ’06
Miranda Brintnell ’07
Karen Chan ’06
Lisa Damon ’06
Meghan Gregory ’05
Yvonne Gruber ’07
Michelle J. Kim ’05
Hsiao-Lu Lee ’05
Min Kyeong Lee ’06
Purnima Mandal ’04
Sarah McGuire ’05
Boryana Mihaylova ’06
JeeHae Nam ’06
Susana Ordonez ’06
DongYoun Park ’06
Brenda Peynado ’06
Kathryn Swann ’05
Christina Willis ’06
Cecilia Yu ’07

Sara Langer Award for Research in Geology
Tara Spence DS, Iklaina Geo Archaeological Field Project, Greece

Janina A. Longtine Fund for Summer Research in the Natural Sciences Awards from the Office of the Dean of the College
Lydia Ho ’05
Brit-Maren Schjeide ’06

Massachusetts Space Grant Consortium Awards
Merideth Frey ’07
Rachel Hock ’06
Stephanie Rounds ’07

Georgeanne Miller Mulhern Summer Research Awards from the Office of the Dean of the College
Joy Delamaide ’05
Hilaire Leavitt ’06
Magda Stumpfova ’05
Rui Yang ’07

National Science Foundation Research Experiences for Undergraduates (NSF-REU) in Biological Sciences Award
Theodora Stewart ’07

National Science Foundation Research Experiences for Undergraduates (NSF-REU) in Chemistry and Physics Awards
Johane Alexis ’06
Oana Ivan ’07
Michelle Lee ’06
Frances Pong ’05
Meghan Scobee ’05
Keri Tochiki ’05

Robert A Day Staley and Karl A Staley Fund for Cancer-Related Research Awards
Shivani Agarwal ’05
Alissa Agnello ’05
Cortney Boulton ’05
Heather Clark ’07
Sarah Hilton ’05, Department of Oncological Studies, University of Utah, Salt Lake City, UT
Gloria Kim ’05, Department of Pathology, School of Medicine, University of California-Los Angeles, Los Angeles, CA
Victoria Lyo ’05
Kristin Moy ’05
Olive Mwizerwa ’04
Jane Rodgers ’06
Nanda Suriano ’05, Partners Research Facility, Harvard Medical School, Cambridge, MA
Grace Wanjiku ’06
Alisha Weight ’05
Brittany Yerby ’05
JaeYoung You ’05
Chenying Zhang ’07

Wellesley Summer Research Awards from the Office of the Dean of the College
Mirena Chausheva ’04, computer science
Lucia Ciciolla ’05, psychology
Rachel White ’05, psychology

Wellesley Centers for Women
The Linda Coyne Lloyd Student Research Internship
Hao Nguyen ’05, Center for Research on Women, Wellesley, MA

The Shirley R. Sherr Student Research Internship
Vera Hannush, ’05, Center for Research on Women, Wellesley, MA

The Class of ’67 Internship
Jennifer Ngo ’05, Stone Center, Wellesley, MA

The Morse Fellowship
Stacey Eady ’06, Stone Center, Wellesley, MA

Wellesley College International Grant Program
Kapatiran, Tokyo, Japan (proposal sponsored by Catherine Cachero ’04)
Museum of History and Culture of Zanzibar and the Swahili Coast, Zanzibar, Tanzania (proposal sponsored by Meghan Reynard ’05)
Beckman Scholars  
Sogole Moin ’05  

Beinecke Scholarship  
Jennifer Yum ’05  

DAAD Graduate Scholarship for Study in Germany  
Elizabeth Lynn Castagna ’04  

Fulbright Student Program  
Sarah Barron ’04, PAD Teaching Assistantship/Fulbright Grant to Germany  
Catherine Brinkley ’04, Fulbright Full Grant to Sweden (declined)  
Amy Cho ’04, English Teaching Assistantship to Korea  
Keigh Hammond ’04, Fulbright Full Grant to Estonia  
Elissa Johnk ’04, English Teaching Assistantship to Korea  
Janet Lee ’01, English Teaching Assistantship to Korea (declined)  
Katherine Lee ’04, English Teaching Assistantship to Korea  
Jane Park ’04, English Teaching Assistantship to Korea  
Emily Randall ’04, PAD Teaching Assistantship/Fulbright Grant to Germany  
Liza Sohn ’04, English Teaching Assistantship to Korea  

Andrea Spiker ’03, PAD Teaching Assistantship/Fulbright Grant to Germany  
Emma Sydenham ’04, Fulbright Study Grant-English Teaching Assistantship to Austria  
Elizabeth Szilagyi ’04, Fulbright Full Grant to Hungary  
Natalie Trojan ’92, Fulbright Full Grant to Ukraine  
Yelena Biberman ’04, alternate  
Kathryn Bradley ’04, finalist  
Rebecca Goldberg ’04, finalist  
Sara Shin ’04, finalist  

Benjamin A. Gilman International Scholarships  
Julia Meade ’05  
Ashley Richardson ’06  
Mona Williams ’05  

Marshall Scholarship  
Morgan Carberry ’04, Marshall Scholar  
Heather Long ’04, finalist  

Andrew W. Mellon Fellowship in Humanistic Studies  
Tiffany Tsao ’04  

NSEP David L. Boren Undergraduate Scholarship  
Erica Fitzhugh ’06  

Thomas R. Pickering Graduate Foreign Affairs Fellowship  
Alissa Gordon ’04  

Thomas R. Pickering Foreign Affairs Fellowship  
Sandya Das ’06  

Rhodes Scholarship  
Heather Long ’04, Rhodes Scholar  
Brigid Milligan ’04, finalist  
Giffen Maupin ’04, semi-finalist  

Rockefeller Brothers Fund Fellowship  
Nicole Fleming ’05  
Kimberly Jackson DS ’05  
Jenny Tsai ’05  

Paul and Daisy Soros Fellowship for New Americans  
Nneoma Nwogu ’02  

Harry S. Truman Scholarship  
Wendy Leutert ’05, finalist  

Morris K. Udall Scholarship  
Ariel Diamond ’05  

Thomas J. Watson Fellowship  
Catherine Brinkley ’04  
Anna Kurien ’04
Trustee Scholarships
Morgan Carberry ’04
Erika Levy ’04
Munawwar Noormuhammad ’04
Tiffany Tsao ’04

Anne Louise Barrett Fellowship
Jennifer Carlile ’03

Margaret Freeman Bowers Fellowship
Morgan Wells ’03

Eugene L. Cox Fellowship
Deborah Hayden ’03

Professor Elizabeth F. Fisher Fellowship
Nicole Silverman ’96

Ruth Ingersoll Goldmark Fellowship
Tiffany Tsao ’04

Horton–Hallowell Fellowship
Deepthi Dronamraju ’04
Kate Fiske ’02
Brigid Milligan ’04
Jue Wang ’04

Peggy Howard Fellowship in Economics
Bonnie Archampong ’04
Sarah Pearlman ’97

Thomas Jefferson Fellowship
Laura Pechacek ’00

Edna V. Moffett Fellowship
Therese Leung ’98
Elizabeth Son ’00

Alice Freeman Palmer Fellowship
Kamala Nair ’03

Vida Dutton Scudder Fellowship
Chloe Smith ’98

Mary McEwen Schimke Scholarship
Lisa Durkee Abbott ’87

M.A. Cartland Shackford Medical Fellowship
Katherine Shea ’03

Harriet A. Shaw Fellowship
Emily Coit ’03

Mary Elvira Stevens Traveling Fellowship
Lorien Chambers ’99, Bilingualism and biculturalism in education systems of New Zealand and Mexico; New Zealand and Mexico
Priscilla Costello ’67, Research for novel set in Languedoc region of France; France
Ingrid Fuquen ’96, Twentieth Century Poetry of Spain and Latin America; Spain, Argentina, Chile, Mexico, and Nicaragua
Kristen Looney ’01, Rural development and peasant identity in Asia
Madeleine Johnson Saravelle ’82, Research for a book on the haute-couture ateliers in Paris, France

Sarah Perry Wood Medical Fellowship
Erika Levy ’04

Fanny Bullock Workman Fellowship
Jana Kiser ’00

Susan Rappaport Knafel ’52 Scholarship for Foreign Study
Narges Bajoghli ’04

Susan Rappaport Knafel ’52 Traveling Fellowship
Jenna Rudo-Stern ’04

Elisabeth Luce Moore ’24 Wellesley–Yenching Fellowships
Sara Alexis Newland ’03, Wellesley-Yenching Graduate Fellow at Chung Chi College
Martha Anderson Ortiz ’04, Wellesley-Yenching Graduate Fellow at Ginling College
Elizabeth Anne Phelps ’04, Wellesley-Yenching Graduate Fellow at Ginling College
Christine Ingrid Ho ’04, Wellesley-Yenching Graduate Fellow at the National Palace Museum
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