

**THE TANNER
CONFERENCE**

**TUES
OCT 28
2008**

**WELLESLEY
IN THE
WORLD**

new
directions
in liberal
education

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THE TANNER CONFERENCE

It is our privilege to invite your participation in the 2008 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 nearly 300 Wellesley students, alumnae, faculty, and staff, the 2008 Tanner Conference is organized around five broad themes: Cross-Cultural Interaction; Culture and the Arts; 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 wish to thank all those presenting in the Tanner Conference for their roles in helping us to better understand Wellesley’s place in the world. We invite you to join the conversation that they are seeking to foster.

The 2008 Tanner Committee

Stephanie L. Abbott ’06
Center for Work and Service

Judith B. Black
Department of Art

Lauren C. Brown
Class of 2009

David J. Ellerby
Department of Biological Sciences

Nancy P. Genero
Department of Psychology

Melissa A. Hawkins
Center for Work and Service

Beth A. Hennessey
Department of Psychology

Marion R. Just
Department of Political Science

Erika A. Kahn
Class of 2009

Michelle Lepore
Office of the Dean of Students

Alexa R. Miller
Davis Museum and Cultural Center

S. Joanne Murray ’81
Center for Work and Service

Teresita Ramos ’93
Center for Work and Service

Jennifer Thomas-Starck
Office of International Study

Franklyn A. Turbak
Department of Computer Science

Margaret E. Ward
Department of German

Adele J. Wolfson
Office of the Dean of the College

THEMATIC OVERVIEW

Cross-Cultural Interaction

Exploring Identity through Human Rights in South Africa	panel	9:15am	Pendleton East 129
International Study and the Liberal Arts	roundtable	9:15am	Newhouse Center
Fellowship Travels	panel	10:45am	Pendleton West 220
Old Wisdom, New Technologies, and the Possibilities of Development	individual presentations	10:45am	Pendleton West 116
Unexpected Connection: From Personal Relationships to Academic Insights	individual presentations	10:45am	Pendleton East 339
Wellesley in the World: International Business Women	individual presentations	10:45am	Pendleton East 139
Changes in Latitude, Changes in Attitude	individual presentations	1:30pm	Pendleton West 116
Close Encounters: Learning through Ethnographic Travels	individual presentations	1:30pm	Pendleton East 239
Fieldwork with Underserved Populations Abroad	individual presentations	3:00pm	Pendleton West 220
Reconciling Bicultural Identities Abroad	individual presentations	3:00pm	Pendleton West 117

Culture and the Arts

Summer at the Museum	individual presentations	9:15am	Pendleton East 130
Get Your Ratings Up: Internships in the Media	individual presentations	10:45am	Pendleton West 117
Treading the Boards: Performance in Action	individual presentations	10:45am	Jewett 218

Learning, Service, and Youth

Communication at the Core: Wellesley on the West Coast	panel	9:15am	Pendleton West 116
View from the Top, Life at the Bottom	individual presentations	9:15am	Pendleton East 139
Rethinking Access to Learning	individual presentations	10:45am	Founders 120
¿ <i>Qué Notan?</i> : The Power of Student-Centered Education in Central America	panel	1:30pm	Pendleton East 130
Feminist Advocacy: Local and International Perspectives	individual presentations	1:30pm	Pendleton West 212
Tea and Crackers, Thee and Me: The Salon in the 21st Century	roundtable	1:30pm	Newhouse Center
And Justice for All: Rehabilitation and Empowerment	individual presentations	3:00pm	Pendleton East 239
Serving At-Risk Children	individual presentations	3:00pm	Pendleton East 130

Politics, Economics, and Activism

Human Rights: Women in Development	individual presentations	9:15am	Pendleton East 239
Responsibility, Change, and the Law	individual presentations	9:15am	Pendleton West 220
Wellesley on “The Hill”	individual presentations	9:15am	Pendleton East 339
Environmental Policy: Whose Responsibility?	individual presentations	10:45am	Pendleton East 239
From Bookworms to Earthworms: Experiencing Sustainable Agriculture	individual presentations	10:45am	Pendleton West 212
History in the Making: Election 2008	roundtable	10:45am	Newhouse Center
Breaking News: Wellesley Women Inside the Olympics	individual presentations	1:30pm	Pendleton West 220
From Allocations to Activism: How Large Organizations Make Decisions	individual presentations	1:30pm	Pendleton East 139
How Does Your Economy Grow?: Economic Development in Asia and South Asia	individual presentations	1:30pm	Pendleton East 127
Public Partnerships: Experiences from Washington, D.C.	panel	1:30pm	Pendleton West 117
From Social Organizing to Social Policy	individual presentations	3:00pm	Pendleton West 116
International Social Justice: Limits and Possibilities	individual presentations	3:00pm	Pendleton East 339
Witnessing History: Education, Politics, and the Construction of Knowledge	individual presentations	3:00pm	Pendleton East 139

Science, Medicine, and Public Health

Academia or Industry: Exploring Internships in Computer Science	panel	9:15am	Pendleton West 117
Community Health: Analysis and Answers	individual presentations	9:15am	Founders 120
Field(work) of Dreams	individual presentations	9:15am	Pendleton West 212
Setting the Standard at Every Scale	individual presentations	9:15am	Pendleton East 127
Ethics and Public Policy in Research and Treatment	individual presentations	10:45am	Pendleton East 127
Learning to Heal: A Glimpse of the Medical Field	individual presentations	10:45am	Pendleton East 129
Researchers of the Caribbean: At World’s End	panel	1:30pm	Pendleton East 339
Take a Chill Pill: New Advances in Effective Stress Management	panel	1:30pm	Pendleton East 129
Water, Water, Everywhere	individual presentations	1:30pm	Founders 120
Addictions: At Home and Abroad	individual presentations	3:00pm	Pendleton East 127
For Better or Worse: Experiences in Health Care Abroad	individual presentations	3:00pm	Pendleton West 212
From Bench to Bedside: Internships in Disease Research	individual presentations	3:00pm	Pendleton East 129
Sustainability at Wellesley: How Green Can Blue Be?	roundtable	3:00pm	Newhouse Center

CONFERENCE SCHEDULE

8:30–9:15am

Continental Breakfast

Pendleton Atrium

9:15–10:25am

Cross-Cultural Interaction

Exploring Identity through Human Rights in South Africa (panel)

Pendleton East 129

Elishibah W. Msengeti and Aysha R. Gregory, Strangers in the Motherland: Discovering the Complexities of Africa

Victoria A. Alabi, Lefelo La Thlokomelo (Place of Care): Interning in Johannesburg

International Study and the Liberal Arts (roundtable)

Newhouse Center, Green Hall 240

Verónica Darer, Claire Fontijn, Victor H. Kazanjian, T. James Koder, Michelle M. Lepore, Salem Mekuria, Catherine Masson, Wilfrid J. Rollman, and Jennifer Thomas-Starck

Culture and the Arts

Summer at the Museum (individual presentations)

Pendleton East 130

Langdon S. Ferguson, Made in China: Understanding Contemporary Art in China

Kelley Tialiou, Traveling Back in Time to Pre-Revolutionary Boston: An e-(Ad) Venture

Robin L. Filan, The Legend of the Smuggling Tunnel: The North End's History Today

Learning, Service, and Youth

Communication at the Core: Wellesley on the West Coast (panel)

Pendleton West 116

Victoria T. Charoonratana, Caroline M. Talpe, Jenny Kim, Susan B. Clafin, and Sarah P. Gilligan

View from the Top, Life at the Bottom (individual presentations)

Pendleton East 139

Sara E. Dickhaus, Kelly A. Jauregui, and Julia B. Schroeder, Making a Difference?: Teaching in Rural Peru

Karina Wagnerman, Summer Nonprofit Work: Child Survival and Global Development

Politics, Economics, and Activism

Human Rights: Women in Development (individual presentations)

Pendleton East 239

Megan A. Goossen, Exploring Rights Discourse in Costa Rica: Constraints and Possibilities

Rachel A. Pickens, The Unheard Voice: A Foreign Woman's Experience in Japan

Mary Kaddah, Dismantling The Code: Syrian Women's Fight for Equality

Madison M. Duff, Making the Invisible Visible: A Discussion about Empowering Lambani Women in Southern India

Kathryn M. Bunten-Wren, Drawings of Dreams: The Power of Women's Education in Kakuma, Kenya

Responsibility, Change, and the Law (individual presentations)

Pendleton West 220

Victoria M. Starrett, Theresa C. Griffin, Angeles Garcia, and Elizabeth A. Kim, Wellesley in Washington: Responsibility, Change, and the Law

Sheri L. Stewart, Victim or Victimizer?: The 2008 London Extradition Case of the 1994 Rwandan Genocide

Wellesley on "The Hill" (individual presentations)

Pendleton East 339

Leslie S. Viano and Lisa F. Fang, A View from the Highest Hill: Deciphering the Political Process in D.C.

Elizabeth A. Shirey, Power and Politesse: Discovering Capitol Hill

Science, Medicine, and Public Health

Academia or Industry: Exploring Internships in Computer Science (panel)

Pendleton West 117

Catherine J. Lopez, Paola M. Boettner, Nandini R. Dookeran, Catherine R. Grevet, Cassie A. McLeod, and Sarah E. Shiplett

Community Health: Analysis and Answers (individual presentations)

Founders 120

Siena C. Napoleon-Bruno, The Role of Environmental Factors in Determining Levels of Risk for Mental Illness

Sephira G. Ryman, Rethinking Mental Health: The Clubhouse Model

Adrienne S. Topic, More Than a Prescription for Health

Porsha L. Eden, Project Baby: Addressing Women's Immediate Health Needs

Lisa T. Lim, Wellesley Women Who Will SLEEP!

Sara N. Teichholtz, The No-Minute Nap: Improving Your Memory by Falling Asleep

Field(work) of Dreams (individual presentations)

Pendleton West 212

Taylor Y. Harvey and Hoi-Fei Mok, Practical Realities: So You Think You Want to Do Fieldwork in the Tropics?

Kira A. Treibergs, Ugly Lobsters, Supermen, and Deep-Sea Ports: Research at the New England Aquarium

Sophie E. Feather-Garner, Tough Nuts to Crack: Seed-Hungry Mammals in an African Savanna

Raquel M. Zamora Dominguez, Lake Baikal: The Researcher's Soul in Siberia

Setting the Standard at Every Scale (individual presentations)

Pendleton East 127

Willa C. Freedman, A Radioactive Experience: Using Nickel-63 to Evaluate Models and Instruments

Eleanor B. Byler, Mars and Venus: Exploring Their Atmospheres, Not the Origin of the Sexes

Bilin Zhuang, The Jiggling and Wiggling of Atoms: Molecular Dynamics Simulation of Fremy's Salt

Rebekah I. Dawson and Allison A. Youngblood, Baby Planets and Crashing Moons: Computer Modeling of Planetary Systems

10:25–10:45am

Break

Refreshments will be served in the Pendleton Atrium.

10:45–11:55am

Cross-Cultural Interaction

Fellowship Travels (panel)

Pendleton West 220

Kelly Horan '92, Abigail Moncrieff '03, Elizabeth Ogbu '98, and Abigail Tinker '04

Old Wisdom, New Technologies, and the Possibilities of Development (individual presentations)

Pendleton West 116

Yi Zhang, Innovating International Development: Creating Technologies for the World's Poor

Jimena Leiva '04, In Between "Top-Down" and "Bottom-Up": Reflecting on Road Maps of Development in the Amazon

Kellye L. Steindel, From Walled Medina to Sprawling Suburbs: The Urban Makeup of Rabat

Unexpected Connection: From Personal Relationships to Academic Insights (individual presentations)

Pendleton East 339

Emily A. Hobkirk, Breaking Barriers: Cultural Exchange with Global Learning

Anna K. Dechert, Studying Nonprofit Management in San Marcos, Guatemala

Olivia J. Park, Sustainable Learning: "Why-To" vs. "How-To"

Michelle W.T. Wong, Rethinking Volunteerism

Wellesley in the World: International Business Women (individual presentations)

Pendleton East 139

Meghan S. Stubblebine, Beyond the Internship: Starting Your Own Small Business

Vivian H. Lau, Parisian High Fashion in Hong Kong

Rachel L. Behler, Being "Global" from Bangalore, India, to Wellesley College

Culture and the Arts

Get Your Ratings Up: Internships in the Media (individual presentations)

Pendleton West 117

Clare H. Kim, Broadcast News: The Inner Workings of a Network Newsroom

Courtney A. Streett, Behind the Screen: The Making of Local Television News

Molly L. Wasser, Hollywood Wars

Victoria J. Sheffield, For Love or Money: Independent Filmmaking in the World of Hollywood

Mina L. Kang, Blood, Money, and Weed: Increasing Brand Value with Digital Media at Showtime

Treading the Boards: Performance in Action (individual presentations)

Jewett 218

Emily D. Saras and Elizabeth C. Merrill, From Sound to Art: Seeking *Verismo* in Opera Workshops

Amy R. Allport, "All the World's a Stage": Experiencing Shakespeare in Britain

Angelina M. Del Balzo, Rabbits and Rock Divas: Developing New Works in Regional Theatre

Learning, Service, and Youth

Rethinking Access to Learning (individual presentations)

Founders 120

Margaret T.T. Chidothe, Let's Give Back Through Playback: A Summer Project for Peace

Christina S. Tilghman, Don't Judge a Book by Its Cover: The Creation of a High School Summer Book Club

Allison J. Broadwater, The Best of Both Worlds: How *Hannah Montana* Helped Encourage Future Scientists

Debbie J. Chen, Art and Stereotype: Teaching *Wushu* to Inner-City Children

Allison M. Bland, Understanding Black Swimming Competency: Constraints, Opportunities, and "Culture"

Politics, Economics, and Activism

Environmental Policy: Whose Responsibility? (individual presentations)

Pendleton East 139

Yuechao Zhou, The Regulation Dilemma: Government and the New Environmentalism

Kelsey E. Henson, Our Task: Creating Cultural and Institutional Change for a Sustainable Future

Johanna R. Hudgens, Clean and Green?: New Zealand Under the Microscope of Interdisciplinary Study

From Bookworms to Earthworms: Experiencing Sustainable Agriculture (individual presentations)

Pendleton West 212

Sarah E. Case, Office to Farm: How I Learned to Do Something about Climate Change

Caitlin M. Kearns, Thinking Small: The Revival of the Diversified Family Farm

Rachel A. Nagin, Urban Farming: The Cuban Response to Food Crisis and the Future of Cleveland

Ruth Ann C. Smith, Facing Food Crisis: An Investigation into Rice Production in Rural Panama

History in the Making: Election 2008 (roundtable)

Newhouse Center, Green Hall 240

Tom Burke, Hahrie C. Han, Marion R. Just, Panagiotis T. Metaxas, Robert L. Paarlberg, and Nancy S. Scherer

Science, Medicine, and Public Health

Ethics and Public Policy in Research and Treatment (individual presentations)

Pendleton East 127

Jessica L. Weyer, Equal Health Care for All

Austin J. Stuckert, Ethical Questions in Clinical Genetics

Eugenia T. Rose, Scientific Research with Live Animals: Where to Draw the Line?

Learning to Heal: A Glimpse of the Medical Field (individual presentations)

Pendleton East 129

Lauren N. Strand, Headaches and Heartaches: Undergraduate Insights on Pediatric Anesthesia and Neurology

Janine P. Hegarty, The Healing Process: A Collaborative Effort Between Patient, Physician, and Loved Ones

Kathleen D. Keating, Making Sports Psychology a Science

12:00–1:30pm

Tanner Conference Exhibition and Luncheon

Lulu Chow Wang Campus Center

The Tanner Exhibition provides students 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.

All members of the Wellesley College community are invited to lunch, which will be distributed in a tent between Alumnae Hall and the Lulu Chow Wang Campus Center. Indoor seating will be available in Tishman Commons at this time.

1:30–2:40pm

Cross-Cultural Interaction

Changes in Latitude, Changes in Attitude (individual presentations)

Pendleton West 116

Jaclyn Leeds, Embracing Animal Rights in Hong Kong: A Summer of Outward and Inward Examination

Savanna F. Johnson, Solar Panels and Outhouses: Bringing Power to Schools in Rural Honduras

Shannon P. Hill, Medicine Men and Miraculous Water: A Summer of Catholic Service

Arianne S. Jong, Why I Almost Became an Atheist on a Christian Mission to Cambodia

Close Encounters: Learning through Ethnographic Travels (individual presentations)

Pendleton East 239

Kacie L. Kocher, A Mosaic of Morocco: Life as a Nomad

Alma R. Heckman, *Ya Hasra*: Memories of a Vanishing Jewish Community

Alia A. Radman, Exploring the Yemeni Clan System and Its Customs

Zandile Kabayadondo, The Land Down Under: More than Beer and Barbecues

Learning, Service, and Youth

¿Qué Notan?: The Power of Student-Centered Education in Central America (panel)

Pendleton East 130

Khirstyn R. McGarry, *Susan E. Goldman*, *Victoria I. Errickson*, and *Daisy E. Cuellar*

Feminist Advocacy: Local and International Perspectives (individual presentations)

Pendleton West 212

Nola Kosowsky, Advocacy 101

Karen N. Mwaniki, International vs. Grassroots Organizations: Comparative Reflection of My International Study

Theresa Lau, *Stephanie B. Kim*, and *Alice Chen*, A Collective Voice: Advocating for Women, Empowerment, and Autonomy

Tea and Crackers, Thee and Me: The Salon in the 21st Century (roundtable)

Newhouse Center, Green Hall 240

H. Kim Bottomly, *Dana C. Britt*, *Meredith S. Martin*, *S. Joanne Murray '81*, *Corrine Taylor*, and *Margaret E. Ward*

Politics, Economics, and Activism

Breaking News: Wellesley Women Inside the Olympics (individual presentations)

Pendleton West 220

ZhanTao Yang and Laura L. Reddy, Behind the Olympic Dream: The Politics of News during Beijing 2008

Amy L. Wang, Medals, Media, and Money: The United States vs. China at the 29th Olympiad

Vivian Eng Bendewald, Opulence, Olympics, and Opportunity

From Allocations to Activism: How Large Organizations Make Decisions (individual presentations)

Pendleton East 139

Samantha E. Keefe, The Quest for Higher Education: Getting to College and Paying the Bills

Kate A. Davis, The National Science Foundation: Processes, Initiatives, and Latin America

Lura F. Steele, God, Dollars, and Genocide: Antigenocide Initiatives at the U.S. Holocaust Memorial Museum

How Does Your Economy Grow?: Economic Development in Asia and South Asia (individual presentations)

Pendleton East 127

Rishika Agarwalla, Where the Money Flows... Or Doesn't

Sadia P. Raveendran, Where the Sun Shines and Who Uses It

Runshan Deng, Think Responsibly: Exploring China's Economy, Business, and Culture at *The Economist*

Leah K. Tran, Flex Appeal: Examining Vietnam's Plastics Sector

Public Partnerships: Experiences from Washington, D.C. (panel)

Pendleton West 117

Rakeen S. Mabud, *Mehreen Iqbal*, *Rose-Ellen El Houry*, and *Natalie J. Ross*

Science, Medicine, and Public Health

Researchers of the Caribbean: At World's End (panel)

Pendleton East 339

Ilene K. Tsui, *Cinthia M. Funes*, *Caroline S. Kwon*, *Morgan K. Merrick*, *Jane J. Park*, and *Jami-Lin L. Williams*

Take a Chill Pill: New Advances in Effective Stress Management (panel)

Pendleton East 129

Lauren E. Eby, *Christin L. Scott*, *Hannah R. Dornbusch*, and *Andrea J. Chang*

Water, Water, Everywhere (individual presentations)

Founders 120

Catherine C. Caruso, Something's Fishy: Developing Tools to Evaluate the Quality of Estuarine Habitats

Alejandra C. Ortiz, Observing the Effects of Light Quality and Quantity on Picophytoplankton Micromonas

Alexis D. Fischer, A Tall, Cool Glass of... Sustainable Wastewater?

Harriet A. Skoning, Little Creature, Big Impact: Exploring the Cell Cycles of Picoeukaryotes

Bailey E. Brame, Save the Sea Turtles, Save the World

2:40–3:00pm

Break

Refreshments will be served in the Pendleton Atrium.

3:00–4:10pm

Cross-Cultural Interaction

Fieldwork with Underserved Populations Abroad (individual presentations)

Pendleton West 220

Monica C. Colunga, Save the Children: Costa Rica's Fight Against Sexual Tourism

Ana Ila, Minorities and Social Exclusion: The Case of Romanies

Kyla J. Raetz, Laowai Laoshi: Teaching and Learning in a Rural, Minority Village in China

Anagha Vaidhyanathan, First a Volunteer, Then a Skeptic, Now a Believer

Moeena Das, Poverty, Gender, and Ethnic Minorities in Rajasthan, India

Reconciling Bi-Cultural Identities Abroad (individual presentations)

Pendleton West 117

Hillary C. Chu, Sookjin S. Wang, and Rosanna Chin, Asian, American, and Abroad: Being an Asian Woman in a Non-Asian Country

Obiamaka N. Mbanefo, Abroad as a Nigerian American Female in Spain and Italy

Learning, Service, and Youth

And Justice for All: Rehabilitation and Empowerment (individual presentations)

Pendleton East 239

Johannah M. Murphy, Sawing at Bars: Examining Alternatives to Violence in Prison

Maria J. Bybee, Impossible Children: What to Do with Child Victims Who Have Become Victimiziers

Julian C. Burns, A Question of Justice?: Investigating Cases for the Public Defender Service of D.C.

Allison V. Mousin, Not Your Average Career Service: Job Counseling for the Homeless

Natalie J. Russ, Out of Sight: Working with Victims of Domestic Violence

Serving At-Risk Children (individual presentations)

Pendleton East 130

Jennifer D. Gorcos, Children's Hospital Neighborhood Partnerships: Fostering Mental Health in Boston Public Schools

Helen J. Day, Instruments of Development: Music as a Therapeutic Tool for Developmentally Delayed Children

Jennifer M. Moriuchi, Playful Obstruction: Losing Focus in the Autism Treatment Debate

Politics, Economics, and Activism

From Social Organizing to Social Policy (individual presentations)

Pendleton West 116

Anne W. Weber, Keep Us Alive!: Community Organizing and Mental Illness

Margaret Hall, Does Faith Make a Difference?: Prisons, Problems, and the Possibility of Reform

Abigail C. Lees, Homeward Bound: Breaking the Poverty Cycle with Public Housing Reforms

Catherine J. Chu, Environmental Justice in the 'Hood, or... Who Am I Kidding?

International Social Justice: Limits and Possibilities (individual presentations)

Pendleton East 339

Margaret E. Tiernan, Marie Dianne D. Reyes, and Erin E. Ryan, Three Approaches to Social Justice in International Geneva

Clara Bottler, Experiencing Gendered Politics Working for the United Nations

Witnessing History: Education, Politics, and the Construction of Knowledge (individual presentations)

Pendleton East 139

Jinhe Hu, History through a Communist Lens: Exploring Different Perspectives at the Library of Congress

Kathleen M. Keefe and Carlotta G. Chenoweth, Corruption and Confusion: Reflections on Russian Higher Education

Estelle S. Olson, While on My Way to the Polls...

Esther S. Jang, In-Boxes for Change: Promoting Social Causes One E-mail @ a Time

Science, Medicine, and Public Health

Addictions: At Home and Abroad (individual presentations)

Pendleton East 127

Katrina L. Browne, Discovering Britishness One Pint at a Time

Stefany Acosta-Torres, Nature vs. Nurture: A Study of Enriched Environments on Cocaine Abuse

Kendall D. LaSane, Heroin Use: From
Needle Parks to Drug Consumption Rooms

**For Better or Worse: Experiences in Health
Care Abroad (individual presentations)**

Pendleton West 212

Nauf J. Latef and Hoi See Tsao, Boarding the
Plane for a Lesson in Medicine and Public
Health

Lauren R. Fink, Health Care in Chile:
Universal Yet Unequal?

Courtney A. Ackeifi, The Heart and Soul of
Medicine: The Future of Tertiary Care in
West Africa

Jessica N. Yi and Yue Guan, Eye Health in
Tamale, Ghana

**From Bench to Bedside: Internships in
Disease Research (individual presentations)**

Pendleton East 129

Emily R. Strong, Successes and Setbacks:
Investigating Novel Biomarkers of Human
Lung Scarring

Huacong Chen, Academic Research: From
Bench to Manuscript

Catherine M. Marchetta, Good Vibrations:
Therapy for Improved Bone Health in
Children with Crohn's

**Sustainability at Wellesley: How Green Can
Blue Be? (roundtable)**

Newhouse Center, Green Hall 240

Daniel A. Brabander, Jane Bindley '57,
Beth DeSombre, David J. Ellerby, Beth
A. Hennessey, Nicholas L. Rodenhouse,
Catherine R. Salop '94, Asha G. Stenquist,
Franklyn A. Turbak, James M. Turner,
Patrick Willoughby, and Anli Yang

9:15–10:25am

Cross-Cultural Interaction

Exploring Identity through Human Rights in South Africa (panel)

Pendleton East 129

Strangers in the Motherland: Discovering the Complexities of Africa

Elishibah W. Msengeti '09, Africana Studies and International Relations-History and Aysa R. Gregory '09, Political Science
Advisor: *Thomas Cushman, Sociology*

The pulsating rhythms of Zulu drums, stirring harmonies of Ladysmith Black Mambazo, reconciliation after apartheid, a stable economy, Nelson Mandela, and the existence of 11 national languages were just some of the factors that made South Africa a tantalizing destination for our international study. As natives of Kenya and St. Thomas, we enjoyed the vibrant culture and the breathtaking beauty of the land. Yet our bittersweet experiences living there during this year's brutal attacks on foreigners showed us how difficult it is to mitigate individual and national borders. Following Kenya's political skirmishes, South Africa's xenophobic violence was not simply a reminder of the continent's inequities, but of our own obligations as Political Science, International Relations, and Africana Studies majors to analyze closely the concept of "otherness." Through demanding courses and deepening friendships, the University of Cape Town gave us the tools to understand why and how ethnicity, nationalism, and racism define societies in Africa and the world over.

Lefelo La Thlokomelo (Place of Care): Interning in Johannesburg

Victoria A. Alabi '09, Africana Studies and Sociology

Advisor: *Thomas Cushman, Sociology*

I applied to the International Human Rights Exchange Program in Johannesburg, South Africa, expecting to learn about civil society and human rights. I participated in classes such as Politics and Human Rights, African Literature and Human Rights, and Psychosocial Perspectives on Human Rights. However, it was through interning at an HIV research center in Johannesburg, where I facilitated life skills workshops with sex workers and conducted art therapy projects with local children, that I went beyond learning about human rights as a classroom concept. Working with people who struggle daily without many of the basic rights we take for granted in the United States, I gained a much deeper understanding of their difficulties. The experience gave me the opportunity to explore my own background and understanding of the world, as well as to connect with the histories and experiences of others. I will discuss how working at a health center with a disadvantaged population of African women and children forced me to analyze my own identity as an African American woman.

International Study and the Liberal Arts (roundtable)

Newhouse Center, Green Hall 240

Verónica Darer, Spanish; Claire Fontijn, Music; Victor H. Kazanjian, Peace and Justice Studies; T. James Kodera, Religion; Salem Mekuria, Art; Catherine Masson, French; and Wilfrid J. Rollman, History
Organizers: *Michelle M. Lepore, Office of the Dean of Students and Jennifer Thomas-Starck, International Studies*

What is the role of international experience in a liberal arts education? Each year more than half of Wellesley students travel abroad to pursue academic, internship, and volunteer experiences. As students, faculty, and staff, we are faced with the task of understanding and assessing the learning that takes place abroad. Panelists in this roundtable will consider the ways in which an international experience contributes to: becoming a Wellesley woman who will make a difference, creating engaged and effective global citizens, and how the College can better integrate and support this learning.

Culture and the Arts

Summer at the Museum (individual presentations)

Pendleton East 130

Made in China: Understanding Contemporary Art in China

Langdon S. Ferguson '09, Art History
Advisor: *Heping Liu, Art*

In the past three decades, China's booming art scene has made deep impressions on both the conceptual world and the art market. In different Chinese cities, new galleries spring up overnight, well-known Chinese works go for soaring prices in auctions, and countless museums and galleries feature Chinese-themed exhibitions. With a curiosity about what makes Chinese art extraordinarily popular, I spent two months interning at one of the newest art institutions in China—the Museum of Contemporary Art Shanghai (MoCA). By interacting with MoCA's local and international patrons and its young, diverse staff, as well as observing Shanghai's own unique art circle, my understanding of contemporary art in China grew to consider how cultural differences affect the understanding of and taste for Chinese art.

Traveling Back in Time to Pre-Revolutionary Boston: An e-(Ad)Venture

Kelley Tialiou '10, Art History
Advisor: *Martha J. McNamara, Art*

What was Boston like on the eve of the American Revolution? My internship at The Bostonian Society museum challenged me to ponder that question in order to be able to answer it for the public. This 1881 institution is focused on employing cutting-edge technology to bring history to life and facilitate the museum's outreach to the general population. For my project, "Mapping Revolutionary Boston," I created a Web-based, contemporary, interactive map of the city of Boston, through which Web site visitors simply click to access respective locations on an 18th-century map. Along with traditionally-historic persons and events, the project emphasizes the role of less-known figures and issues of the era. Ethnic minorities and women, slavery and economic stratification, as well

as religious diversity, all have a place on the map. This ongoing project is the product of the close collaboration between the museum and Wellesley's art department.

The Legend of the Smuggling Tunnel: The North End's History Today

Robin L. Filan '09, International Relations-History
Advisor: *Nikhil Rao, History*

This past summer, I worked with the Boston History and Innovation Collaborative conducting research for a new museum about Battery Wharf in the North End. This museum is being built as part of a residential development that will replace the historically industrial wharf with luxury condominiums. I researched the urban legend of a smuggling tunnel in the area. In the classroom, I am used to studying the past from a more distant perspective; this internship was the first time that I was an actor of historical change, examining history while helping to replace it. I will discuss both the process and implications of my research, which raised several questions: What is the value of memorializing an area while building over it? Can the North End reconcile its history with its modern ambitions? And was there really a smuggling tunnel in the North End?

Learning, Service, and Youth

Communication at the Core: Wellesley on the West Coast (panel)

Pendleton West 116

Victoria T. Charoonratana '09, Biological Chemistry; Caroline M. Talpe '09, English; Jenny Kim '09, Chinese; Susan B. Claflin '09, Biological Sciences and Peace and Justice Studies; and Sarah P. Gilligan '09, Art History
Advisor: *Stephanie L. Abbott '06, Center for Work and Service*

With our graduation approaching, we are confronted with the challenge of applying our liberal arts education to our immediate futures. As participants in the American Cities Internship Program in San Francisco, we had the opportunity to intern at organizations specializing in child care planning, museum development, scientific research funding, financial asset management, and corporate strategic planning. In spite of our different areas of focus, we all faced the common challenge of figuring out how to communicate successfully with a variety of people in various settings. Whether we were promoting corporate responsibility or researching the dissemination of scientific information, we found that our projects relied on defining a target audience and addressing the needs of that group. This challenge extended to communicating a sense of professionalism in the workplace. Through discussion of our individual experiences, we seek to show that regardless of the industry, a major component of our success in the working world will be the ability to report, persuade, and engage with others.

View from the Top, Life at the Bottom (individual presentations)

Pendleton East 139

Making a Difference?: Teaching in Rural Peru

Sara E. Dickhaus '09, Political Science; Kelly A. Jawregui '09, Political Science and Spanish; and Julia B. Schroeder '09, Sociology
Advisor: *Melissa A. Hawkins, Center for Work and Service*

If you had time with a class of 30 neglected children facing poverty, hunger, and abuse, what would you teach them? Before volunteering in Huancayo, Peru, with a local family, we thought it was only the content

of our instruction that would matter. The Mountain School, nestled in the Andean mountains, serves one of the poorest regions of Peru. Here Tino Leoncio and his family have dedicated their lives to providing education to hundreds of children with the help of short-term volunteers from around the world. While struggling to teach verbs, colors, and geography, we learned the hard way that tossing a ball, holding a hand, or reading a book were the greatest gifts we could give.

Summer Nonprofit Work: Child Survival and Global Development

Karina Wagnerman '10, Political Science
Advisor: *William A. Joseph, Political Science*

Last summer, I interned at Save the Children, an international nongovernmental organization whose mission is to create “real and lasting change for children in need in the United States and around the world.” The experience gave me insight into the complexities of managing a leading nonprofit organization and the effort required to efficiently allocate 90 percent of funds to programming. My projects were interdisciplinary, involving everything from devising mathematical formulas to writing reports to researching peer organizations. In addition to my sponsorship work, I was part of an agency-wide group intern project culminating in a presentation to the executive senior management team. Interns were asked to continue with Save the Children by joining the Youth Advisory Council and meeting electronically. At Wellesley, students are taught about international development and philanthropy from a secondhand perspective. Through my internship, I gained a more direct look at the status of children around the world and how to improve their lives.

Politics, Economics, and Activism

Human Rights: Women in Development (individual presentations)

Pendleton East 239

Exploring Rights Discourse in Costa Rica: Constraints and Possibilities

Megan A. Goossen '10, Sociology and Spanish
Advisor: *Smitha Radhakrishnan, Sociology*

Ideas and discourse on human rights are becoming increasingly mainstream in Costa Rican society. The country's commitment to the realization of women's rights, in particular, is made clear from judicial decisions to billboards. This past summer, I interned at La Defensoría de la Mujer, the country's public defender of women's rights. My research focused on the status of women police officers to assist the organization in recommending policy changes on a national level. While evidence suggests shifting gender roles and expectations for women police officers as well as for Costa Rican women in general, I also discovered constraints on the establishment of rights, such as increases in crime and violence. By comparing my experiences in Costa Rica and my work at La Defensoría to theoretical knowledge gained at Wellesley, I developed a greater understanding of both the possibilities and limitations of rights discourse in the legal and social spheres.

The Unheard Voice: A Foreign Woman's Experience in Japan

Rachel A. Pickens '09, East Asian Studies
Advisor: *Eve Zimmerman, East Asian Languages and Literatures*

This past summer, I interned at Kapatiran, a nongovernmental organization located in Tokyo, Japan. Established originally to provide English-language Catholic Masses for Filipino immigrants, the organization has subsequently become a valuable resource

for foreigners in need of a variety of counseling services, from assistance with visa applications to help with domestic violence cases. During my time with Kapatiran, I was not only able to observe the workings of the Kapatiran office, but also to travel within Tokyo and other parts of the country to observe other welfare and nongovernmental organizations. I also attended forums and gained a better understanding of the treatment of foreigners in Japan. In my presentation, I will discuss what I learned about the experience of foreign women in Japan and the changes that have occurred over the last few decades.

Dismantling The Code: Syrian Women's Fight for Equality

Mary Kaddah '10, Spanish
Advisor: *Alejandra B. Osorio, History*

Women's rights are an important issue in Middle Eastern societies. Yet international organizations often overlook the need for change in this area, focusing instead on the conflicts that continuously plague the region. The invisible chain of the code of domesticity that reigns over the everyday lives of Middle Eastern women prevents them from realizing their full potential. Recently, however, many Arab women have broken away from these restrictive chains to embark on a journey of self-empowerment, which for the first time in history, is gaining momentum throughout the region. The Association for Women's Role Development (AWRD) of Syria is dedicated to protecting women against domestic violence. By working with AWRD, I came to realize that the establishment of nongovernmental organizations (NGOs) is only a first step toward changing the perception of women in Syria and fostering their full participation in Syrian society. I also came

to understand that without changing the general population's views about privacy and government intervention, an NGOs' work will be in vain.

**Making the Invisible Visible:
A Discussion about Empowering Lambani
Women in Southern India**

Madison M. Duff '09, International

Relations-History

Advisor: *Pashington J. Obeng, Africana
Studies*

The Lambani people of India are a captivating community with a beautiful cultural heritage. As a volunteer in rural South India this summer, I was able to interact with these people on a daily basis. I made several observations and came away with a handful of unanswered questions: How does the very specific idea of Indian beauty affect Lambani girls' self-image? With the limited expectations of society for these communities, how can the benefits of gaining an education become more tangible for Lambani girls? How can one teach these women that it is okay to have ambitions? And, finally, how can one make an invisible people visible to the greater community within which they live? I have returned to Wellesley to share my observations and continue seeking answers that will help to empower these women.

**Drawings of Dreams: The Power of
Women's Education in Kakuma, Kenya**

*Kathryn M. Bunten-Wren '09, Peace and
Justice Studies and Psychology*

Advisor: *Lawrence A. Rosenwald, English*

Women's education and empowerment are the focus of numerous nongovernmental organizations and a priority in international development. Last fall, I had the opportunity to see the power of an all-women's education in a new light. I spent one month

living in Kakuma Refugee Camp in Kenya, researching the self-esteem of adolescent Sudanese refugees by asking them to draw themselves and their dreams. During my stay, I worked at the Angelina Jolie Girls School, where I found a group of young women with unrelenting hope and far higher self-esteem than their counterparts living within the camp. The likelihood of these girls being able to finish high school before being sold into arranged marriages is very low, yet they still dreamed of becoming doctors and teachers. Their hope and courage in the face of such obstacles gave me new hope and inspired me to change the direction of my life and my education.

**Responsibility, Change, and the Law
(Individual Presentations)**

Pendleton West 220

**Wellesley in Washington: Responsibility,
Change, and the Law**

*Victoria M. Starrett '09, Philosophy and
Political Science; Theresa C. Griffin '09,
Political Science; Angeles Garcia '09, Political
Science and Spanish; and Elizabeth A. Kim
'09, Political Science and Women's Studies*
Advisor: *Nancy S. Scherer, Political Science*

Through our work at the American Bar Association, the U.S. Department of Justice, the Senate Judiciary Committee, and the D.C. Superior Court, we came to understand the multifaceted nature of the practice of law. The American Bar Association functions as a resource for lawyers and government agencies. The Office of Special Counsel within the Department of Justice protects against immigration-related unfair employment practices. The Senate Judiciary Committee oversees the functioning of the federal courts and maintains accountability in federal agencies. The East of the River Community Court within the D.C. Superior Court seeks to address

the human and economic costs of crime. Wellesley has taught us to question how the law operates. However, our classroom lessons took on whole new meanings as we worked at our respective agencies. While we explored different fields of law, we all found a common theme of responsibility and change at both an individual and institutional level.

**Victim or Victimizer?: The 2008 London
Extradition Case of the 1994 Rwandan
Genocide**

Sheri L. Stewart '09, Philosophy

Advisor: *Angela C. Carpenter DS '99,
Cognitive and Linguistic Sciences*

How important is it to separate one's moral judgment from one's professional responsibilities as an attorney and remain impartial? I was personally challenged by this question while abroad this past spring. As a legal clerk at a criminal defense firm, I was assigned to an extradition case regarding the Rwandan Genocide of 1994. The client was a mayor of one of the communes exposed in the movie *Hotel Rwanda*. This invaluable opportunity allowed me to critically examine legal arguments and begin to ask, how do issues concerning the violation of human rights fall short of the application of justice? My greatest challenge was to put my personal values aside in the interest of impartial justice and to defend a man I did not believe deserved to be helped after all the pain he had inflicted.

Wellesley on “The Hill” (individual presentations)

Pendleton East 339

A View from the Highest Hill: Deciphering the Political Process in D.C.

Leslie S. Viano '09, French and Political Science and Lisa F. Fang '09, International Relations-Political Science

Advisor: *Hahrie C. Han, Political Science*

This past summer, we interned on Capitol Hill through the Wellesley in Washington Program, as a finance intern for Senator Dianne Feinstein (D-CA) and on foreign policy issues for Senator John Kerry (D-MA). Through drafting weekly economic reports, attending committee hearings, writing constituent letter responses, and doing research for potential bills, we were taught to think and write in a solution-oriented manner using hard evidence to defend our recommendations. Our courses at Wellesley shaped our perceptions and opinions of Congress based on what it produces: laws. Yet getting involved in the political process showed us the intricacies and the challenges of developing and passing legislation. Working in a Senate office, we learned the extent to which the Senator relied on his or her staff, how initial research can develop into something more substantial, how to produce quality legislation, and how to give the Senator everything necessary to make informed decisions.

Power and Politesse: Discovering Capitol Hill

Elizabeth A. Shirey '10, French and Political Science

Advisor: *Paul Fisher, American Studies*

If we relied solely on popular conceptions of the Capitol Hill environment, we would likely conclude that Washington politics

are entirely corrupt and separate from the intellectual sphere of political science and the real needs of our society. However, my summer internship in the office of my Congresswoman, Doris Matsui (D-CA), revealed these notions as misconceptions, providing a more complete image of the politics of power and politesse. I realized that a fair balance may be struck between the game of politics and the furthering of social goals, and that this is necessary for progress. In addition to playing a temporary cog in the Washington machine, I gained the chance to pursue my own academic interests and clarify my career goals. Ultimately, the environment that might have been a source of disillusionment and frustration convinced me to continue on a path to public service.

Science, Medicine, and Public Health

Academia or Industry: Exploring Internships in Computer Science (panel)

Pendleton West 117

Catherine J. Lopez '09, Computer Science; Paola M. Boettner '09, Computer Science; Nandini R. Dookeran '09, Computer Science; Catherine R. Grevet '09, Computer Science; Cassie A. McLeod '09, Computer Science; and Sarah E. Shiplett '09, Computer Science
Advisor: *Franklyn A. Turbak, Computer Science*

In college, most Computer Science majors have the opportunity to participate in academic and industrial internships. Academic internships foster the development of essential research skills that are valuable for conducting research at Wellesley and prepare students for graduate school. Industrial internships challenge students to apply their classroom knowledge to real-world problems and provide

opportunities for teamwork and leadership growth. This panel will explore the experiences of six students in summer internships at a large multinational company (Cargill), a small start-up (FreeCause), and academic research programs at Carnegie Mellon, DePauw, Florida International universities, and Olin College. The panel members will discuss how their internships affected their classroom learning, expanded their options for independent projects, and changed their thinking about life after graduation.

Community Health: Analysis and Answers (individual presentations)

Founders 120

The Role of Environmental Factors in Determining Levels of Risk for Mental Illness

Siena C. Napoleon-Bruno '09, Cognitive and Linguistic Sciences and Psychology
Advisor: *Paul M. Wink, Psychology*

Schizophrenia, autism, and depression are widely known mental health disorders that are found in populations around the world. However, environmental variables play a key role in the mental illness prevalence in a given location. The number of people diagnosed with certain mental health disorders can vary significantly depending on such factors as geographic location, economic status, and the consumption of different foods that affect the health of a given population. In this presentation, I will discuss my work at the Genetics Laboratory at McLean Hospital, a psychiatric treatment and research facility in Belmont, Massachusetts. In particular, I will discuss research on schizophrenia prevalence at diverse locations around the world and how studying the epidemiology of schizophrenia can inform further research and

public health policy. At McLean, I examined epidemiological variables associated with schizophrenia risk and how these variables interacted to increase risk in locations where high prevalence was previously unexplained.

Rethinking Mental Health: The Clubhouse Model

Sephira G. Ryman '09, Psychology
Advisor: *Lee Cuba, Sociology*

Last summer, I spent ten weeks as a staff generalist at Neponset River House, a mental health rehabilitative facility based on the Clubhouse model in Norwood, Massachusetts. This model, developed by a group of patients released from mental health institutions, provides a clubhouse-based community in which members work, socialize, and participate in recreational activities that help them gain vocational skills while growing personally and socially. My work involved extensive, intimate interactions with Clubhouse members. Through my experiences, I was able to gain a deeper understanding of the lives of people who suffer from mental illness. In my presentation, I will discuss what I have learned about the fluidity of mental health, the negative effects of stigma, and the complexities of mental illness.

More Than a Prescription for Health

Adrienne S. Topic '09, Biological Chemistry
Advisor: *Lee Cuba, Sociology*

Although housing is a basic human need, many Boston families live in inadequate homes that leak, lack heat, or are infested with mice and rats. These conditions exacerbate childhood asthma and do lasting damage to children's health. Through an internship at Medical Legal Partnership for Children (MLPC) based at Boston Medical Center, I worked extensively with the housing and utilities team helping families

access the resources available to them. I heard from families about the “heat or eat” dilemma—the difficulty they have covering the cost of both heat and groceries each month. I learned firsthand the importance of preventive law, and how lawyers can improve children's health much in the same way MLPC's physician partners do through preventive medicine. The patients became healthier, thanks to the potent combination of regular checkups to address their medical problems and legal assistance to help increase their standard of living and eliminate health hazards in their homes.

Project Baby: Addressing Women's Immediate Health Needs

Porsha L. Eden '10, Women's Studies
Advisor: *Charlene A. Galarneau, Women's Studies*

Often basic needs such as food, employment, childcare, and housing are overlooked determinants of one's health status. Last summer, I interned at Project Baby in Boston Medical Center's maternity ward, working with low-income mothers to address their immediate health needs, from sufficient food to decent housing. My interactions with these women deepened my understanding of the importance of combating poor health through prioritizing mothers' needs. I began to understand the complexities of “well-intentioned” government aid programs and began to question their effectiveness. One complexity some mothers faced in obtaining subsidized housing, a near impossible feat in the greater Boston area, was the requirement that they first had to live in a homeless shelter to receive priority on the waiting list. I have come to believe that governmental aid programs should not only address immediate health and social needs, but also long-term structural solutions.

Wellesley Women Who Will SLEEP!

Lisa T. Lim '09, Biological Sciences and Economics

Advisor: *Stephanie L. Abbott '06, Center for Work and Service*

With problem sets, midterms, meetings, work, and friends all vying for our time, sleep is often pushed far down our list of things to do. Sleep deprivation is an unhealthy but often necessary part of college. What else is there to know about sleep deprivation? This past summer, I studied the mechanisms and effects of sleep deprivation at the Duke-National University of Singapore Graduate Medical School in Singapore. I was surprised to discover the depth of research about the cognitive and physical implications of sleep deprivation. Utilizing several methods, including magnetic resonance imaging (MRI), our group of international scientists investigated how sleep deprivation affects pathways involved in visual perception, attention, and memory. Even NASA and the U.S. Air Force have contributed research funding, revealing widespread concern over the implications of sleep deprivation. This presentation will discuss my experience conducting research overseas, the lab's ongoing work, and the consequences of chronic sleep deprivation.

The No-Minute Nap: Improving Your Memory by Falling Asleep

Sara N. Teichholtz '09, Neuroscience
Advisor: *Margaret M. Keane, Psychology and Connie Bauman, Physical Education and Athletics*

Are you cutting back on sleep to study? It is now common knowledge that sleep improves memory, but it is still not known precisely how much sleep is needed to produce a significant benefit. In response to recent literature that has shown that even six minutes of sleep leads to improved

memory, I set out with a post-doctoral fellow to determine if just the process of falling asleep could produce benefits. We hypothesized that this period of “quiet wakefulness” would generate benefits greater than those seen in a control group of movie watchers, but that these benefits would not be as great as those observed in sleeping subjects. Preliminary analysis of the data showed that this period of quiet wakefulness produced semantic memory improvements over movie watching, a finding that may affect many areas of sleep research, as well as encourage you to take a break.

Field(work) of Dreams (individual presentations)

Pendleton West 212

Practical Realities: So You Think You Want To Do Fieldwork in the Tropics?

Taylor Y. Harvey '10, Environmental Studies and Hoi-Fei Mok '10, Biological Chemistry
Advisor: *Martina Königer, Biological Sciences*

We had the rare opportunity last summer to work as field assistants at one of the world's premier biological research stations, the La Selva Biological Station in Sarapiquí, Costa Rica. Our fieldwork relating to secondary forest regeneration not only taught us more about the specifics of the rainforest ecosystem, but also about the practical realities of doing field research in the tropics. This internship challenged our preconceived notions of how research gets done—our projects required more flexibility, adaptability, and resiliency than we ever could have imagined. Additionally, the unique experience of doing field research abroad was one of the most valuable aspects of the summer by allowing us to completely immerse ourselves in a different culture. Ultimately, our experiences reaffirmed our desire to pursue further

research at Wellesley and beyond, as well as showed us the importance of perseverance, cultural exchange, and independence.

Ugly Lobsters, Supermen, and Deep-Sea Ports: Research at the New England Aquarium

Kira A. Treibergs '09, Biological Sciences
Advisor: *Martina Königer, Biological Sciences*

This past summer, I interned in the research department at the New England Aquarium, at the lobster research laboratory and for a scientist studying liquid natural gas (LNG) ports in Massachusetts Bay. My experiences in the lobster lab were varied, from routine animal care, to unexpected lobster surgeries, to studying the causes of lobster shell disease. As part of the LNG fieldwork, I helped with background research and spent several frustrating days fishing the 300-foot-deep sandy-bottomed LNG site. Always rewarding, often challenging, and at times even exasperating, my experiences at the aquarium gave me a true idea of what a marine biologist's daily work entails. I learned that the foundation for successful fieldwork begins and ends indoors, and is the result of meticulous preparation and thorough background research. The sheer range of my experiences at the aquarium is a testament to the exciting and dynamic field of marine biology.

Tough Nuts to Crack: Seed-Hungry Mammals in an African Savanna

Sophie E. Feather-Garner '09, Economics
Advisor: *Jeffrey E. Hughes, Biological Sciences*

Tourists come to African reserves to see leopards and lions, and most will leave without appreciating—or even seeing—the real heroes that shape the rugged savanna landscape: the rodents, of course. Through a semester program with the Organization for Tropical Studies in South

Africa, I explored the effects of granivorous (seed-eating) small mammals on the African savanna ecosystem. What species are the most prevalent seed predators? Do the mammals hoard seeds before consuming them? Which seeds are the tastiest to them? Answering these questions involved long hours of trapping in the field, culinary experimentation to create the perfect gerbil bait, and sometimes too-close encounters with rodents and the animals that prey on them. I learned that the challenges of fieldwork are matched by the pleasure of discovery, and that the complexity of the ecosystem demands collaborative and ongoing research.

Lake Baikal: The Researcher's Soul in Siberia

Raquel M. Zamora Dominguez '09, Biological Sciences
Advisor: *Marianne V. Moore, Biological Sciences*

Located in the heart of Siberia—both geographically and culturally—Lake Baikal is the world's largest and deepest lake. Last summer, a dozen Wellesley students, three professors, and twice as many pieces of luggage set out to try to unravel some of the scientific and cultural secrets of this remote Siberian gem. During our month there, we joked about the “TIR” (“This Is Russia”) way of doing things—having been sent to a modern Siberian exile with no phones, Internet, or any other kind of telecommunication devices—and the cultural necessity of vodka. We heard about, and experienced firsthand, the frustrations of limited resources, lack of technology, and political agendas that sometimes take precedence over real scientific curiosity. However, it is in the Russian scientists' perseverance to overcome these limitations that I think we find a truly valuable lesson: it takes a lot of resourcefulness, ingenuity, and passion

to transcend a lack of resources—which we often take for granted—to be a true researcher.

Setting the Standard at Every Scale (individual presentations)

Pendleton East 127

A Radioactive Experience: Using Nickel-63 to Evaluate Models and Instruments

Willa C. Freedman '11, Undeclared

Advisor: *Theodore W. Ducas, Physics*

Measuring radioactivity accurately is critical to everyday life, influencing commerce, health care, and energy generation. At the National Institute of Standards and Technology in Maryland, the focus is on creating standards in fields such as biology, chemistry, and more specialized areas like radiation physics for commercial and government use. My assignment, in radiation physics, was to determine if a model that predicted the activity for a radioactive isotope of nickel matched our experimental results for the activity in different instruments and solutions. The findings showed that our presumption that the model was accurate was faulty and that changes must be made in the process of determining the activity of certain radioactive elements. I will discuss my first experience working at a government laboratory and the nature of my experiment.

Mars and Venus: Exploring Their Atmospheres, Not the Origin of the Sexes

Eleanor B. Byler '11, Undeclared

Advisor: *William F. Coleman, Chemistry*

This past summer, I had the opportunity to participate in molecular physics research at SRI International, an independent non-profit research group located in California. I worked on a project that examined reactions occurring in the upper atmospheres of Mars and Venus. Understanding these

processes is integral to our understanding of atmospheres and allows us to form more accurate models of composition, emissions, and energy transfer dynamics in planetary atmospheres. My project's objective was to measure rate coefficients and their temperature dependence on oxygen atom recombination. We were also interested in studying the excited and ground states of O₂ formed after O-atom recombination. Working on this project gave me my first taste of what laboratory work is like in the real world and how difficult and tedious it can be. However, my experience also helped me realize that I want to continue doing research in the field of physics.

The Jiggling and Wiggling of Atoms: Molecular Dynamics Simulation of Fremy's Salt

Bilin Zhuang '09, Chemistry and Physics

Advisor: *Mala L. Radhakrishnan, Chemistry*

The American physicist Richard Feynman once noted, "Everything that living things do can be understood in terms of the jiggling and wiggling of atoms." His words captured the essence of molecular dynamics, a computer simulation method for studying the properties of complex systems. It is a science as well as an art to make the atoms jiggle in the right way and to translate the random motions of atoms into meaningful properties of physical systems. This past summer, I worked at the Max Planck Institute for Polymer Research in Germany, where I studied the solvation structure of Fremy's salt using molecular dynamics. This experience gave me the opportunity to interact with scientists in Germany and to explore the interesting culture and the beautiful landscapes there. I will describe how I studied the solution of Fremy's salt by watching the atoms jiggle and what I learned from my time in Germany.

Baby Planets and Crashing Moons: Computer Modeling of Planetary Systems

Rebekah I. Dawson '09, Astrophysics and

Allison A. Youngblood '10, Astrophysics

Advisor: *Kim K. McLeod, Astronomy*

How do planets coalesce from clouds of stardust? What is the underlying difference between an orderly planetary system and one where planets will collide? In recent years, the hundreds of planets that have been discovered around other stars have challenged our understanding of how solar systems form and evolve over time. This past summer, two Wellesley astrophysics majors worked to refine our understanding of planetary systems. At Baylor University in Texas, Allison studied the earliest stages of planetary formation, when planetesimals are born from tiny dust particles. Rebekah worked at the SETI (Search for Extraterrestrial Intelligence) Institute in California studying the chaotic orbits of Uranian moons, a dynamic laboratory for understanding gravitational interactions in our own and extrasolar planetary systems. Both bridged the gap from the basic astronomy they studied at Wellesley by applying powerful computer models to systems too complex to solve on a chalkboard.

Cross-Cultural Interaction

Fellowship Travels (panel)

Pendleton West 220

Kelly Horan '92, Mary Elvira Stevens Traveling Fellowship; Abigail Moncrieff '03, Fulbright Full Grant to Switzerland; Elizabeth Ogbu '98, Thomas J. Watson Fellowship; and Abigail Tinker '04, Morris K. Udall Scholarship
Organizer: *Ellie Perkins '65, Center for Work and Service*

A fellowship brings more than a period of intense learning and adventure. Its effects reach into the future and transform one's plans in ways both significant and subtle. How have their fellowship experiences influenced the personal and professional lives of these Wellesley alumnae? Their experiences included researching a biography in Italy and France, studying the Swiss health care system, launching a career in environmental policy, and investigating urbanism while serving as an apprentice to architects in Ethiopia, Ghana, and South Africa. Join us to hear these women describe their fellowship years.

Old Wisdom, New Technologies, and the Possibilities of Development (individual presentations)

Pendleton West 116

Innovating International Development: Creating Technologies for the World's Poor
Yi Zhang '10, Russian Area Studies
Advisor: *C. Pat Giersch, History*

Can nipple shields, bike wheels, or mud bricks save the world? For one month this summer, 50 participants from 21 countries gathered at the MIT International Development Design Summit, worked in teams, and built innovative prototypes from simple—though sometimes unusual—materials. Their goal? Create cost-effective technologies that address problems of the developing world. As a summit organizer, I helped keep team members housed, fed, inspired, and supplied with everything they needed for their projects. In return, they introduced me to new approaches in international development. The Summit fostered a dynamic multicultural, cross-disciplinary collaboration among individuals and among social entrepreneurs, nongovernmental organizations, and private foundations. I was challenged to question what new roles each of these entities can play in the future of international development. This conference has changed the world and being a part of it has changed me.

**In Between “Top-Down” and “Bottom-Up”:
Reflecting on Road Maps of Development
in the Amazon**

Jimena Leiva '04, Political Science
Advisor: *Lidwien Kapteijns, History*

The Amazon basin is still regarded as a mysterious jungle hiding powerful secrets. The legend of the utopian empire of El Dorado has fueled thousands of expeditions trying to find it. Tales of explorers looking for gold started in 1541 and more than 450 years later the extraction of resources continues. This past summer, I traveled with five others along the Napo and Amazon Rivers. As we moved on pub-

lic boats, we saw the living conditions of these communities. At Wellesley, many of my classes focused on theories for economic development which proved to be very useful during my trip. My experience in the Amazon expands on what I started learning at Wellesley. I would like to challenge the Wellesley community to rethink the relationship between the top-down models of economic development set by governments vis-à-vis the real life conditions and narratives of the people inhabiting the Amazon.

From Walled Medina to Sprawling Suburbs: The Urban Makeup of Rabat
Kellye L. Steindel '09, French and Middle Eastern Studies

Advisor: *Teresita Ramos '93, Center for Work and Service and Wilfrid J. Rollman, History*

Rabat is a study in contrasts. It is the administrative capital of the Kingdom of Morocco, a city built on the edge of the sea by Andalusian immigrants, expanded by the French colonists, and modernized by the monarchy. In comparison to the other major cities in Morocco, Rabat has its own unique function. Despite its relatively small size, Rabat is quickly becoming a commuter city creating new challenges for the traditional society. I had the opportunity to live in France for a year before spending the summer in Rabat as an intern for the Center for Cross-Cultural Learning. In contrast to Aix-en-Provence, Rabat challenged my notions of personal space and privacy and the role of women in society. By the end of my internship, I came to see Rabat's various neighborhoods as a map of Morocco's rapidly changing social classes and the country's vision of development.

Unexpected Connection: From Personal Relationships to Academic Insights (individual presentations)

Pendleton East 339

Breaking Barriers: Cultural Exchange with Global Learning

Emily A. Hobkirk '09, Latin American Studies

Advisor: *Lois Wasserspring, Political Science*

I left the United States for the first time this summer, interning for an international nonprofit dedicated to improving public education. With Global Learning, I spent two weeks training in Costa Rica, then traveling to the rural town of San Jorge, Nicaragua, to live locally and lead a team of 22 foreign and local volunteers. We designed and taught several lessons in public elementary schools using the student-centered teaching techniques that are the cornerstone of Global Learning's educational philosophy. However, my most formative experiences came from interacting with the local volunteers and the community of San Jorge. I will discuss why I came to identify most strongly with the locals, how I directly confronted the issues faced by Nicaraguan public education in a changing government, and how I came to realize that training the local volunteers in Costa Rica rather than Nicaragua is essential to the organization's goal of breaking barriers.

Studying Nonprofit Management in San Marcos, Guatemala

Anna K. Dechert '10, Peace and Justice Studies

Advisor: *Nancy A. Hall, Spanish*

I lived in the rural village of San Marcos La Laguna, Guatemala, for two months this past summer, researching nonprofit management and development with the Calacirya Foundation. San Marcos has a

large expatriate population and a variety of social projects to benefit the local indigenous Maya. I studied how these projects have been successful and issues involved in nonprofit work in the developing world. One of the most valuable things I took away with me was a "project" of my own. I met a 13-year-old indigenous girl who wants to become a teacher, and together we decided that I would fund what remains of her formal education, provided that she return to San Marcos to teach for a few years once she is certified. My research helped me understand some of the particulars of nonprofit work and prepared me for my own mission for social justice.

Sustainable Learning: "Why-To" vs. "How-To"

Olivia J. Park '09, Neuroscience

Advisor: *Stephanie L. Abbott '06, Center for Work and Service*

As an intern at the Korean National Commission for UNESCO, I was part of the Youth Team, working not only for youth, but with youth as partners. Assisting with the 2nd UNESCO Asian Youth Forum on "Sustainable Community in Asia" and the 43rd International Youth Camp, I felt the freedom of possibility and the responsibility of planning and organizing. The Youth Team philosophy is to get young people to ask more questions about why things are the way they are. I have read such philosophies, but this was the first time I lived them. Learning through experimentation and independent thinking, I developed greater insight than I would have, had there been a detailed how-to manual. This experience made me consider the nature of learning. Specifically, how much of the pedagogy in conventional classrooms challenges students to start from scratch rather than simply to follow instructions?

Rethinking Volunteerism

Michelle W.T. Wong '10, Music Advisor: Sylvia S. Hiestand, Slater International Center

Two summers ago, I found myself manually indexing books in a rural village in southwestern China without any electricity or running water. Unable to reconcile the tensions between my idealistic assumptions and the frustrating local reality, I left the village perplexed, if not furious, at the paradoxes embedded in the notion of volunteering. This past summer, I taught at Summerbridge Hong Kong, a tuition-free nonprofit English immersion program for teenagers from the city's low-income families. Apart from giving up sleep to prepare for class, I learned cheers that made no sense, worshipped the spirit of Summerbridge, and joyously chased the school bus down the hill every afternoon. In this presentation, I will compare my two vastly different volunteer experiences. I will share how my expectations of nongovernmental organizations adjusted and how my experience in rural China helped me reposition myself as a volunteer, teacher, mentor, and apprentice at Summerbridge Hong Kong.

Wellesley in the World: International Business Women (individual presentations)

Pendleton East 139

Beyond the Internship: Starting Your Own Small Business

Meghan S. Stubblebine '10, Economics Advisor: Karl E. Case, Economics

Wellesley students' summers tend to be dominated by unpaid internships, where the majority of us are never able to experience the actual work we desire. At congressional offices, we simply write letters and sometimes meet with constituents.

At finance companies, we look up stock quotes or do other mundane tasks. Why not make our own learning experiences outside of these most coveted—yet not always worthwhile—internships? Over the past two summers, I started, incorporated, and ran my own business in my hometown in Georgia. Although my business focuses on running a tennis program, I learned there is key information that applies to any small business that is difficult to decipher from the U.S. Small Business Administration. Through my initial research and subsequent launch, I realized that running a small business provided far more real-world experience than any internship I had undertaken in the past.

Parisian High Fashion in Hong Kong

Vivian H. Lau '10, French and International Relations-History

Advisor: *Catherine Masson, French*

Last summer, I interned in the Asia-Pacific regional headquarters' communications department of LVMH luxury French fashion brand CELINE. As I immersed myself in the world of press releases, editorial clipping reports, and sample sale preparations, I was able to translate the skills and knowledge acquired in various classrooms into a practical setting, focusing on creative production through language, visuals, and ideas. I gained valuable insight into international relations in business not only between rapidly emerging Asian markets from China to Thailand, but between intercontinental locations from CELINE's Parisian worldwide headquarters to its regional headquarters in Hong Kong. This experience tied together my multidirectional inclinations for the first time, inspiring me to resume my studies with a newly cohesive sense of identity.

Being "Global" from Bangalore, India, to Wellesley College

Rachel L. Behler '10, Sociology

Advisor: *Smitha Radhakrishnan, Sociology*

"Global collaboration." "Global awareness." "Global citizenship." Innovative and technical, these are just some of the catch phrases flavoring the Web pages of multinational IT corporations. This past summer, I worked in the Wellesley Sociology Department, researching what it means to be "global" in an age of emerging economies and booming technological innovation. I interviewed IT workers and cross-cultural trainers from around the world to gain a better understanding of how being "global" was exercised in Indian and American IT firms. I found that regardless of the prevalence of the term "global," it proved to be an evolving construction with many, at times, contradictory interpretations. Moreover, despite this rhetorical confusion, being "global" functioned as a cultural juggernaut, revolutionizing society both in and out of the workplace. Ultimately, my research led me to reexamine how we experience and practice being "global" at Wellesley College from a transnational perspective.

Culture and the Arts

Get Your Ratings Up: Internships in the Media (individual presentations)

Pendleton West 117

Broadcast News: The Inner Workings of a Network Newsroom

Clare H. Kim '09, Political Science

Advisor: *Hahrie C. Han, Political Science*

News coverage is an effective medium for communicating what happens around the world to the American public. The media have the power to set an agenda for issues by focusing attention on certain topics. As

a summer intern at NBC Nightly News, I discovered an entirely new context for perceiving the world. Broadcast journalism holds the power to change the way current events are understood and to affect the outcome of events themselves by influencing popular opinion. Working for NBC News allowed me to discover how the media makes decisions regarding which local, national, and international issues are important and which appear on the daily broadcasts. Immersing myself in news production, I learned how I can affect this decision-making process in the future to better gain the public's interest and to express the thoughts of the voiceless.

Behind the Screen: The Making of Local Television News

Courtney A. Streett '09, Environmental Studies

Advisor: *Kristina N. Jones, Biological Sciences*

Environmental concerns such as global warming, rising oil prices, renewable energy, and intensifying storms pervade the news, but what do they mean to you? Broadcast news, and local television news in particular, can educate viewers about the local impact of global issues. Ninety-nine percent of American households have televisions and these households watch over six hours of television a day. But what is behind the news they view? As a summer intern at WBZ-TV, the Boston CBS affiliate station, I learned how a news story is constructed. My experience culminated with the creation of two original news stories about environmental issues brought to a local scale. The first showed how a summer program educates children about economics and biology through agriculture, and the second demonstrated that downsizing vehicles helps a business financially while also helping the environment.

Hollywood Wars

Molly L. Wasser '09, Cinema and Media Studies

Advisor: *Winifred Wood, Writing Program*

In Hollywood, making a movie is a constant battle. In order to accomplish anything, you have to go up against the studios, the latest trends, and the thousands of talented people waiting to take your job. Before my summer working for Jerry Zucker, director of *Airplane!* and the *Naked Gun* trilogy, I was wary of the ruthless business. Would I have to sell my soul and make films like *Beverly Hills Chihuahua*? When I got to Los Angeles, I discovered the adventurous spirit of the film industry. Film production uses a militaristic structure in which each department has specific ranks and duties. Within this rigid system, I was surprised to find that there is room for creativity and risk taking. This summer, I learned how the inspired force in Hollywood could make films like *Edward Scissorhands* amidst the generic blockbusters.

For Love or Money: Independent Filmmaking in the World of Hollywood

Victoria J. Sheffield '09, English

Advisor: *Vernon L. Shetley, English*

When we think of Hollywood, images of glamorous movie stars and tabloid drama probably come to mind. However, probe a little further and one soon discovers that the film industry operates much like any business, with much of the action taking place behind the scenes at desks and in offices. This past summer, I interned in the Los Angeles office of independent movie producer Michael Peyser, where I critiqued scripts, sat in on conference calls, and observed the “ins and outs” of the business. I gained a firm grasp of the ways in

which the large studio systems function, as well as the ways in which independent filmmakers work outside of this structure in order to secure maximum creative freedom. This experience affirmed my passion for filmmaking as well as made me aware of the harsher realities of the industry. I will discuss independent filmmaking's current place in the studio superstructure.

Blood, Money, and Weed: Increasing Brand Value with Digital Media at Showtime

Mina L. Kang '09, Media Arts and Sciences

Advisor: *David T. Olsen, Art*

An English monarch, a charismatic serial killer, and a suburban mom drug dealer—welcome to Showtime original programming. This past summer, I interned at the interactive television (iTV) department of Showtime Networks in New York City. iTV is the newest frontier of the television viewing experience, where cable and satellite subscribers tap into the information stream (directed toward their set-top boxes) with their remotes to access special features while watching television. Showtime's innovative use of such advanced media technology has garnered the network many industry awards. As a premium television service, one of Showtime's main goals is to minimize subscription turnover, a constant challenge in today's hyper-crowded media environment, despite the network's many popular shows. This presentation will reveal how the iTV projects under development during my internship helped stem the turnover cycle by adding value to the Showtime brand and products.

Treading the Boards: Performance in Action (individual presentations)

Jewett 218

From Sound to Art: Seeking Verismo in Opera Workshops

Emily D. Saras '10, Music and Elizabeth C. Merrill '09, Music

Advisor: *Marion Dry, Music and Aaron D. Sheehan, Music*

In our transition from amateur singers to professionals in the field of vocal performance, we have discovered that the life of a singer involves much more than “having fun on stage;” it requires intense focus and self-discipline. This past summer, our individual experiences at the New England Conservatory Opera Workshop in Boston and the Crittenden Opera Workshop in Washington, D.C., furthered our growth as singing actresses. Our lecture demonstration will present several aspects of the rigorous preparation necessary for performing an opera role. The 2008 Wellesley Wintersession Opera Workshop (*MUS 240*) provided us with a background in character research, which we built upon this summer through our intensive study and performance of opera scenes. These workshops allowed us to challenge ourselves in the more competitive “real world” of opera, introducing us to the professionalism and scholarly merit behind the creation of the musical art that we love and intend to pursue.

“All the World's a Stage”: Experiencing Shakespeare in Britain

Amy R. Allport '10, English

Advisor: *Timothy W.H. Peltason, English*

My understanding of William Shakespeare was turned upside down this past summer when I traveled to Oxford to study his work in depth at St. Peter's College. The aca-

democratic system pulled me out of the library and onto the stage by asking me to think critically about the decisions made in professional productions, as well as in one of my own creation. Furthermore, visiting historic sites such as Stratford-upon-Avon and Bankside gave me a feel for Shakespeare that I never could have learned from a textbook. I was able to look through the eyes of a groundling at the Globe Theatre and stand in the presence of the bard himself at Holy Trinity Church. I will discuss how the academic approach altered my perceptions as a student of literature and, more importantly, how experiencing Shakespeare in his original environment expanded my appreciation of both his life and his work.

Rabbits and Rock Divas: Developing New Works in Regional Theatre

Angelina M. Del Balzo '11, Undeclared
Advisor: *Nora Hussey, Theatre Studies*

What can you do with a bachelor's degree in English? During my internship with Portland Center Stage in Oregon last summer, I was able to answer that question. As intern for the Literary Department, my main job was to assist in the planning of the new work development festival called JAW: A Playwright's Festival. Five playwrights from across the nation were selected to develop their newest plays over the course of a week, culminating in a series of staged readings for the public—including a one-woman show about life and work as a rock singer and an extraordinary take on the birth of bunnies. This resulted in a fascinating look at what happens between a playwright's initial inspiration and the world premiere of a new play. I learned about the creative process and the inner workings of a professional theatre. I also found the answer to an age-old academic conundrum—a practical application for the study of English.

Learning, Service, and Youth

Rethinking Access to Learning (Individual presentations)

Founders 120

Let's Give Back Through Playback: A Summer Project for Peace

Margaret T.T. Chidothe '11, Undeclared
Advisor: *Kenneth S. Hawes, Education*

When members of a community can share experiences and discuss sociocultural issues in an open environment, barriers to peace such as bias and misconceptions are destroyed. Playback Theatre provides a "safe space," free from judgment, where such discussions can occur. This past summer I, along with seven other college students, pioneered a two-week Playback theatre workshop with HIV/AIDS orphans at a SOS Children's Village in Cape Town, South Africa. The nature of Playback is that the performances center on the experiences and personal histories of the audience. Playback proved to be an effective therapeutic tool as it appealed to the deeply ingrained Southern African oral tradition of communal sharing of stories. My presentation will highlight how the project gave the children an opportunity to express their previously unheard voices through improvisational theatre, and the power of theatre to transcend cultural lines and inspire people to enact positive change in their communities.

Don't Judge a Book by Its Cover: The Creation of a High School Summer Book Club

Christina S. Tilghman '09, Africana Studies
Advisor: *Verónica Darer, Spanish*

As a recipient of the Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color, I had the opportunity to create a

high school summer book club. In this presentation, I will share the challenges and triumphs of implementing this original reading program. I will present the development of my curriculum, recruitment tactics, original materials, and overall program goals. Participants will be able to examine student projects that highlight how members of the book club gained a deeper appreciation of the reading process and of specific literary works. The summer book club project offered a window into the work of a reading specialist and reinforced my desire to become a public school teacher.

The Best of Both Worlds: How Hannah Montana Helped Encourage Future Scientists

Allison J. Broadwater '09, Neuroscience
Advisor: *Connie Bauman, Physical Education and Athletics*

The Breakthrough Collaborative is a nationwide program that identifies motivated middle school students from low-income areas and encourages them to participate in a summer program taught by college and high school students. The teachers serve as mentors and instructors in an empowering, energetic environment. Last summer, I applied the knowledge and skills learned in Sports Medicine 205 at Wellesley with sixth and seventh graders in Cambridge, Massachusetts, focusing on the musculoskeletal system of the lower extremity, mechanisms of injury, and the biomechanics of movement. I faced the challenge of making complicated information accessible to 11-year-olds, identifying creative solutions using limited resources. Everyday items, from paper clips to a taped episode of the TV show *Hannah Montana*, became tools to help me hold the students to high expectations and encourage a desire to further pursue scientific study. Incorporating critical thinking, question

methods, and portraying a positive, passionate attitude toward science were daily challenges that rewarded me in ways that were unexpected and fulfilling.

Art and Stereotype: Teaching *Wushu* to Inner-City Children

Debbie J. Chen '11, Undeclared

Advisor: *Dai Chen, East Asian Languages and Literatures*

This past summer, I taught *Wushu*, a sport derived from traditional Chinese martial arts, at inner-city New Haven schools and summer programs. I focused on Benjamin Jepson Elementary School, Commonground High School, and Junta, a community-based nonprofit organization serving the city's Latino community. The children were primarily African American and Hispanic and of low socioeconomic status. Though talented, they had little previous exposure to performing arts or proper exercise. Many also had limited academic prospects. My program inspired some to consider pursuing performing arts as a livelihood and provided others with increased awareness of art and the importance of physical activity. While I anticipated the aforementioned limitations, I was surprised by the children's many stereotypes and misconceptions—born of limited exposure—about Asian American people and culture. The children learned not only *Wushu*, but also to perceive Asian Americans in a respectful, multi-dimensional light, thereby expanding their perceptions of the world from its previous “monoculture” and racial binary. Both the children and I experienced firsthand the ability of martial arts to overthrow stereotypes.

Understanding Black Swimming Competency: Constraints, Opportunities, and “Culture”

Allison M. Bland '09, American Studies

Advisor: *Filomina C. Steady, Africana Studies*

Earlier this year, a report published by USA Swimming revealed that 58 percent of African American children are at-risk swimmers. Immediately, researchers, including epidemiologists from the U.S. Centers for Disease Control, began to investigate the roots of this disparity. Some immediately attributed the statistics to a matter of “culture”—as in, African Americans don't swim because it is outside their realm of “cultural expression” to do so. But this critique ignores issues of pool access, parental influence, and geographic location. Swimming competency means more than having the ability to swim recreationally—it means having the liberty to navigate landscapes which may include rivers, lakes, and seashores. This summer, as an instructor with the Diversity in Aquatics program at Norfolk State University in Virginia, I taught elementary-aged African American children how to swim. From this experience, I hope to use swimming to show that our idea of what is and is not “culturally-based” needs revision.

Politics, Economics, and Activism

Environmental Policy: Whose Responsibility? (individual presentations)

Pendleton East 239

The Regulation Dilemma: Government and the New Environmentalism

Yuechao Zhou '10, Economics and Environmental Studies

Advisor: *James M. Turner, Environmental Studies*

What is the status of environmental regulation under the Bush administration? Will things turn around with a new president? What is it like working for the government? This past summer, I tried to answer these questions as an intern for the Green Suppliers Network (GSN) at the U.S. Environmental Protection Agency in Washington, D.C. GSN, a government-funded environmental consulting group, is one of many voluntary programs touted as the newer and cheaper alternatives to legal regulation that have been a centerpiece of the Bush administration's approach to environmental protection. As part of my internship, I talked to a network of environmental professionals trying to clean up American industry, and found many disconnects between economists, scientists, lawyers, businesses, state and local governments, and the federal government. I came away from the experience understanding the inherent complexity of environmental issues, but also with the optimism that sustainability is inevitably diffusing into corporate America.

Our Task: Creating Cultural and Institutional Change for a Sustainable Future

Kelsey E. Henson '09, Economics

Advisor: *Filomina C. Steady, Africana Studies*

From air pollution at the Beijing Olympics to climate change, an increasing amount of attention is being paid to the environment. As these issues gain prominence, the question of how to address them becomes increasingly complex. A comprehensive plan addressing the cultural and institutional causes of environmental problems is needed to create change. As a global strategies intern for Our Task, Inc. in Virginia, I researched and wrote sustainability recommendations for eight culture-shaping

institutions—government, spiritual institutions, international institutions, media, scientific institutions, educational institutions, civil society institutions, and corporations—which were then published in the organization’s Youth Earth Plan. While the severity of the problems was often discouraging, my work made me rethink my views on many environmental issues and possible solutions, as well as gave me hope for a sustainable future.

Clean and Green?: New Zealand Under the Microscope of Interdisciplinary Study

Johanna R. Hudgens '09, History
Advisor: *Beth DeSombre, Environmental Studies and Political Science*

In 2006, the Environmental Performance Index rated New Zealand as leading the world in environmental standards. But traveling with the International Honors Program last year showed me what is behind the curtain of published reports and statistics. Through interdisciplinary research and experiential learning, my perception of New Zealand’s environmental record changed drastically. The country’s policies on climate change disadvantage the powerless, overlook necessary changes to its agricultural economy, and have deleterious effects on citizens and the environment. This case study of New Zealand raises important questions for every community, from local town to global collective. When does international economic growth irreversibly impede environmental sustainability? What are the causes of environmental racism and elitism, and how can we avoid them? How can individuals and governments be held accountable for environmental problems, and how can we start holding ourselves accountable?

From Bookworms to Earthworms: Experiencing Sustainable Agriculture (individual presentations)

Pendleton West 212

Office to Farm: How I Learned to Do Something about Climate Change

Sarah E. Case '10, English
Advisor: *Alison Hickey, English*

This past summer, I worked as an editorial intern at *Boston Review*, a bimonthly national political and literary magazine. I expected to spend a summer in the office, learning about the kinds of work that go into producing an excellent publication; what I did not expect were the weekends I worked harvesting fruits and vegetables on a local farm. The headline of *Boston Review*’s September 2008 issue reads in oversized, impossible-to-ignore letters, “Is There Enough Food and Water?” While I copyedited articles about the threat of climate change, I often struggled to understand this overwhelming issue in the context of my own life. But as I weeded and worked to help grow local produce, the fight against climate change became a part of my daily life. I was able to translate the knowledge I had gleaned from readings and discussions into personal terms and to take my first steps toward action by striving to reduce my carbon footprint.

Thinking Small: The Revival of the Diversified Family Farm

Caitlin M. Kearns '11, Undeclared
Advisor: *George M. Caplan, Physics*

For most Americans, farm life bears more relation to stories and history books than to everyday experience. With the advent of highly specialized commercial agriculture, farms have been pushed ever farther from public view, making food the stuff of supermarket shelves rather than soil. As an intern on a small family farm in

Wisconsin, I saw how local Community Supported Agriculture (CSA) can bridge the rural-urban divide, build community, and rekindle interest in how our food is produced. I ended the summer convinced that small organic farms are key to slowing environmental degradation and improving public health. In addition to providing external benefits, CSA farms can become viable small businesses by diversifying their operations, providing value-added products, and catering to the needs of local markets. The growth of the CSA movement illustrates how economics, ethics, and the environment interact to shape our quality of life.

Urban Farming: The Cuban Response to Food Crisis and the Future of Cleveland

Rachel A. Nagin '11, Undeclared
Advisor: *Anastasia Karakasidou, Anthropology*

Linking Cuba and Cleveland through urban farming is not as absurd as it seems. During two weeks in Cuba this past summer, I learned about the Cuban urban farming movement. It began as a community-by-community response to the country’s great economic instability after the fall of the Soviet Union. Now, fully supported by the Cuban government, the movement’s brilliant economic, environmental, and social effects are already apparent. Cleveland, much like Cuba in the early 1990’s, is facing a breaking point. Decades of urban decline and now the devastating effects of the housing crisis have wreaked havoc on the city. Cuyahoga County Treasurer Jim Rokakis, in conjunction with the Cuyahoga County Land Bank, supports research and initiatives on urban farming as a method to revitalize the city. My summer internship allowed me to see the benefits of urban farming in Cuba and to promote it as a sustainable option for Cleveland.

Facing Food Crisis: An Investigation into Rice Production in Rural Panama

Ruth Ann C. Smith '11, Undeclared

Advisor: *Martina Königer, Biological Sciences*

Traditional rice production is both labor intensive and environmentally unfriendly. As rice supplies over 50 percent of the local Panamanian population with nutrition, sustainable systems of rice agriculture are under investigation. One such method is the System of Rice Intensification (SRI). My summer was spent investigating the effects of soil fertility on SRI in Panama, where I traveled from farm to farm, collecting samples and interacting with local farmers. My journey took me from an International Rice Conference in Costa Rica, to a student-run farm in Panama City, to a farming village in the mountains of Cerro Punta, among other destinations. I spent the summer eating rice and beans, working from sunup to sundown, and sleeping in a hammock under a thatched roof. This experience deepened my love for farming and sparked my interest in agricultural research. At Wellesley, I will be taking science classes to determine whether agricultural research is right for me.

History in the Making: Election 2008 (roundtable)

Newhouse Center, Green Hall 240

Hahrie C. Han, Political Science; Robert L. Paarlberg, Political Science; Panagiotis T. Metaxas, Computer Science; Tom Burke, Political Science; and Nancy S. Scherer, Political Science

Organizer: *Marion R. Just, Political Science*

With discussants that include experts on American politics, foreign affairs, globalization, and new media, this roundtable will address critical issues surrounding the 2008 presidential election. Does focusing on “red states” and “blue states” increase political polarization and how does this

affect democratic discourse? What does Web 2.0 mean for civic engagement? What is the role of the “old media” and new media—from news coverage to blogs and Facebook in selecting our new president? The panel also will address the historic candidacies in this election in regards to race and gender. Finally, each panelist will talk about what is at stake in this election both for the United States and people around the world.

Science, Medicine, and Public Health

Ethics and Public Policy in Research and Treatment (individual presentations)

Pendleton East 127

Equal Health Care for All

Jessica L. Weyer '09, Biological Sciences
Advisor: *Mary M. Allen, Biological Sciences*

With the most recent census data reporting 45.7 million people in the United States are without health insurance, the need for low-cost quality medical care from nonprofit clinics is evident. While working at The Clinic: Medical Center for the Uninsured in Phoenixville, Pennsylvania, this past summer, I saw this pressing need firsthand. As a volunteer, my daily tasks included nursing, drawing blood, translating between English and Spanish, and finding information about where patients could receive more medical care. The struggle to get proper care for our uninsured patients was a constant uphill battle that demonstrated the necessity of more attainable medical coverage in this country. I will use specific examples from my summer to demonstrate the benefits that would be gained from a different national health care system. My experience helped me to reaffirm the type of doctor I one day hope to be: a doctor who provides equal treatment to all, regardless of their financial status.

Ethical Questions in Clinical Genetics

Austin J. Stuckert '10, Biological Sciences
Advisor: *Carla M. Verschoor, Chemistry*

Should people have their entire genomes mapped? How much should be done to save a child with a potentially low quality of life? Should people reproduce knowing that their children will be affected by a genetic disorder? These are just some of the many questions I never would have encountered in one of my pre-med courses, but had the opportunity to consider while interning at a genetics clinic and lab over the summer. I shadowed a clinical geneticist and genetic counselor while they consulted with patients with a variety of needs, ranging from pediatric diagnostics and advanced maternal age screenings, to cancer and carrier testing. We developed treatment plans, discussed recurrence risks, evaluated the best options for families, and counseled in reproductive decisions. My experience in the clinic and cytogenetics laboratory helped me develop a better understanding of the medical field and renewed my enthusiasm for genetics.

Scientific Research with Live Animals: Where to Draw the Line?

Eugenia T. Rose '09, Biological Sciences
Advisor: *Kimberly H. O'Donnell, Biological Sciences*

Interning at Shriners Burn Hospital for Children, I studied the effects of burn injury on various biological pathways, including glucose and glutamine metabolism using mouse models. I spent my first days in the lab observing procedures including the shaving and burning of mice, injections, and blood collections. Soon enough I found myself performing the same procedures, but it was not until I was instructed to cut open a live mouse and remove its liver that I questioned the ethics of my

work. However, upon seeing children covered in burns who had traveled from around the world to be treated at Shriners, the mice I had placed in the carcass freezer always seemed insignificant.

Learning to Heal: A Glimpse of the Medical Field (individual presentations)

Pendleton East 129

Headaches and Heartaches: Undergraduate Insights on Pediatric Anesthesia and Neurology

Lauren N. Strand '10, Neuroscience
Advisor: *Barbara S. Beltz, Neuroscience*

In the operating room watching a young girl undergo general anesthesia, I felt my heart quicken like before I go onstage in a play. From my studies in neuroscience, I knew this was due to noradrenaline, a neurotransmitter underlying the fight-or-flight response. This summer at Children's Hospital Boston, I shadowed doctors in the Departments of Neurology and Anesthesia, rotating through headache and acupuncture clinics, the intensive care unit, and the operating room. As a hesitant pre-med undergraduate, not only did I gain valuable insight into the specialties of pain medicine and anesthesia, but also into the field of pediatrics. At Children's, I was most struck by the benefits of the doctor-patient relationship in the context of physical and emotional pain. Along with intubations, epidurals, and neuropsychological evaluations, I observed empathy, sympathy, and role-playing. I will share how my experiences have encouraged me to continue my studies in both medicine and theatre.

The Healing Process: A Collaborative Effort Between Patient, Physician, and Loved Ones

Janine P. Hegarty '10, French and Neuroscience
Advisor: *Michèle M. Respaut, French*

This past summer, I shadowed Dr. Ashok Patel, a leading pulmonary critical care specialist at the Mayo Clinic in Rochester, Minnesota. I explored inpatient and outpatient facilities and research laboratories filled with the most sophisticated technologies and imaging equipment in the world. Yet even at an institution with the finest in clinical care, no magic bullet exists that will cure all patients' ills. Novel therapeutics and surgical procedures can help alleviate certain conditions, however responsibility for recovery ultimately falls upon the shoulders of the patients, with support from their loved ones. At the end of the day, the healing process involves the patients and their families working closely with the physician and adhering to recommendations. Doctors can no longer force a specific treatment they believe most effective, but instead can only make suggestions about options to take. Patients also must deal with the economic, emotional, and physical impact of treatment options on themselves, their families, and society.

Making Sports Psychology a Science

Kathleen D. Keating '10, Psychology
Advisor: *Paul M. Wink, Psychology*

Can psychology provide a competitive edge in athletics? I explored this question last summer while interning for a New York City-based sports psychologist whose work focuses on making the field of sports psychology more evidence-based. Dr. Roland Carlstedt believes that despite many different brands of sports psychol-

ogy being offered today, there is a lack of empirical evidence proving that any of these methods actually improve an athlete's performance. During my internship, I helped Dr. Carlstedt collect, record, and analyze data that supports his theory arguing that during crucial moments in competition, performance can be predicted based on certain psychological factors such as neuroticism, hypnotic ability, and repressive coping. Through this exposure I gained insight into the different paths I can take at Wellesley College and beyond if I want to pursue sports psychology as a career. I also came away from the internship with a new perspective on my own athletic performance as a soccer player at Wellesley.

Cross-Cultural Interaction

Changes in Latitude, Changes in Attitude (individual presentations)

Pendleton West '16

Embracing Animal Rights in Hong Kong: A Summer of Outward and Inward Examination

Jaclyn Leeds '10, Music and Psychology
Advisor: *Nancy P. Genero, Psychology*

It was by a fortunate mishap of events that I interned at Hong Kong-based Animals Asia Foundation this summer. A devoted animal lover, I had the opportunity to learn in-depth about a campaign for animal welfare in Asia. I shared my love of animals with Chinese children in Hong Kong by teaching English-language “Professor Paws” classes, holding children’s hands as they affectionately pet a dog for the first time. Thinking so deeply about animal welfare, I realized how the connection between packaged meat products in the grocery store and the live animals from which they are derived is obscured in Western countries. I began reconsidering my own consumption habits and the perception of animal rights around the world. I concluded this summer as a vegan, and a person confident that I can go anywhere in the world and make it a happy home.

Solar Panels and Outhouses: Bringing Power to Schools in Rural Honduras

Savanna F. Johnson '09, International Relations-Economics and French
Advisor: *Verónica Darer, Spanish*

Who knew that installing a high-tech alternative power system in Honduras would include appreciating the use of

an outhouse? Last summer, I traveled to Honduras with Sonlight Power, Inc. to install solar panel systems in three rural schools. The mission of this nonprofit organization changed the future of three Honduran communities. While I expected the work in Honduras to impact me, I did not realize it would help shape the course of my studies at Wellesley. In this presentation, I will share how cultural differences with the Honduran school children and translators opened up a vision of the common thread of my language learning experiences at Wellesley. Discovering how culture is an integral part of language, I recognized how engagement with both is crucial to creating real understanding and connections between participants of an intercultural exchange.

Medicine Men and Miraculous Water: A Summer of Catholic Service

Shannon P. Hill '09, Religion and Women's Studies
Advisor: *Sharon K. Elkins, Religion*

This past summer, I volunteered with two Catholic organizations in totally different settings. On the Turtle Mountain Chippewa Indian Reservation in North Dakota, I accompanied a medicine man on his rounds and worked at a summer camp that draws on both Native American and Catholic perspectives to help Chippewa children overcome some of the hardships of reservation life. In Lourdes, France, one of the most visited and beautiful Catholic sites in the world, I assisted hundreds of suffering female pilgrims bathe in the waters believed to have miraculous healing powers. I was also able to utilize my

foreign language skills as an interpreter in English, German, Russian, and Spanish. These experiences not only increased my appreciation of other cultures and the diversity of Catholicism, but gave me insight into—and raised questions about—the various ways people use religion for physical and spiritual healing.

Why I Almost Became an Atheist on a Christian Mission to Cambodia

Arianne S. Jong '10, Biological Chemistry and East Asian Studies
Advisor: *T. James Kodera, Religion*

During six weeks in Phnom Penh, Cambodia, I traveled with eight American college students to work in locally based Christian nongovernmental organizations (NGOs). I lived with a host family and volunteered with Servants to Asia’s Urban Poor, an NGO that “supports the health and development of the poor” by providing free health clinics, food, and money to the impoverished in Cambodia. As my mind was filled with the issues of HIV, the despair and spiritual needs of the poor, lack of education, and the abuse of women, all of which challenged my faith, I also began to discover that serving the needs of others completed my faith. This experience with Intervarsity’s Global Urban Trek, which immerses students in slum communities around the world, propelled me to further pursue a career in long-term medical missions.

Close Encounters: Learning through Ethnographic Travels (individual presentations)

Pendleton East 239

A Mosaic of Morocco: Life as a Nomad

Kacie L. Kocher '09, Middle Eastern Studies and Political Science

Advisor: *Joel Krieger, Political Science*

Spending spring in Morocco was the perfect opportunity to fulfill my commitment to understand Arab culture, improve my Arabic through interactions with native speakers, and get a break from Wellesley. Although I began the semester with only general plans of cultural engagement and language improvement, I concluded the experience a global student. Traveling as a nomad for four weeks to collect tile from 13 sites, I compiled a mosaic representative of Moroccan migration, despite my complete inexperience in anything of the sort. Essentially, the intent of my project was adventure, testing my personal and intellectual limits, and creating something remarkably unique. In explaining my project, I will discuss the numerous ways to cultivate an unforgettable international experience, one which ultimately can crystallize the importance of a Wellesley education regardless of where you find yourself in the future — an education that prepares and enables you to mold your own opportunities.

Ya Hasra: Memories of a Vanishing Jewish Community

Alma R. Heckman '09, French and Middle Eastern Studies

Advisor: *Anjali Prabhu, French*

Supported by the French Department's Nathalie Buchet Ritchey Fellowship for preliminary thesis work, I traveled to Tunisia last August to examine the larger effects of the almost "surgical" removal of Jews from Tunisia between 1948 and 1967. Despite red-tape and police checks, I interviewed a range of Tunisian Jews, from a restaurant owner to the secretary of the Head Rabbi of Tunisia. Walking through abandoned sites and neighborhoods I "knew" from fiction and film was uncanny, while my interviews redefined my project in ways I could not have imagined. In this presentation, I will focus on the sense of tragedy and loss that rang out in the Arabic expression I encountered repeatedly: "*Ya hasra*," or, "What has become of this place?" I will address how this theme is central to Tunisian identity as expressed in its public culture today.

Exploring the Yemeni Clan System and Its Customs

Alia A. Radman '10, Media Arts and Sciences and Middle Eastern Studies

Advisor: *Salem Mekuria, Art*

Yemen is known as the original birthplace of all Arabs, otherwise known as *beni Qahtan*, translated as "children of Qahtan." From Southern Arabia, Qahtan's descendants scattered across the Arabian Peninsula and North Africa, developing into continuously evolving cultural identities that are all different from each other. One would expect that Yemen would develop faster than any other, as the Arab culture originated there. However, it is quite the opposite, as many aspects of Yemeni culture have remained the same. How is

this possible? Are the people content with the lack of advancement? I will present my thesis research on the class system that predates the Islamic era and which continues to exist among Yemeni clans and tribes today, and share footage, photos, and indigenous clothing collected from my two months' journey through Yemen will be displayed.

The Land Down Under: More than Beer and Barbecues

Zandile Kabayadondo '09, Computer Science
Advisor: *Timothy W.H. Peltason, English*

Going abroad to Melbourne was a way of venturing out to the farthest reaches of the world. I intended to elude the daily Wellesley humdrum and the demands of my Media Arts and Sciences major. A Zimbabwean student coming from America, I set out to study journalism and indigenous culture, but came back with an appreciation of my major as an avenue for outsiders to enter and examine new cultures. I had envisioned Australia as a paradise of beer and barbecues, boomerangs, bandicoots, and blond surfers. Instead I encountered a country wrought with struggles over identity, painful colonial histories, and controversial immigration policies. I will talk about how my studies opened doors to engaging Australia's contemporary problems, to understanding Aboriginal activism, and to ways film and new media could openly discuss social turmoil and propose racial reconciliation. Additionally, I will comment on how my own race and country's histories were confronted by these experiences.

Learning, Service, and Youth

¿Qué Notan?: The Power of Student-Centered Education in Central America (panel)

Pendleton East 130

Khyrstyn R. McGarry '11, Undeclared;
Susan E. Goldman '11, Undeclared; Victoria
I. Errickson '11, Undeclared; and Daisy E.
Cuellar '11, Undeclared
Advisor: *Bernice W. Speiser, Education*

You probably know that apples are red and the sky is blue, but do you remember how you learned these facts? Did you discover them for yourself? Unfortunately, discovery in classrooms is often limited by the notion that students receive knowledge and teachers give it. This summer, working with Global Learning, a nonprofit started by a Wellesley alumna, our group taught in underserved schools in Central America. There we realized that learning comes from discovery and application, not from our previous conception of absorbing facts. In Costa Rica and Nicaragua, our training focused on using techniques that empowered students through choice and ended up challenging our ideas about traditional teacher roles. We welcome you to take this journey of discovery with us and with the students and community in which we taught.

Feminist Advocacy: Local and International Perspectives (individual presentations)

Pendleton West 212

Advocacy 101

Nola Kosowsky '10, Political Science
Advisor: *Lee Cuba, Sociology*

Last summer, I interned in the Advocacy Department at Crittenton Women's Union (CWU), a nonprofit organization dedicated

to helping low-income women reach economic self-sufficiency. CWU is unique in its ambitious scope and ability to integrate the work of its three branches: advocacy, research, and programming. CWU's research is often based on the experiences and needs of its clients and their advocacy work results directly from these realities. Through activities ranging from legislative visits and lobby days to coalition meetings and state commissions, I saw how non-profit organizations conduct their public policy initiatives with the state government and other nonprofits. Taking economics and political science courses at Wellesley gave me a sense of the broader economic difficulties faced by women and children, but interning at CWU showed me every day how our national policies and economic fluctuations affect women and families in the Boston area.

International vs. Grassroots Organizations: Comparative Reflection of My International Study

Karen N. Mwaniki '09, Women's Studies
Advisor: *Lidwien Kapteijns, History*

Last year I studied abroad in two locations: Johannesburg and Geneva. Both programs had internship components to provide a practical complement to theoretical classroom learning. In Johannesburg, I interned at Women'sNet, a feminist organization that aims to empower women through the use of information and communication technologies. In Geneva, I interned at the World Health Organization's Department for Reproductive Health and Research. The South African grassroots organization and the Switzerland-based international organization valued the multi-faceted character of my liberal arts education very differently. Whereas I expected my educational background to be more attractive to the international organization that deals

with numerous aspects of a global issue, I was pleasantly surprised to find that my knowledge was more valued in the smaller and more focused hands-on grassroots organization.

A Collective Voice: Advocating for Women, Empowerment, and Autonomy

Theresa Lau '10, Women's Studies;
Stephanie B. Kim '09, Neuroscience; and
Alice Chen '09, History
Advisor: *Charlene A. Galarneau, Women's Studies*

How does one help a voiceless woman when she is isolated in her U.S. home and unknowingly deprived of her basic human rights? How does one protect the work of doctors and other defenders of women's reproductive freedoms? By tackling these situations through individual, community, and statewide approaches, we discovered the power of collective effort and the influence of small movements to achieve greater goals. Working with organizations that provide the social, educational, and legal tools necessary for women to advocate for themselves and to break down barriers preventing them from challenging their injustices further equipped us to combine Wellesley's liberal arts education with our summer experiences to educate and empower others. Our internships at the Asian Task Force Against Domestic Violence in Boston and the Center for Reproductive Rights in New York City showed that change cannot be created by a single voice, but requires the collaboration of many.

Tea and Crackers, Thee and Me: The Salon in the 21st Century (roundtable)

Newhouse Center, Green Hall 240

*H. Kim Bottomly, Office of the President;
Dana C. Britt '09, English; Meredith S.
Martin, Art; and Corrine Taylor,
Quantitative Reasoning*

*Organizer: S. Joanne Murray '81, Center for
Work and Service and Margaret E. Ward,
German*

At Convocation, Wellesley President

H. Kim Bottomly and Dean of the College Andrew Shennan challenged the community to consider ways Wellesley can become a “broad and encompassing, fully functioning” intellectual environment. Drawing on the president’s reference to intellectual salons, in this roundtable faculty will provide some historical background on French 18th-century and German 19th-century salons to generate dialogue about ways we can foster a “salon-like” atmosphere at Wellesley in the 21st century. How can we create a more lively, engaged, and ongoing “intellectual community” at the college? What will be required if we are to move toward a truly intellectually rich community life?

Politics, Economics, and Activism

Breaking News: Wellesley Women Inside the Olympics (individual presentations)

Pendleton West 220

Behind the Olympic Dream: The Politics of News during Beijing 2008

*ZhanTao Yang '10, Biological Sciences and
Laura L. Reddy '10, Cinema and Media
Studies*

Advisor: Winifred Wood, Writing Program

On August 8, 2008, millions of people around the world gathered to watch the opening ceremony of one of the most highly anticipated Olympic Games in history. For Z.T. and Laura, interns for ABC and CBS News, respectively, these Summer Olympics became a window into the realities of the news industry. Interning for foreign media companies in China also allowed us to see China in a new light. Through conducting interviews, doing research, and writing articles, we quickly adapted to the fast pace of broadcast journalism. As we worked alongside producers and correspondents in the midst of Olympic fever, we learned what characteristics are considered to make a story newsworthy to the American audience. Discussing our behind-the-scenes experiences with stories ranging from protests to air pollution, we hope to clarify some questions the American audience may have about the media coverage of China and the Beijing Olympics.

Medals, Media, and Money: The United States vs. China at the 29th Olympiad

*Amy L. Wang '09, International Relations-
Economics*

Advisor: Akila Weerapana, Economics

I served as one of 600 overseas volunteers, a subset of the three million volunteers, at the Olympic Games in Beijing. I worked in the National Stadium in spectator services, providing information to the 90,000 spectators who attended events each evening. As I expected, this was an opportunity to see the Olympic Games and make new friends. However, I was surprised by the politically charged atmosphere that I experienced as a volunteer at the games. As a student of International Relations, I observed how the competition mirrored the economic and political contest between the United States and China. Because I person-

ally identify as both Chinese and American, this tension between my two homes became increasingly difficult to reconcile. I found myself forced to rethink the concepts of citizenship, nationalism, and the role of economic strength and momentum in determining international power dynamics.

Opulence, Olympics, and Opportunity

*Vivian Eng Bendewald DS '10, Undeclared
Advisor: Margery Lucas, Psychology and
Phillip B. Levine, Economics*

Weeks prior to the opulent opening ceremony of the 2008 Olympics, Cheng Bei, a poverty stricken rural village in China’s southern Jiangxi province, afforded me a porthole view into the effects that a rapidly growing economy has on traditional agrarian families and their hopes for educating their children. As an intern with Tsinghua University’s Poverty Alleviation Service Learning Project, my task of teaching, mentoring, and surveying people from poor rural villages underscored a growing disparity between those who benefit from rapid economic growth and the many who do not. This presentation will discuss observations, outcomes, and future possibilities within Cheng Bei, Jiangxi’s poor rural communities, and the world’s fastest growing economy. The effort to help mold a future where opportunity and ability are synonymous is one in which the faces of the hopeful children of my summer are etched for a lifetime.

From Allocations to Activism: How Large Organizations Make Decisions (individual presentations)

Pendleton East 139

The Quest for Higher Education: Getting to College and Paying the Bills

*Samantha E. Keefe '09, American Studies
Advisor: Jennifer C. Desjarlais, Office of
Admissions*

College tuition is steadily increasing, U.S. loan markets are collapsing, and college admission offices are receiving record numbers of applications. In this high-pressure college admission process, how do low-income students get in and then pay the bills? This past summer, I had the opportunity to work for QuestBridge, a nonprofit organization that matches high-achieving, low-income students with educational and scholarship opportunities at the nation's best colleges and universities. As a college relations intern, I participated in the organization's nationwide college prep programs, analyzed admissions data from 26 partner schools, and met with the gatekeepers of America's most prestigious educational institutions. I will discuss the conclusions of my data analysis, QuestBridge's impact on our own campus, and how my experience at QuestBridge has affected my role as a student representative on Wellesley's Board of Admission.

The National Science Foundation: Processes, Initiatives, and Latin America

Kate A. Davis '10, International Relations-Economics

Advisor: *Nancy A. Hall, Spanish*

During my internship with the National Science Foundation (NSF), I learned about some of the intricate processes used by governmental organizations in Washington, D.C. to fund research projects. Specifically, I worked in the International Office of the Americas Program, which administers grants to applicants mainly from Latin America. My research compiled information about various countries in this hemisphere, including the variety of scientific endeavors and specialties that currently exist in each nation, as well as the administrative processes NSF must follow when funding grants in the region. I also researched ways in which NSF could improve its policies so as to increase the

participation of female scientists in the review process. I learned that there are many steps taken by governmental agencies before funding a proposal. Some of these steps seemed at times, superfluous, but the desire of the employees to improve the process was universal.

God, Dollars, and Genocide: Anti-Genocide Initiatives at the U.S. Holocaust Memorial Museum

Lura F. Steele '09, Peace and Justice Studies
Advisor: *Lawrence A. Rosenwald, English*

The U.S. Holocaust Memorial Museum (USHMM) in Washington, D.C. operates under the tacit assumption that bystanders share responsibility for genocide. It follows then that it is not enough to simply "remember what you saw" at the museum; with memory, there is an obligation to act. This emphasis on social responsibility initially drew me to intern at the USHMM. During my time at the museum, I found that activism was restricted. As a quasi-federal institution, the USHMM adopts a secular stance while addressing religious issues and its anti-genocide initiatives must be compatible with the national agenda. These limitations appear to undercut the museum's core philosophy. However, within the federal framework, the USHMM staff thoughtfully distills Holocaust history, providing a forum for interreligious discourse, promoting human dignity, and furthering tolerance.

How Does Your Economy Grow?: Economic Development in Asia and South Asia (individual presentations)

Pendleton East 127

Where the Money Flows... Or Doesn't

Rishika Agarwalla '09, Economics
Advisor: *David L. Lindauer, Economics and Akila Weerapana, Economics*

This past summer, I interned with the Reserve Bank of India in Mumbai in the Department of Economic Analysis and Policy. I investigated the barriers to foreign investment in South Asia. Because the region consists of countries of all sizes and political spectrums, my research sought to identify the major country-specific impediments to further economic development. My liberal arts education enabled me to create a holistic framework with which to analyze my findings. The project concluded that major barriers to investment attraction from abroad were the region's volatile conflicts, as in countries like Afghanistan; or the small prospects of growth in size- and population-restricted countries like Bhutan. My interactions with the bank staff taught me to appreciate the research process, and its ultimate impact on the lives of the people. My experience helped me overcome previous biases against the bureaucracy of governmental organizations and learn to appreciate their work.

Where the Sun Shines and Who Uses It

Sadia P. Raveendran '09, Economics and Physics
Advisor: *Yue Hu, Physics and Akila Weerapana, Economics*

Last summer, I interned with TATA Power, one company of the TATA Group, a large Indian conglomerate. The objective of my project was to develop models of rural electrification taking into account factors like availability of resources, appropriateness of technology, and the existing policy environment. Prior knowledge of the science behind a power plant design, and an understanding of the complexity of developmental initiatives aided the project. In previous summers, I had worked for a government organization and a nongovernmental organization on similar projects. This internship gave me an opportunity to understand

how projects related to renewable energy are viewed, evaluated, and implemented under different organizational structures. Apart from a brief description of the internship, I will compare my summer experiences, and conclude with an account of the emerging possibilities within the present-day energy sector, including new power generation technologies, the carbon credits market, and policy formulation.

Think Responsibly: Exploring China's Economy, Business, and Culture at *The Economist*

Runshan Deng '10, Economics
Advisor: *Eric D. Hilt, Economics*

China is on the verge of transitioning its economy. Will China continue its unprecedented growth in the face of a global economic slowdown? What are the major weaknesses of its economy? What is the business culture like in China? This past summer, I attempted to answer these questions during my internship at *The Economist* Group office in Beijing. Under the guidance of the Chief Representative of Asia, I participated in a variety of projects, ranging from preparing economic presentations to attending business conferences as a representative of *The Economist* Group. I observed how economic research is integrated with business, met a diversity of high-achieving people in their fields, and experienced Beijing's frenzied buildup to the Olympic games. From this experience, I've gained a new understanding of China's economy, a better perspective on its culture, and a few guesses at what is in store for China in the future.

Flex Appeal: Examining Vietnam's Plastics Sector

Leah K. Tran '09, Economics
Advisor: *Olga Shurchkov '01, Economics*

Often referred to as the "darling of investors," Vietnam has received a lot of media attention for its economic growth and desirability as a potential investment opportunity. However, those looking to invest in the country must eventually face the reality of conducting business in a developing country. This is where management consultancies like Tractus Asia, where I interned last summer, serve as an invaluable resource, helping companies navigate the dynamic and often unclear business landscape. As an intern with Tractus' Vietnam office, my responsibilities ranged from editing project proposals to conducting informational interviews with industry sources. My main project involved analyzing Vietnam's plastics sector, which has grown rapidly despite significant issues, such as supplying inputs. This presentation will analyze the sector's growth and development and the impact of current economic conditions on its competitiveness, as well as investigate whether the trends in this sector are representative of others in Vietnam.

Public Partnerships: Experiences from Washington, D.C. (panel)

Pendleton West 117

Rakeen S. Mabud '09, Economics and Political Science; Mehreen Iqbal '09, Biological Chemistry; Rose-Ellen El Khoury '09, History and Political Science; and Natalie J. Ross '09, Political Science
Advisor: *Alan Schechter, Political Science*

Through the Wellesley in Washington program four of us spent the summer in Washington, D.C., a city teeming with government agencies, nongovernmental orga-

nizations (NGOs), and advocacy groups. Whether working for the United States Agency for International Development, the National Institutes of Health, the NGO Student Partnerships Worldwide, or the advocacy organization Women in International Security, all of us worked in an environment that brought together many different actors to strengthen the purpose of the organization. This panel will discuss our experiences working in a city that thrives on collaboration among organizations and individuals.

Science, Medicine, and Public Health

Researchers of the Caribbean: At World's End (panel)

Pendleton East 339

Ilene K. Tsui '10, Neuroscience; Cinthia M. Funes '11, Undeclared; Caroline S. Kwon '11, Undeclared; Morgan K. Merrick '11, Undeclared; Jane J. Park '11, Undeclared; and Jami-Lin L. Williams '11, Undeclared
Advisor: *Martina Königer, Biological Sciences*

At the Central Caribbean Marine Institute this past summer, we had the unique and challenging opportunity to experience biology in its most natural setting. Participating in this tropical organismal biology course, we traveled to Little Cayman Island where we engaged in field studies, snorkeled, and characterized various endemic plants. The course influenced our thoughts about international study opportunities, demonstrated the value of a hands-on learning experience, and introduced us to the many real-world career possibilities for biology students. We will share our personal reflections on living at a research station, designing and executing our own studies, and the ways this course has affected our academic careers at Wellesley and our attitudes toward the discipline of science.

Take a Chill Pill: New Advances in Effective Stress Management (panel)

Pendleton East 129

Lauren E. Eby '10, Neuroscience; Christin L. Scott '10, Psychology; Hannah R. Dornbusch '10, Economics; and Andrea J. Chang '11, Undeclared

Advisor: Connie Bauman, Physical Education and Athletics

Stress is a part of the Wellesley culture, yet few students seem to acknowledge its serious consequences, which include high blood pressure, overeating, anxiety, insomnia, and depression. Why do we allow stress to adversely affect our lives if we understand the connection between stress and health problems? Responsibly managing stress requires more than a cup of tea and soothing music; it involves a lifestyle change! Recently, methods to alleviate the negative effects of stress have been examined and tested. Neurogenesis studies demonstrate that moderate exercise is capable of “boosting memory and cognitive processing speed.” Did you know that meditative techniques such as biofeedback and the relaxation response can be “psychologically and physiologically more refreshing than deep sleep?” Studies indicate that belly laughter increases stress-relieving endorphins! Learn the science behind these stress relievers and see how effective stress management techniques can be incorporated into the busiest of Wellesley women’s schedules.

Water, Water, Everywhere (individual presentations)

Founders 120

Something’s Fishy: Developing Tools to Evaluate the Quality of Estuarine Habitats
Catherine C. Caruso '10, Biological Sciences
Advisor: Kimberly H. O’Donnell, Biological Sciences

Estuaries provide important nursery habitat where juvenile fish can mature, yet human pollution and global climate change have resulted in their continual degradation. Limited funding is available to protect estuaries from future decline, so we must determine which are most vital to maintaining healthy adult fish populations. As a National Science Foundation-Research Experiences for Undergraduates intern at the University of Delaware, I focused on using RNA concentrations in striped bass to determine instantaneous growth rates as an assessment of habitat quality. Bass were raised in captivity and we measured RNA concentrations and growth rates as feeding rations changed. Specifically, we examined how quickly RNA concentrations and growth rates responded to changes in rations. Our data helped us develop an RNA index of growth rate that could be applied to wild populations as a tool for determining estuarine quality. This work provided me with valuable insights into the process and real-world application of scientific research.

Observing the Effects of Light Quality and Quantity on Picophytoplankton *Micromonas*

Alejandra C. Ortiz '10, Geosciences
Advisor: Brittina A. Argow, Geosciences

This past summer, I studied picophytoplankton, the smallest marine photoautotroph, at the Monterey Bay Aquarium Research Institute in California. Pico-

phytoplankton growth rates are rapid and thus fix significant amounts of atmospheric carbon, a function of increasing importance in light of global climate change predictions. This study focused on the photosynthetic abilities of *Micromonas pusilla*, a well-studied picophytoplankton, specifically the effects of varied light on *Micromonas*. Preliminary results from the series of experiments showed a marked decrease in photosynthetic efficiency of *Micromonas* in ultraviolet and high light. I learned various molecular biology lab techniques, but more importantly, I learned how to plan and execute a large-scale project. The project taught me several valuable lessons, the most important being a better understanding of my personal preferences for graduate work.

A Tall, Cool Glass of...Sustainable Wastewater?

Alexis D. Fischer '10, Biological Sciences
Advisor: Marianne V. Moore, Biological Sciences

In a world where the population grows 1.2 percent annually, water is no longer a simple commodity. Raw sewage pollutes nearly 75 percent of the world’s rivers—rivers that are used for drinking, bathing, and prayer. Under these conditions, it is not surprising that most disease is water-born. Last summer, I worked for an environmental start-up company, GO₂ Water, which treats wastewater with a new, natural, and sustainable technology using algae. My research involved carbon footprinting and removal of harmful endocrine disrupting compounds from wastewater. I assessed chemical removal of the technology, generated micrographs of algal species involved, and executed a research study. Primarily, I learned that conventional wastewater treatment approaches used by engineering communities in developed countries

are not sustainable for future generations. However, the “green” push by Western business communities, which has created an environment of innovation with which I was involved, holds great promise. This experience enhanced my perspective of the biological fields and demonstrated sustainable technology’s capacity to improve the quality of life.

Little Creature, Big Impact: Exploring the Cell Cycles of Picoeukaryotes

Harriet A. Skoning '10, Biological Sciences and Mathematics

Advisor: *Marianne V. Moore, Biological Sciences*

Phytoplankton and algae are responsible for the uptake of nearly half of the world’s atmospheric carbon. Two species of picophytoplankton, *Micromonas pusilla* and *Ostreococcus tauri*, are thought to play a significant role in the fixation of carbon in the marine environment due primarily to their fast growth rates. This past summer, I worked in a microbiology lab at the Monterey Bay Aquarium Research Institute in California, studying the regulatory effects of light on the cell cycles of *M. pusilla* and *O. tauri*. Through this research it was determined that both the quantity of light and the diel cycle influence not only their rate of division, but also when they divide. Beyond the scientific knowledge gained through this experience, I developed an appreciation for the profound effect of the microbial world on the ecology of the planet.

Save the Sea Turtles, Save the World

Bailey E. Brame '10, Economics

Advisor: *Jeffrey E. Hughes, Biological Sciences*

The odds are stacked against many sea turtle populations. Only one of every 5 to 10,000 sea turtle hatchlings survives to adulthood. More than 300 sea turtle strandings have been reported in North Carolina this year. By January, that number is expected to reach 450. At the Karen Beasley Sea Turtle Rescue and Rehabilitation Center, volunteers work to care for sick and injured turtles and to release them back into the ocean. Last summer, I had the opportunity to interact with these animals and to immerse myself in the turtle conservation culture that is so prevalent in coastal North Carolina. The injuries and illnesses that I treated were almost exclusively caused by human activity, and the experience convinced me that the environmental cost of our negligence is too high. Individuals must accept responsibility for their own environmental impact; no change is too small, and we can all become involved in creating a more eco-friendly culture.

Cross-Cultural Interaction

Fieldwork with Underserved Populations Abroad (individual presentations)

Pendleton West 220

Save the Children: Costa Rica's Fight Against Sexual Tourism

Monica C. Colunga '10, French and Political Science

Advisor: *Lois Wasserspring, Political Science*

Costa Rica's thriving tourism industry has proven to be both a blessing and a burden for the country's residents. While the greater influx of tourists in recent decades has brought economic affluence, the commercial sexual exploitation of women and children has been lurking in the background. This past summer, I interned at Fundación Paniamor, the country's leading advocate for children's rights. As assistant to the local coordinator of the Code of Conduct project, an international nongovernmental initiative, I experienced firsthand how the nonprofit sector has been mobilized to protect Costa Rican youth and to promote responsible and sustainable tourism. I will discuss how my participation in this program challenged my expectations of a country famed for its economic and political stability, and how public and private entities can help ensure that national economic success does not come at the price of human dignity.

Minorities and Social Exclusion: The Case of Romanies

Ana Ila '09, Economics

Advisor: *Malhar Shyam V. Nabar, Economics*

First records of Romani presence in Europe date back to the early 14th century. Due to their darker skin color and nomadic way of life, they were—and still are—frequent targets of discrimination. As a result, Romanies today are a highly uneducated, poor, and socially marginalized stateless minority in Europe. My research at the Center for Democracy in Vienna during the spring of 2008 enabled me to investigate their situation more deeply. I researched how discrimination against Romanies affects their employability, how the self-segregation among Romanies affects their decisions about education and self-employment, as well as how their social organization hinders communication among different Romani groups. I learned from this internship how social stigma emerges and solidifies. People are not outcasts naturally, even though we do often assume that to be the case.

Laowai Laoshi: Teaching and Learning in a Rural, Minority Village in China

Kyla J. Raetz '09, Sociology

Advisor: *C. Pat Giersch, History*

On the edge of the Tibetan Himalayas lies Shaxi, a bucolic valley inhabited by members of the Bai nationality, one of China's many minority groups. Currently a quiet agricultural area, large changes loom with the local government's plans to attract ethnotourism. Fearful of the locals being pushed out by big-city entrepreneurs, a Chinese nongovernmental organization

was formed to provide villagers with the English, Chinese, and business skills needed to compete economically and plot their own future. I traveled to Shaxi this past summer, as a *laowai laoshi* (foreign teacher)—the organization's first English teacher. I found myself facing questions about much more than grammar: Who could take these classes? Would they apply their skills to help local communities? I will relate how my experiences with locals, students, government officials, and Beijing businessmen challenged my assumptions about the effects of English education in the area and gave me a glimpse of life in rural China.

First a Volunteer, Then a Skeptic, Now a Believer

Anagha Vaidhyanathan '11, Undeclared

Advisor: *Adrienne M. Lucas, Economics*

Imagine living all 24 hours of every day in darkness, without knowing that your condition is curable. That is life for 75 percent of the blind in India. As a longtime volunteer for the Sankara Eye Foundation, an organization committed to the eradication of curable blindness in India, I spent 30 days in its hospital in rural South India to see the effects of donor contributions. My experience was literally an eye opener. As an intern at the hospital, I saw the immediate and long-term benefits of restoring an individual's sight while empowering the patients to take accountability for their personal welfare. In my presentation, I will take you through my journey from enthusiastic volunteer, to frustrated skeptic, and now a committed believer in international development through health care.

Poverty, Gender, and Ethnic Minorities in Rajasthan, India

Moeena Das '09, *Sociology*

Advisor: *Smitha Radhakrishnan, Sociology*

Young women from tribal areas in Rajasthan, India, lack basic health and education services. They are often married off at a very young age, which lowers their chances of finding these services when they are older. This leads to a devastating cycle of early childbirth, poor health, and relative powerlessness in the family and village community. My presentation will focus on the triple disadvantage of being poor, coming from an ethnic minority, and being female in rural Rajasthan, while also exploring the ways in which these young women are able to rise above their circumstances once the right opportunities appear. The presentation will be based on the time I spent this past summer at Doosra Dashak, an education nonprofit that seeks to give young women basic education and life skills.

Reconciling Bi-Cultural Identities Abroad (individual presentations)

Pendleton West 117

Asian, American, and Abroad: Being an Asian Woman in a Non-Asian Country

Hillary C. Chu '09, *Art History and Neuroscience*; Sookjin S. Wang '09, *Economics and French*; and Rosanna Chin '09, *Economics and Spanish*
Advisor: *Karen Y. Shih, Office of the Dean of Students*

What does it mean to be an Asian abroad? What does it mean to be an American abroad? Where do these two identities coincide, and how does this combination

affect a woman's experiences and self-image? While studying abroad in Italy, France, and Mexico, our Asian identities played a significant role in shaping our day-to-day lives as well as raising our self-awareness. Although our goals for studying abroad were different, we shared similar experiences as Asian American women. We would like to share our thoughts on the varying stereotypes about Asians, the unique concept of being Asian American, and our new appreciation and understanding of diversity in the United States.

Abroad as a Nigerian American Female in Spain and Italy

Obiamaka N. Mbanefo '09, *Italian Studies and Spanish*
Advisor: *Jennifer Thomas-Starck, Office of International Studies*

Spending a year abroad in Spain and Italy was an all-around learning experience. As a black female, I have always been aware of how others perceive me in the United States. Abroad, two new factors pushed themselves to the forefront of my daily awareness: being of African descent as well as being American. Growing up in the United States with Nigerian parents has, on numerous occasions, led me to question which identity I claim to be: black African or black American. When forced to choose one, I have always chosen African, but I had never been in a situation where I was constantly perceived as African before American. Being prejudged as African—as well as confronting the African immigration issues in Europe—brought to life a new understanding of my persona as a Nigerian American female.

Learning, Service, and Youth

And Justice for All: Rehabilitation and Empowerment (individual presentations)

Pendleton East 239

Sawing at Bars: Examining Alternatives to Violence in Prison

Johannah M. Murphy '09, *Classical Civilization and Peace and Justice Studies*
Advisor: *Victor H. Kazanjian, Peace and Justice Studies*

Instead of stopping cycles of violence, prisons in the United States are perpetuating them because they lack a comprehensive system of rehabilitation. Over the past two years, I have volunteered with an organization called Alternatives to Violence (AVP), which works with prisoners in a series of workshops and trainings to fulfill AVP's mission: "To empower people to lead non-violent lives through affirmation, respect for all, community building, cooperation, and trust." Facilitating workshops in prisons in Shirley and Concord, Massachusetts, I have worked to create communities that foster nonviolence through dialogues, skits, and role-playing. In this presentation, I will focus on the objectives, successes, and trials of the AVP program, as well as on my own personal experience working in prisons. I also will describe the need I see for all people to examine the lack of rehabilitation available to U.S. prisoners and for the nation to pay more attention to prisoners and the prison system in general.

Impossible Children: What to Do with Child Victims Who Have Become Victimizers

Maria J. Bybee '10, Peace and Justice Studies
Advisor: *Victor H. Kazanjian, Peace and Justice Studies*

Do we lock them up and throw away the key? Do we refuse to hold them responsible? What is best for them? What is best for society? Over the summer, I worked at Jasper Mountain, a residential treatment center for emotionally disturbed children in Oregon. Many of the children in the center had done significant damage to themselves and/or others. However, I learned that any attempt to understand their actions must be influenced by the knowledge that each and every child there previously had been exposed to terrible cruelty, unforgivable neglect, and horrendous acts of violence. Outcome data and personal experience will be used to examine the complex balance of these two factors. This experience shook up my ideas of what a child is and how each should be treated. Nevertheless, I ended up with a deepened understanding of how I want to think about, work with, and treat even the most impossible children.

A Question of Justice?: Investigating Cases for the Public Defender Service of D.C.

Julian C. Burns '09, English and Philosophy
Advisor: *Nancy S. Scherer, Political Science*

This past summer, I interned with the Public Defender Service of the District of Columbia. I was primarily responsible for conducting investigations on behalf of our clients. While investigating cases from assault to murder in Washington, D.C.'s poorest neighborhoods, I gained insight into the pressures that direct our juvenile clients toward crime and make it

more likely that they will be apprehended if they engage in criminal activities. I also observed firsthand the tensions between law enforcement and criminal defense attorneys and considered whether these tensions effectively further the criminal system's truth-seeking purpose. Although I ultimately decided that I would not pursue a career as a criminal defense attorney, I gained a deep appreciation for the irreducible human aspect of defense work and the positive impact our advocacy has on clients' lives.

Not Your Average Career Service: Job Counseling for the Homeless

Allison V. Mousin '09, Classical Civilization
Advisor: *Stephanie L. Abbott '06, Center for Work and Service*

St. Francis House in Boston is a comprehensive day shelter which houses the Moving Ahead Program (MAP), a 14-week life skills and job development course for the chronically homeless. As an intern at MAP this past summer, I worked with the job counselors and was able to learn of the many challenges that face the homeless in trying to gain meaningful employment. MAP students and alumni were a diverse group, many of whom had histories of criminal offense and substance abuse, but also widely varying educational levels and vocational skills. Job counselors had to throw away the one-size-fits-all mentality in order to help each individual. Throughout the summer, I increased my understanding of the factors that contribute to homelessness, while deepening my original interests in education and community building. In my presentation, I will share how these reflections challenge the general notion of homelessness in society.

Out of Sight: Working with Victims of Domestic Violence

Natalie J. Russ '10, Psychology
Advisor: *Jonathan M. Cheek, Psychology*

Within American culture, domestic violence is still largely hidden from view. Through my summer internship working with victims of domestic and intimate partner violence at the Kings County District Attorney's Office in Brooklyn, New York, I saw the impact of trauma and abuse on a marginalized segment of society. My clients spoke to me at length about the complex ways in which their abusive relationships shaped their lives. By observing the victims' interactions with the criminal justice system and with me as their counselor, as well as hearing of their relations with their batterer, friends, family, and police, I came to understand the social processes that keep domestic violence out of sight. I took from this experience not only a sharper understanding of the phenomenon and the women whose lives it deeply affects, but also a clarified vision of my future in the field of psychology.

Serving At-Risk Children (individual presentations)

Pendleton East 130

Children's Hospital Neighborhood Partnerships: Fostering Mental Health in Boston Public Schools

Jennifer D. Gocos '09, Psychology
Advisor: *Paul M. Wink, Psychology*

Children in today's schools are expected to perform at a set standard for each grade level, regardless of their individual background. Yet some students experience significant problems in their daily lives that inhibit their ability to learn. Many schools, especially those serving students in low-income areas, cannot afford to

provide mental health clinicians to help these students adjust to school or cannot provide enough clinicians for the number of students in need. Last summer, I worked with Children's Hospital Neighborhood Partnerships, an organization that places mental health clinicians in Boston Public Schools to bridge the gap between students in need and school resources available. My presentation will highlight the benefits of the program for Boston students, as well as how working with the clinicians influenced my career goals in the field of education.

Instruments of Development: Music as a Therapeutic Tool for Developmentally Delayed Children

Helen J. Day '09, Psychology
Advisor: *Lee Cuba, Sociology*

While interning at Riverside Community Care's Early Intervention program for infants and toddlers in Needham, Massachusetts, I learned different methods for helping developmentally delayed children become more physically, verbally, and socially adept. I became particularly interested in the prevalence of musical activities during therapy sessions. Although none of the staff were trained music therapists, each incorporated music into her practice. After attending a music therapy workshop and doing bibliographic research, I realized that music has a profound effect on the brain: It stimulates it in more areas and to a greater degree than speech, and even triggers the formation of new neural connections. At Riverside, I saw how musical activities can help children with a wide variety of developmental issues make significant progress. Music is a valuable therapeutic tool that requires little musical knowledge to be used effectively and should be implemented in every form of developmental therapy.

Playful Obstruction: Losing Focus in the Autism Treatment Debate

Jennifer M. Moriuchi '09, Neuroscience
Advisor: *Paul M. Wink, Psychology*

Disputes over the best method of treatment for children with autism has caused deep divisions within the therapeutic community. On one side are the behaviorists who support Applied Behavior Analysis (ABA), a structured, data-driven approach to teach specific skills. On the other side, developmentalists advocate Floortime, a child-centered intervention in which the therapist actively participates in play. During the past three years, I interned at clinics using each method and found that behaviorists rarely say anything positive about Floortime, or developmentalists about ABA. Before my practicum last spring at Advances Learning Center, an ABA clinic in Watertown, Massachusetts, I was a devoted Floortime enthusiast. However, witnessing ABA's effectiveness firsthand challenged my negative opinion of behavioral therapy. I will share my experiences working with children with autism using both methods, as well as similarities I observed between the therapies that suggest they can actually complement each other to help children learn.

Politics, Economics, and Activism

From Social Organizing to Social Policy (individual presentations)

Pendleton West 116

Keep Us Alive!: Community Organizing and Mental Illness

Anne W. Weber '09, English and Psychology
Advisor: *Stephanie L. Abbott '06, Center for Work and Service*

Massachusetts mental health care workers had not received wage increases in more than 20 years, despite drastic cost-of-living increases, until July 2008 and Senate Bill No. 65. Beginning this past June, I watched this situation change as a Lumpkin intern at the Riverside Day Treatment Center in Newton, Massachusetts. I observed service providers lobbying for themselves and their clients. And, to my surprise, I witnessed how the men and women they take care of were able to overcome personal challenges and come to their aid. From calling legislators to rallying at the State House, these mentally ill women and men became everyday activists, and in doing so, they were able to accomplish something significant both for themselves and for the people who care for them. In my presentation, I will not only share examples from this experience, but will also consider the larger implications of how society rewards mental health care workers and nonprofit workers in general.

Does Faith Make a Difference?: Prisons, Problems, and the Possibility of Reform

Margaret Hall '11, Undeclared
Advisor: *Markella B. Rutherford, Sociology*

The Pew Center on the States 2008 report on incarceration in the United States revealed that the number of U.S. prisoners has increased three-fold in three decades, from 585,084 to 1,596,127. Over the past decade, the federal government has turned to faith-based programs in an effort to help alleviate this problem with efforts including the 1996 welfare reform bill and the establishment of the White House Office of Faith-Based and Community Initiatives. As a summer intern at Charles Colson's Prison Fellowship Ministries, a front-running faith-based prison program, I was hit by the hard reality of an ineffective social institution that contains 1 in every

100 Americans. My previously passive stance about inmates and prisoners was challenged by the startling statistics, as well as by stories of genuine change and reformation of the incarcerated. At Wellesley we essentially believe we can change and make a difference. I desire to project this idea of change to a population that the society believes cannot change.

Homeward Bound: Breaking the Poverty Cycle with Public Housing Reforms

Abigail C. Lees '09, Russian Area Studies
Advisor: *Karl E. Case, Economics*

In 2000, the federal government loosened restrictions for select public housing authorities around the country by giving them “Moving to Work” grants for implementing creative solutions to local problems. As a research assistant for a paper by the Pioneer Institute examining Moving to Work reforms in Massachusetts, I collected and processed data from Worcester, Boston, and Cambridge. The data challenged my previous studies by showing how statistics can be manipulated in defining and quantifying problems like poverty. Furthermore, the research shed new light on college classroom discussions and made me reconsider important questions: What is poverty, self-sufficiency, and a successful household? What is the purpose of welfare and the role of the government in individual lives?

Environmental Justice in the 'Hood, or... Who Am I Kidding?

Catherine J. Chu '10, Women's Studies
Advisor: *Charlene A. Galarneau, Women's Studies*

“Are you my sister?” Several times this summer my favorite eight-year-old activist asked me this simple question, which

mirrored my own doubts of identity and belonging. Through my experiences as an intern at Alternatives for Community and Environment (ACE), an environmental justice organization in Roxbury, Massachusetts, I gained an understanding of the collaborations necessary to achieve social justice and ACE's philosophy of the need for systemic change. With this insight, I will discuss the questions and pressures faced when working in a lower income, community of color-based environmental justice nonprofit. I will address issues of racial tension and class guilt, challenges of working at an environmental organization, and the overlooked, yet persisting, concerns involving gender and sexual orientation. I will speak to my doubts regarding these difficulties and how I left believing in my contribution to systemic change.

International Social Justice: Limits and Possibilities (individual presentations)

Pendleton East 339

Three Approaches to Social Justice in International Geneva

Margaret E. Tiernan '09, International Relations-Political Science; Marie Dianne D. Reyes '09, International Relations-Economics; and Erin E. Ryan '09, Environmental Studies
Advisor: *Beth DeSombre, Environmental Studies and Political Science*

Geneva is home to 25 international organizations, approximately 200 nongovernmental organizations (NGOs), and 150 permanent missions to the United Nations. Through our involvement with the Boston University Geneva Internship Program, we were able to gain hands-on experience maneuvering the complex social, political, and cultural channels of this international center. Our respective investigations of

human rights among non-state actors at the NGO Geneva Call, children's environmental health indicators at the World Health Organization, and agricultural trade policy at the United Nations Environment Programme—United Nations Conference on Trade and Development allowed us to understand how each distinct niche promotes the furthering of social justice around the world.

Experiencing Gendered Politics Working for the United Nations

Clara Bottler '09, Political Science
Advisor: *Joel Krieger, Political Science*

This past summer, I interned for the Latin American Division in the International Fund for Agricultural Development (IFAD) of the United Nations headquarters in Rome. Excited about having the opportunity to be there, I went to work wanting to learn more about development, and specifically about U.N. involvement in rural Latin America. I helped review past and present IFAD projects in an effort to reveal successful patterns and methods of action for the 2009 Rural Development Report. By the end of my experience, I learned a great deal about Latin American development projects. Much to my surprise, I also learned about workplace politics and the way decision-making power is divided by gender. Working for the U.N., my experience was shaped by the gendered politics I witnessed and in which I became an unwilling participant. I had always known about the glass ceiling, but it took my experience with an organization that fights for gender mainstreaming and equality, to come face to face with it in a workplace environment.

Witnessing History: Education, Politics, and the Construction of Knowledge (individual presentations)

Pendleton East '139

History through a Communist Lens: Exploring Different Perspectives at the Library of Congress

Jinhe Hu '11, Undeclared

Advisor: *Elizabeth B. Febo, Information Services/Research and Instruction*

Communism has often been cast in a bad light, especially during the Cold War of the 20th century. Many Americans do not examine the other side of the story, the perspectives of the Communist nations. During my internship at the Library of Congress, I was given such an opportunity—to view history through a Communist lens. I analyzed a collection of rare Chinese children's books from 1911 to 1996. This literature reflects the deeply political, war-torn, and confused time period in which it was published. The collection addresses diverse subjects ranging from the Japanese occupation of China to the Vietnamese War. The insight I gained through my research and analysis of the literature provided me not only with historical and cultural knowledge, but also with the realization that it is only through studying multiple perspectives that one can attain a thorough knowledge of a historical event or time period.

Corruption and Confusion: Reflections on Russian Higher Education

Kathleen M. Keefe '09, Russian Area Studies and Carlotta G. Chenoweth '09, Russian
Advisor: *Thomas P. Hodge, Russian*

This February, the Russian government suddenly shut down the independent European University in St. Petersburg, a move seen as politically motivated.

Meanwhile, the international community has earnestly questioned the relevance of a liberal arts education on the global scale. With this in mind, we set out to study at St. Petersburg's Smolny College of Liberal Arts and Sciences, the first Russian liberal arts college. We observed firsthand the challenges of implementing a liberal arts curriculum in a country with no precedent for this "experimental" education. How can the liberal arts be developed, given the limited understanding most Russian students and professors have of class discussion or critical interpretation? And what was our role—as international students from established liberal arts colleges—in contributing to this environment? We will discuss these questions and describe how our time at Smolny provided us with a deeper understanding of a liberal arts education.

While on My Way to the Polls...

Estelle S. Olson DS '11, Undeclared
Advisor: *Corrine Taylor, Quantitative Reasoning*

This past spring and early summer, I interned with the Hillary Clinton for President campaign. I traveled through many states, knocking on doors, making phone calls, and working events. I enjoyed all of my responsibilities, yet my favorite task was driving people to the polls. In our conversations, I heard of wives who fled abusive husbands, mothers who died before women could vote, men who registered for the first time in their family's history, and the desire for decisiveness in government again. I saw tears drip from the eyes of an elated, elderly woman as she drew the curtain on her polling booth and felt the softness of a Pakistani woman's hand as she clasped mine and, with sud-

denly spilling tears, whispered, "Thank you." Prior to this experience, I had little understanding of the power of inspiration or its necessity for those usually unheard in our society. Now I understand that true equality means every voice must be encouraged to rise.

In-Boxes for Change: Promoting Social Causes One E-mail @ a Time

Esther S. Jang '09, Economics
Advisor: *David W. Johnson, Economics*

Empowered by their sense of social responsibility, students have demonstrated the ability to promote change on campus and in their local communities. Simple networking can channel their passion and commitment to contribute to meaningful change for the global collective. Money is, unfortunately, their most binding constraint. I joined Replyforall.com last spring because I believed that the organization could amplify the measurable impact of students by utilizing a simple tool whose potential has previously been overlooked: e-mail. The e-mail signature that we developed is an application that advertises our corporate sponsors and, more importantly, helps students raise funds for social causes of their choice. Students determine the amount of money allocated to each cause, as distribution is determined by user popularity. My experience with Replyforall prompted me to address the question of whether maximizing profits and advancing social agendas are mutually exclusive.

Science, Medicine, and Public Health

Addictions: At Home and Abroad (individual presentations)

Pendleton East 127

Discovering Britishness One Pint at a Time

Katrina L. Browne '09, Political Science
Advisor: *Maurizio S. Viano, Cinema and Media Studies*

Real ale presents a case study for examining the differences between American and British perceptions of alcohol. Both Britain and the United States have a problem with underage drinking. Yet the two countries go about solving this in very different ways. This issue demonstrates how ale intersects aspects of British culture, from politics to economics and beyond. Through my experience as a member of the Oxford University Real Ale Society, I learned about the production and economics of real ale through touring one of Britain's most famous breweries, the Wychwood Brewery. While abroad, I also noticed significant differences in American and British advertisements for alcohol. With my visit to the Cambridge CAMRA Beer Festival, the oldest and second largest beer festival in the country, I learned about British conceptions of consumer advocacy. In the end, I wound up discovering some of the meaning of Britishness one pint at a time.

Nature vs. Nurture: A Study of Enriched Environments on Cocaine Abuse

Stefany Acosta-Torres '10, Neuroscience
Advisor: *Barbara S. Beltz, Neuroscience*

Substance abuse affects 17 percent of Americans. Due to the wide use of drugs of abuse, studies have been conducted to pinpoint the factors, both biological and environmental, that contribute to drug addiction. My project at Penn State College

of Medicine was a replication of a previous study that used a rodent model to examine whether exposure to an enriched environment would protect adult rats from devaluing saccharin, a natural reward, in favor of cocaine. It also examined whether adult rats housed in an enriched environment were less likely to work hard for the drug. The previous study found that the enriched rats were less likely to work for the drug; they not only self-administered less cocaine, but saccharin as well. My replication found the same results. Participation in this summer research program was a huge influence in deciding that I do want to pursue research in neuroscience.

Heroin Use: From Needle Parks to Drug Consumption Rooms

Kendall D. LaSane '09, Anthropology
Advisor: *Anastasia Karakasidou, Anthropology*

Last semester, I conducted an independent study project in Geneva, Switzerland, on the sociohistorical health implications of heroin addiction. In response to rampant heroin use in public spaces, which also led to an increase in HIV prevalence, the federal government sponsored a policy of harm reduction aimed to promote safe practices and improve health. I used field-based research in hospitals, clinics, and recovery meetings to explore the initiatives that subsequently changed the predominant mode of social control from law enforcement aimed at reducing the availability of heroin to one of health care for its users. My presentation will outline the success of this controversial public health strategy through its ability both to decrease heroin addiction onset and also to provide more successful, holistic, and comprehensive treatment services. This project allowed me to combine my interests in anthropology and public

health to examine the causality of addiction and propose alternative heroin treatment strategies in the United States.

For Better or Worse: Experiences in Health Care Abroad (individual presentations)

Pendleton West 212

Boarding the Plane for a Lesson in Medicine and Public Health

Nauf J. Latef '09, Neuroscience and South Asian Studies and Hoi See Tsao '09, Neuroscience
Advisor: *Sheila P. Brachfeld-Child, Psychology*

The pre-medical track and studying abroad often appear mutually exclusive due to the many academic demands placed on aspiring doctors. However, sometimes, in the words of British physician Alec Bourne, "It is possible to store the mind with a million facts and still be entirely uneducated." Dr. Bourne's quote encouraged us to seek out a new form of education. By engaging in the less traditional decision as pre-med students to study abroad, we were able to nurture specific medical interests. One of us spent a year in Scotland taking courses in the University of Edinburgh's medical school, while the other studied public health in Switzerland, India, China, and South Africa. We will share with you the specialized courses we took and the new perspectives on healing and traditional medicine we learned. Our travels helped us understand that the greatest learning sometimes comes from utilizing outside resources and taking "the road less traveled."

Health Care in Chile: Universal, Yet Unequal?

Lauren R. Fink '10, Neuroscience
Advisor: *Marjorie Agosin, Spanish*

My host mother in Santiago, Chile, was horrified to learn about the millions of uninsured people in the United States. The concept of basic health care as a privilege, rather than a right, was simply bizarre to her. The Chilean health care system was equally puzzling to me, at first. The Chilean “mixed system” encompasses beautiful and technologically advanced private clinics as well as run-down and understaffed public hospitals. In many ways, these hospitals mirror other aspects of Chilean life. Chile is a nation experiencing the “growing pains” of rapid economic development. Though Chile is one of South America’s wealthiest countries, class conflicts endure due to vast income inequality. Through two months of clinical observations, research, and weekly seminars with local experts, I returned to the United States with an understanding of the Chilean health care system and a new perspective on our own health care crisis.

The Heart and Soul of Medicine: The Future of Tertiary Care in West Africa

Courtney A. Ackeifi '10, Biological Chemistry
Advisor: *Marc J. Tetel, Neuroscience*

This past summer, I interned at the National Cardiothoracic Centre at Korle Bu Teaching Hospital in Accra, Ghana, the leading cardiothoracic surgical facility in West Africa. I observed numerous cardiothoracic surgeries and assisted in performing a variety of minor surgical procedures, including chest tube insertions, central lines, and lung biopsies. I experienced firsthand the highs and lows of the medical profession: when a patient recovers better than expected and when a patient does

not survive. The most valuable experience was observing and participating in international health care in a developing nation. I witnessed the effects of limited funds and supplies on the lives of patients and health care professionals. I left my internship with a greater understanding of the needs for dedicated, strong leadership in self-contained health centers and great hopes for my future in international health care.

Eye Health in Tamale, Ghana

Jessica N. Yi '10, Neuroscience and
Yue Guan '10, Economics
Advisor: *David L. Lindauer, Economics*

Last summer, we had the opportunity to provide eye care to the underserved in and around Tamale, Ghana, with an organization called Unite For Sight. As part of our daily outreaches, we visited local schools and rural villages to check for visual acuity and look for eye diseases such as glaucoma, trachoma, and cataracts. Many programs in developing countries focus on HIV/AIDS, malaria, or other “big ticket” health issues, but there are very few programs dealing with eyesight. Working with the only ophthalmologist for two million people in the Northern Region of Ghana, we learned not only about how to detect eye diseases but also about the challenges of providing health care in Ghana, the importance of empathy in communicating with our patients, and the value of cultural understanding in working in a foreign setting.

From Bench to Bedside: Internships in Disease Research (individual presentations)

Pendleton East 129

Successes and Setbacks: Investigating Novel Biomarkers of Human Lung Scarring

Emily R. Strong '10, Physics
Advisor: *Marilyn T. Turnbull '69, Chemistry*
and Patricia Sime, University of Rochester
Medical Center

Pulmonary fibrosis is the accumulation of scar tissue in the lungs, which impairs normal respiratory function. There are few available therapies, and because of this the median survival rate following diagnosis is 2.9 years. Recent research has demonstrated the inhibition of fibrosis by drugs that target Peroxisome Proliferator-activated receptors (PPAR) in immune response cells. It has also been shown that there may be a relationship between PPAR receptors and TG2, a cross-linking protein of the extracellular matrix. I began the summer investigating the regulation of PPAR receptors in the fibrosis pathway. However, we soon found that this question cannot be studied at present, so I switched my focus to TG2. In this new investigation, our results suggest that TG2 could be an important therapeutic target for treatment of pulmonary fibrosis. This experience taught me about the challenges that crop up during the research process and about the career of a physician-scientist.

Academic Research: From Bench to Manuscript

Huacong Chen '09, Biological Sciences
Advisor: *Gary C. Harris, Biological Sciences*

When I applied for a student research fellowship award, I did not expect a three-year journey that took me deep into the

field of academic research. My proposal examined the influences of inflammation on phosphate intake. I began by simply testing various inflammatory cytokines in cells that modeled the human intestine and observed for changes. I found that a particular cytokine, TNF- α , decreases the activity of the protein responsible for phosphate absorption. Following this discovery, I learned and employed numerous molecular genetics and biochemical research skills to elucidate how the cytokine was able to reduce phosphate absorption. I also became an official member of the lab where I discussed my progress with coworkers. My findings have amounted to a manuscript for submission that requires me to use everything I've learned from Wellesley. This experience gave me valuable insight into the field of scientific research and helped decide my future.

Good Vibrations: Therapy for Improved Bone Health in Children with Crohn's

Catherine M. Marchetta '10, Biological Sciences

Advisor: John S. Cameron, Biological Sciences

More than 1.4 million Americans suffer from Crohn's disease and ulcerative colitis, referred to as inflammatory bowel diseases. Ten percent are children under age 18. These debilitating, chronic illnesses primarily impact the digestive system but also adversely affect other body parts including bones. The Healthy Vibrations research study at Children's Hospital of Philadelphia is a National Institutes of Health-funded project examining bone health in children. The study uses a vibrating plate that emits low magnitude mechanical stimuli to activate bone growth. As a research assistant, I interacted with patients and recruited prospective participants. I also contributed to

administrative projects, such as designing and producing the first two study newsletters. This internship provided new insight into research management and a perspective on the delicate issues associated with human subject research, both of which will impact my course of study at Wellesley.

Sustainability at Wellesley: How Green Can Blue Be? (roundtable)

Newhouse Center, Green Hall 240

Daniel A. Brabander, Geosciences; Jane Bindley '57, Boston Medical Center; Beth DeSombre, Environmental Studies and Political Science; Nicholas L. Rodenhouse, Biological Sciences; Catherine R. Salop '94, Office of the President; Asha G. Stenquist '09, Economics and Geosciences; James M. Turner, Environmental Studies; Patrick Willoughby, Physical Plant; and Anli Yang '09, Economics and Environmental Studies

Organizer: David J. Ellerby, Biological Sciences; Beth A. Hennessey, Psychology; and Franklyn A. Turbak, Computer Science

Sustainable living has emerged as a popular notion with potential environmental, economic, social, political, and cultural implications. But exactly what is "sustainability" and what does it mean for Wellesley? This roundtable will discuss sustainability at Wellesley from the perspectives of faculty, staff, students, and alumnae. Questions to be considered include: What is Wellesley doing to be more sustainable, and what impact do these actions have beyond the college? What trade-offs, economic and otherwise, are involved in "greening" the campus? How does Wellesley compare with peer institutions in terms of its sustainability efforts? How do experiences at Wellesley shape how people can and should approach sustainability elsewhere in the world?

TANNER
CONFERENCE
EXHIBITION



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, nearly 50 percent of Wellesley College juniors participate in semester or full-year international study programs in more than 40 countries. Roughly a third of those who study internationally are enrolled in Wellesley College-sponsored programs, with the remainder selecting programs sponsored by other colleges, universities, or international study providers.

Internships and Stipends

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, more than 300 students participated in 74 internship programs in 31 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 50 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.

WELLESLEY IN THE WORLD

International Study

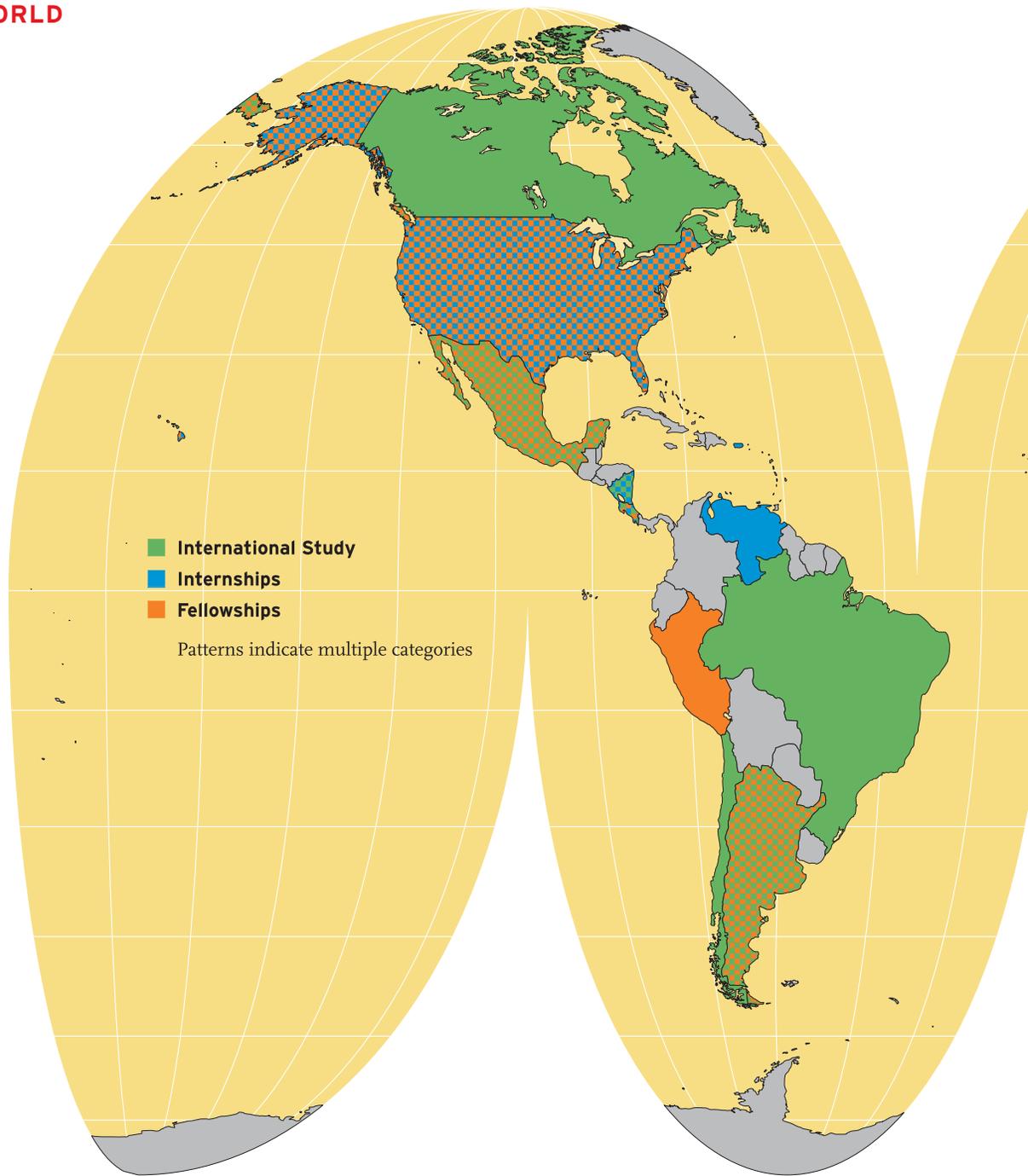
Argentina	Japan
Australia	Jordan
Austria	Kenya
Brazil	Mexico
Canada	Morocco
Chile	Netherlands
China	New Zealand
Costa Rica	Nicaragua
Croatia	Poland
Czech Republic	Russia
Denmark	Scotland
Egypt	Senegal
England	South Africa
France	South Korea
Germany	Spain
Ghana	Switzerland
Greece	Turkey
Hungary	Uganda
Ireland	Vietnam
Italy	

Internships

Angola	Liberia
Austria	Morocco
Bangladesh	Nicaragua
Cambodia	Niger
Cameroon	Nigeria
China	Puerto Rico
Costa Rica	South Korea
Denmark	Syria
Ethiopia	Tanzania
Germany	Thailand
Ghana	Uganda
Hong Kong SAR	United States
India	Venezuela
Italy	Vietnam
Japan	Zambia
Kenya	

Fellowships

Argentina	Malaysia
Austria	Mexico
Bangladesh	Netherlands
China	New Zealand
Cook Islands	Nigeria
Costa Rica	Peru
Denmark	Russia
England	South Africa
Ethiopia	South Korea
Fiji	Spain
France	Switzerland
Germany	Syria
Ghana	Taiwan
Hong Kong SAR	Thailand
Hungary	Turkey
India	Uganda
Ireland	United Arab
Japan	Emirates
Jordan	United States
Libya	Vietnam



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. This semester or year-long program in Athens emphasizes ancient Greece, with some attention to modern Greece and 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, such as art history or Italian language.

Intercollegiate Center for Classical Studies in Sicily

The focus of the Sicily program, as in the original program in Rome, is on classical languages, as well as on local manifestations of history and civilization in the ancient Mediterranean world. Based at the University of Catania, in a city with a rich ancient, medieval, and Baroque history, this program offers extensive local academic resources and close proximity to both mainland Italy and other towns

on the island. There are three mandatory courses: Mediterranean Cultures, Greek or Latin, and Italian language. For the fourth subject, students may take either a second classical language or art history.

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

Ewha Womans University—Seoul, South Korea

Wellesley College offers a student-for-student exchange program with Ewha Womans University in Seoul. Wellesley students attend classes in Ewha’s international coeducational programs. All classes, with the exception of Korean, are taught in English. Students who have a mastery of the Korean language also may take courses at the University outside of the international program.

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 to 32 credits, receiving full credit for the year. One academic-year course may

be taken at the coeducational Waseda University’s International Division (in English) at no additional expense. Students live in homestays.

For more information on these programs, visit: www.wellesley.edu/EALL/study_abroad.html

Department of French

Wellesley-in-Aix

Wellesley-in-Aix offers an exciting and challenging course of study, as well as an authentic experience of French life and culture. The program is open to women and men alike. Its modest size, 30 to 35 participants, allows for close attention to individual interests and academic needs. Students begin with a pre-session 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*, “downtown”; a few homestays with selected families are also available.

www.wellesley.edu/OIS/Aix/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 programs and departments. 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.

www.wellesley.edu/German/studyabroad.html

Office of International Study

The Office of International Study (OIS) provides advice and support for Wellesley College students who elect to study abroad for a semester or an academic year. Each year, almost 50 percent of the junior class pursues academic course work abroad for at least one semester. Of those, about a third enroll in a Wellesley-administered or consortium program in Austria, France, Italy, Japan, Mexico, South Korea, Spain, or the United Kingdom. The remainder enroll in a Wellesley-affiliated program or select from a list of more than 150 approved programs or direct-enroll options. All students considering a semester or year abroad during the junior year should begin the process early in their sophomore year.

www.wellesley.edu/OIS/

Department of Italian Studies

Eastern College Consortium (ECCO)—Bologna, Italy

The Department of Italian Studies offers a program of semester and year-long courses in Bologna. Students enjoy ECCO courses as well as the opportunity to take University of Bologna courses.

www.wellesley.edu/Italian/ecco-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 (Massachusetts)—offers an international study program in conjunction with the Benemérita Universidad Autónoma de Puebla (BUAP). The focus is on direct matriculation of students in regular Mexican university courses in nearly all divisions of the BUAP. 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. 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, as well as excursions to Mexico City, Oaxaca, and Tlaxcala, complement the curricular offerings. The program is available in fall, from early August through mid-December, and/or in spring, from early January through late May. Each term offers a considerably longer international study experience than

the usual semester—which may be of particular benefit to students who cannot spend an entire year abroad.

www.wellesley.edu/Spanish/Puebla/

Programa de Estudios Hispánicos en Córdoba (PRESHCO)—Córdoba, Spain

A consortium of Oberlin College, Smith College, the College of Wooster, Trinity College, Wellesley College, and Wheaton College (Massachusetts) created the Programa de Estudios Hispánicos 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 fine arts, humanities, and social sciences. Academic study in the PRESHCO program is centered around a variety of courses specially developed for students in American colleges and universities, taught by regular faculty of the University of Córdoba, and offers a direct matriculation at the University of Córdoba. 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.

www.wooster.edu/preshco/preshco/

Internships and Stipends

Center for Work and Service Identified Internship Programs

American Cities Internship Program

What is it like to have a job in a major American City? The American Cities Internship Program translates Wellesley's liberal arts education into action by providing each student with an intensive, career-related internship experience and the opportunity to live in cities such as Atlanta, Chicago, Los Angeles, New Orleans, and San Francisco. Students are placed in for-profit and nonprofit organizations with alumnae mentors when possible. Through their internships, students become familiar with professional responsibilities, create networks for future employment, and learn the importance of cultivating relationships with co-workers of diverse ages and backgrounds. By living independently students gain an understanding of city living from a multidisciplinary perspective.

[www.wellesley.edu/CWS/students/
amcitiesintern.html](http://www.wellesley.edu/CWS/students/amcitiesintern.html)

Internships in International Human Rights Organizations

This program places students in international nongovernmental organizations working on human rights issues. The placements vary from year to year. In 2008, a student was selected to work with the Citizens' Alliance for North Korean Human Rights in Seoul, South Korea.

www.wellesley.edu/CWS/students/ihrdc.html

Lumpkin Summer Institute for Service Learning

Designed for students with a commitment to service, the Lumpkin Summer Institute for Service Learning challenges students to explore and participate in social change in the Greater Boston Area. During the 10-week program, students reside together in Boston, while undertaking full-time internships with local nonprofit organizations. Led by Wellesley College faculty, staff, and nonprofit practitioners, a weekly seminar integrating experiential and traditional classroom learning, benefits not only the Wellesley interns, but also the communities in which they serve.

[www.wellesley.edu/CWS/students/
servicelearning.html](http://www.wellesley.edu/CWS/students/servicelearning.html)

The Elisabeth Luce Moore '24 Summer Internships in Asia

The College's most comprehensive international internship program, the Elisabeth Luce Moore '24 Summer Internships in Asia aims to prepare students for lives and careers in a global economy. Through internships in East Asian business, government, and nonprofit organizations, students gain knowledge of local business and cultural norms that inform their liberal arts education and that prepare them for professions in an interconnected world. The Elisabeth Luce Moore '24 Summer Internships in Asia, which currently sponsors internships in China, Hong Kong SAR, Japan, and South Korea, was established in 1999 with a grant from the Henry Luce Foundation, and builds on ties between Wellesley College and Asia that date back to the late 19th century.

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

SoundWaters Summer Internship Program

This program funds a student to work as a head educator, deckhand, and 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 in Fairfield County in Connecticut. Educators live and teach aboard *SoundWaters*.

[www.wellesley.edu/cws/students/
soundwaters.html](http://www.wellesley.edu/cws/students/soundwaters.html)

Vieques Internship Program

During this Wintersession internship, volunteers at the Vieques Conservation & Historical Trust (VCHT) promote and carry out its mission of developing a community actively involved in the protection of the environment. The Island of Vieques, only 21 miles long and 5 miles wide, is located 10 miles off the eastern shore of the main island of Puerto Rico. This small island is dedicated to protecting and preserving its natural resources, one of which includes the most abundant bioluminescent bay in the world. The VCHT operates several educational and research programs that focus on the importance of the island's natural resources and how they benefit the Vieques community, including children, visitors, and natives.

www.wellesley.edu/CWS/students/vieques.html

Wellesley Internships in Africa

Through the Wellesley Internships in Africa program, students undertake 10-week internships in Morocco and Uganda. Placements are available to students from a variety of academic backgrounds in organizations ranging in purpose from providing education to supporting grassroots and international advocacy. These community development-based projects enable students to encounter the diversity, creative dynamism, and humanity of the continent.

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

Wellesley Internships in Costa Rica

The Wellesley Internships in Costa Rica program provides an ideal environment for students of biology, economics, political and environmental sciences, the politics and history of Latin America, sociology, and Spanish. From cutting-edge environmental research positions at the Duke University-affiliated Organization for Tropical Studies to internships at the Inter-American Institute of Human Rights, Costa Rica offers Wellesley students an array of study and work options. In addition to internships, a seminar series provides Wellesley students access to an insider's perspective from some of the most dynamic and influential figures in Costa Rica, including the editor-in-chief of the country's leading daily newspaper, the lead negotiator of the Central American Free Trade Agreement, and the president of Café Britt, the country's first gourmet coffee roaster.

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

Wellesley Internships in India

Established in the summer of 2007, the Wellesley Internships in India program offers students the opportunity to serve at a variety of program sites in Mumbai,

New Delhi, and Varanasi. Students from all majors are eligible to participate in internships ranging from teaching in local elementary schools to working with organizations advocating for women and families on both grassroots and international levels. Students are exposed to the culturally rich regions and diverse populations of the Indian subcontinent.

www.wellesley.edu/CWS/students/india.html

Wellesley Words on Wheels (WWOW) Internship

This fund provides a student the opportunity to work during the academic year with the Framingham Public Schools in Framingham, Massachusetts, to promote literacy, while gaining substantive administrative and managerial experience. The Wellesley Words on Wheels (WWOW) intern is responsible for all volunteer recruitment and management of a volunteer program at Wellesley College. The WWOW program is designed to help kindergartners in the Framingham Public Schools whose early literacy skills are below grade level.

www.wellesley.edu/CWS/students/wwowint.html

Center for Work and Service Summer Stipend Programs

The Paul B. Beal and Mona Phillips Beal Internship

The Paul B. Beal and Mona Phillips Beal Internship fund has been established to encourage and facilitate practical learning experiences that will help Wellesley College students better define their career choices and develop a more informed understanding of the challenges and rewards of such choices. It is hoped that, as a result of

internship participation, students also will make more effective course selections at both the undergraduate and graduate levels, learn more from those courses because of the perspective and experience they have acquired in their internship work, and become more competitive candidates for future opportunities in their chosen career paths.

Carolyn Shaw Bell Internship

The Carolyn Shaw Bell Internship encourages and supports sophomores and juniors seeking internship experiences in business or economics. This program provides stipends for internships in nonprofit or for-profit organizations.

Blessing Way Summer Public Service Internship

This internship supports a Wellesley College student committed to making a difference in her community. The internship is designed for a student who is interested in working with a nonprofit or a public organization and in building a long-term commitment to service. In addition, the fellowship will support students who show leadership potential in this area or in past service work. The project can focus on any important issue affecting a community, including youth, the environment, education, health care, and the arts.

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 nonprofit organization.

The Wei Fong Chu Chao Endowed Fund

This fund supports Wellesley College students pursuing summer internship opportunities outside of the United States in for-profit and nonprofit organizations, with preference given to internships in Asia.

Class of 1962 Student Internship Fund

This fund provides a stipend for a student pursuing a summer internship with a woman in government in the United States at the local, state, or national level.

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 nonprofit community organization.

Class of 1989 10th Reunion Fund

This fund supports one student each summer to experiment in her career choice and gain valuable work experience in either a nonprofit or for-profit organization.

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 enables 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 nonprofit and for-profit organizations.

Susan Rappaport Knafel '52 International Internship Fund

This fund supports Wellesley College students pursuing summer internship opportunities outside of the United States in for-profit and nonprofit organizations.

The Mollie Green Lumpkin '25 Fund for Experiential Learning in Latin America

This fund supports Wellesley College students seeking summer internships in Spanish-speaking countries. Preference will be given to those students interested in working in the area of environmental protection and preservation.

The Lumpkin Family Internships for the Environment

This fund encourages and supports Wellesley College students seeking summer internship experiences in nonprofit organizations dedicated to preserving and protecting the environment.

The Emily Cohen MacFarquhar '59 Internship for International Journalism

The Emily Cohen MacFarquhar '59 Internship for International Journalism was established to encourage and support Wellesley College students with a demonstrated interest in journalism or photojournalism. This stipend provides the recipients with the opportunity to learn about journalism through an internship at an international news organization or to travel in order to document a foreign culture outside of the United States.

(Note: This internship does not apply to creative writing.)

www.wellesley.edu/CWS/students/macfarquhar.html

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 nonprofit 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 an organization.

The Barbara Scott Preiskel '45 Endowed Fund for Internships

This fund supports a student seeking an internship experience to develop her career goals. This program provides a stipend for any internship that is unpaid, full-time, and consistent with the applicant's career interests. The internship may be with a nonprofit, 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. Each summer, the Public Service Internship Fund supports students to perform full-time jobs in nonprofit 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.

Responding to World Crises

This fund supports one or two students seeking to make a difference in the world by tackling contemporary crises worldwide. In 2008, students were selected to work with Action India and the North Korean Human Rights Association, both rights-based advocacy and service NGOs. Previous projects have included work on Darfur-related initiatives in the United States and abroad. Responding to World Crises is funded through the Office of the President.

www.wellesley.edu/CWS/students/Crises.html

Service Opportunity Stipend

This stipend funds summer placements that offer direct student involvement in front-line community service and that foster the spirit of volunteerism. The applicant's intention must be to pursue an experience in a nonprofit organization that involves a particular community, population, or issue related to a personal interest or concern. 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 Center in Bethesda, Maryland.

Beth K. Smith Award

This fund provides students the opportunity to experience work in the nonprofit sector, with the hope that students will continue in this field. In addition, this fund supports two placements with Social Accountability International in New York City.

The Helen Wallace Health Sciences Internship Fund

This fund supports an unpaid summer career development internship in a health profession, with preference for those interested in the maternal and child health field.

Oprah Winfrey Award for Volunteerism

This fund provides a summer stipend for a student wishing to explore a volunteer position with a nonprofit 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." Each year, this award enables a student to follow Ms. Winfrey's example of service.

For more information on these programs, visit: www.wellesley.edu/CWS/students/internshipsbyname.html#CWSStipend

Davis Museum and Cultural Center

The Davis Museum and Cultural Center offers Wellesley College students a range of internships and fellowships in the arts on campus, throughout the United States, Asia, and Europe. Opportunities abound to develop skills in numerous areas of interest. Students can propose their own projects and research endeavors or can apply to an array of businesses and cultural institutions while working with some of the foremost leaders in the art world. Students working at the Davis Museum participate in many aspects of the museum profession—from research to collections care, from public relations to fundraising, from independent study to assisting curators, and from technology-based initiatives to educational programming. Through working at other museums, auction houses, printmaking studios, and galleries, student interns gain exposure to diverse areas of the art world in cities that offer incredible possibilities for exploration.

www.davismuseum.wellesley.edu/information/student_internships.html

Office of the Dean of the College

Social Sciences Summer Research Program

This program provides awards to work with Wellesley faculty and researchers from the Wellesley Centers for Women on projects related to anthropology, cognitive and linguistic sciences, economics, education, political science, psychology, sociology, women's studies, and social policy.

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.

www.wellesley.edu/CWS/students/econoint.html

Department of English and Writing Program

Department of English and Writing Program Summer Internships

This fund supports three summer internships with organizations involved in activities related to publishing, literary research, and journalism (or other media involving writing). In 2008, one editorial summer internship was offered at the *Boston Review*, one at *AGNI Magazine*, and one at *Slate*, the online magazine.

www.wellesley.edu/English/internships.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.

www.wellesley.edu/studyfrench.html#fellows

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. The program is open to participants enrolled in the Wellesley-in-Vienna international study program and offers support for semester or yearlong internships.

www.wellesley.edu/German/studyabroad.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 groups, and cultural organizations in Washington, D.C. Twenty interns—who must be in their junior year—are selected without regard to academic major. In addition to the internship placement, the 10-week pro-

gram involves weekly seminars and a mentor program with the Wellesley Club of Washington. The Department of Political Science has run this program since 1943. The program is supported through the following endowed funds:

Bertha S. Adkins '28 Washington Internship Fund, Washington Summer Internship Fund in Memory of Marguerite Stitt Church '14, Alona Evans Scholarship Fund for the Washington Internship Program, Sherley Heidenberg Koteen '40 Washington Internship Fund, Anne Livingstone Williamson Quackenbos '41 Memorial Fund, Laurence S. Rockefeller Fund, Ruth Goldman Schapiro '47 Washington Internship Fund, and the Washington Internship Anniversary Fund.

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

Department of Psychology

Psychology Practicum Program

The Psychology Practicum Program allows students to gain hands-on experience in the field of psychology and to acquire course credit through their participation in unpaid internships. The program is collaboratively run through the Department of Psychology and the Center for Work and Service. All participants have an advisor in the Department of Psychology 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.

www.wellesley.edu/Psychology/Psych/Psych_Internships/internships.html

Department of Religion

Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavil Luce Severinghaus '22

The Severinghaus Summer Internship Program supports students who wish to pursue internships in ministry or undertake the study of religion and/or the role of religion in society. Students may engage in hands-on work or research through positions with humanitarian or social action agencies, charitable or religious organizations, or policy-based institutes. Applications are reviewed by a Department of Religion committee.

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

Knapp Technology Internship Program

Summer Internships in Instructional Technology

This program enables approximately 10 Wellesley College 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.

www.wellesley.edu/Computing/IT/internDescript.html

Peace and Justice Studies

Emily Greene Balch Class of 1950 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 among peace, justice, and social change. The project must include both analytical and experiential components. The program is supported by the Wellesley Class of 1950.

www.wellesley.edu/Peace/site/internships.html

Science Center Summer Research Awards

AT&T (previously BellSouth) Mentoring in the Sciences Program (MSP)

Funded by the AT&T Corporation, these awards are given to underrepresented minorities to do research under the supervision of a Wellesley faculty member or at an off-campus location. Recipients are rising sophomores who participated in the first year of the MSP program.

Patricia Davis Beck Fund for Chemistry Research

This endowed fund was established in memory of Patricia Davis Beck '43 by Julia Whiteside-Michel de Vos. The Fund honors Ms. Beck's commitment to learning and teaching by supporting summer research students who have a genuine passion for chemistry.

Beckman Scholars Program

Wellesley was selected in June 2007 to receive a three-year Beckman Scholars Program Award from the Arnold and Mabel Beckman Foundation. Supporting student research in Biological Sciences and Chemistry, this grant enables four Wellesley College students to undertake

cutting-edge scientific inquiry over a 15-month period, which covers an academic year and the previous and subsequent summers.

Sherman Fairchild Foundation Summer Research Awards

Provided by the Foundation to support Wellesley students conducting research with a Wellesley faculty member in astronomy, biological science, chemistry, computer science, geosciences, mathematics, neuroscience, or physics. Awards are ordinarily given to rising sophomores and juniors.

Brachman Hoffman Fund Faculty Awards

Marilyn Brachman Hoffman '52 has endowed this fund to encourage Wellesley College science faculty members to be creative in their work. These awards are made to faculty members who may use their funding to support student summer research.

Howard Hughes Medical Institute Summer Research Awards

These awards are provided by the Howard Hughes Medical Institute to students doing research in fields related to the life sciences. Such fields could include: biological chemistry, biological sciences, chemistry, mathematics, neuroscience, and physics. All classes are eligible, including graduating seniors. Recipients may work with a Science Center faculty member or at an off-campus location.

Amabel Boyce James Fund for Summer Research in the Sciences

Named for Amabel Boyce James '74, these awards are given to rising sophomores and juniors to encourage and strengthen early interest in science.

Janina A. Longtine Fund for Summer Research in the Natural Sciences

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 Grants Awards

These awards are available for students to conduct space-related research with a Wellesley College faculty member.

Merck/AAAS Undergraduate Science Research Program

Awards are available to students for ongoing collaborative research projects undertaken by student researchers working directly with faculty members within the biological sciences, chemistry, and geosciences departments.

Georganne Miller Mulhern Summer Research Awards

This program provides awards for research in either zoology or plant science. Recipients may work with a Science Center faculty member or at an off-campus location.

National Science Foundation Research Experiences for Undergraduates (NSF- REU) in Chemistry and Physics Awards

This program provides awards to work with faculty in the Departments of Chemistry and Physics. First-years, sophomores, and juniors 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.

**Roberta Day Staley and Karl A. Staley Fund
for Cancer-Related Research Awards**

This program provides awards 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 College 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 College students, majoring in any department in the Science Center, to work with Wellesley faculty members on campus.

For more information on these programs, please visit: www.wellesley.edu/ScienceCenter/Students/students.html

Wellesley Centers for Women

Through dynamic internships at the Wellesley Centers for Women (WCW), Wellesley College students help drive social change through research and action that put women's perspectives and experiences at the center of the inquiry. Work at WCW addresses three major areas: the status of women and girls and the advancement of their human rights both in the United States and around the globe; the education, care, and development of children and youth; and the emotional well-being of families and individuals. The following five WCW student research internships are awarded each academic year:

- The Class of '67 Internship**
- The Anne Murray Ladd Student
Research Internship**
- The Linda Coyne Lloyd Student
Research Internship**
- The Morse Fellowship**
- The Shirley R. Sherr Student
Research Internship**

For more information on these programs and other opportunities at WCW, visit: www.wcwonline.org/content/view/575/183

Fellowships

For Wellesley College Graduating Seniors Only

Jacqueline Krieger Klein '53 Fellowship in Jewish Studies

This award encourages graduating seniors to pursue further education in the field of Jewish studies. Application information is available from Professor Frances Malino, Professor of Jewish Studies and History.

Susan Rappaport Knafel '52 Scholarship for Foreign Study

This scholarship is 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. 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 is 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 College education. The fellowship will fund a year of purposeful travel abroad to explore a particular interest with the requirement that the recipient not remain in the same area for more than two months. 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. To be considered a candidate, a senior must apply for a Trustee Scholarship or for any of the Wellesley College fellowships for graduate study. The title "Trustee Scholar" is honorary.

For Wellesley College Graduating Seniors and Alumnae

Anne Louise Barrett Fellowship

This fellowship supports graduate study or research, preferably in music, with an 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 supports a first year of study in the fields of social work, law, or public policy/public administration, including M.B.A. candidates with plans for a career in the field of social services. Preference is given to candidates demonstrating financial need.

Eugene L. Cox Fellowship

This fellowship supports graduate study in Medieval or Renaissance history and culture, abroad or in the United States.

Professor Elizabeth F. Fisher Fellowship

This fellowship supports research or further study in geology or geography, including urban, environmental, or ecological studies. Preference is given to geology and geography.

Ruth Ingersoll Goldmark Fellowship

This fellowship supports graduate study in English literature or English composition or in the classics.

Horton-Hallowell Fellowship

This fellowship supports 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 an equivalent standard.

Peggy Howard Fellowship in Economics

This fellowship provides financial aid for Wellesley College students or alumnae continuing their study of economics. The economics faculty administers this fellowship and may name one or two recipients, depending on the funding available.

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 supports 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 must be unmarried throughout the whole of her tenure.

Kathryn Conway Preyer Fellowship (formerly the Thomas Jefferson Fellowship)

This fellowship supports advanced study in history.

Vida Dutton Scudder Fellowship

This fellowship supports study or research in the field of literature, political science, or social science.

Harriet A. Shaw Fellowship

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

Mary Elvira Stevens Traveling Fellowship

This fellowship supports 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.

Maria Opasnov Tyler '52 Scholarship in Russian Studies

For graduate studies in Russian studies.

Sarah Perry Wood Medical Fellowship

This fellowship supports the study of medicine at an accredited medical school approved by the American Medical Association.

Fanny Bullock Workman Fellowship

This fellowship supports graduate study in any field.

Elisabeth Luce Moore '24**Wellesley–Yenching Fellowship Program**

These fellowships are open to graduating seniors and alumnae in all majors. Chinese-language proficiency is required only for the fellowship at the National Palace Museum.

Wellesley–Yenching Graduate Fellowship at Chung Chi College, Hong Kong SAR

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, Nanjing, China

The fellows teach English in the classroom for about 12 to 14 hours each week, with office hours three to four times a week.

Wellesley–Yenching Graduate Fellowship at the National Palace Museum, Taipei, Taiwan

Approximately one-half of the fellow's work is with the National Palace Museum Secretariat, where she writes, translates, and revises English documents for various departments. The other half of the fellow's work is with one of the museum's other departments.

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 childcare expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be at least 30 years of age and currently engaged in graduate study in literature and/or history. Preference is given to those who major in American Studies.

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: www.wellesley.edu/CWS/students/fellowships.html

**WELLESLEY COLLEGE
SUPPORTED
INTERNSHIPS
2008**

**WELLESLEY COLLEGE
GRADUATE
FELLOWSHIPS
2008**

**NATIONAL
FELLOWSHIP
COMPETITIONS
2008**

WELLESLEY COLLEGE SUPPORTED INTERNSHIP RECIPIENTS 2008

Center for Work and Service Identified Internship Programs

American Cities Internship Program

Atlanta

Rachel E. Allen '09, *The Georgia Trust for Historic Preservation, Atlanta, GA*
Julia G. Rutenberg '09, *The Emory Center for Neurodegenerative Disease, Atlanta, GA*
Serena A. Wales '09, *The High Museum of Art, Atlanta, GA*

Chicago

Lauren E. Friedman '09, *WTTW, Network Chicago, Chicago, IL*
Margaret D. Garascia '09, *YMCA of Metropolitan Chicago, Chicago, IL*
Ariel D. Hathaway '09, *The Field Museum, Chicago, IL*
Ling-Wei Hew '09, *Morningstar, Inc., Chicago, IL*
Erin C. Kim '09, *Children's Memorial Institute for Education and Research, Chicago, IL*
Jessica J. Kim '09, *Morningstar, Inc., Chicago, IL*
Courtney F. Richter '09, *Anchor Graphics, Chicago, IL*

Los Angeles

Lauren E. Hernandez '09, *Office of LA County Board Supervisor Gloria Molina, Los Angeles, CA*
Jane D. Ridgeway '09, *Davis Entertainment, Los Angeles, CA*
Victoria J. Sheffield '09, *Mike's Movies, Los Angeles, CA*
Molly L. Wasser '09, *Zucker Productions, Los Angeles, CA*

San Francisco

Victoria T. Charoonratana '09, *California Institute for Regenerative Medicine, San Francisco, CA*
Susan B. Claffin '09, *Alameda County Child Care Center, Oakland, CA*
Sarah P. Gilligan '09, *The Judah L. Magnes Museum, Berkeley, CA*
Jenny Kim '09, *Global Business Network, San Francisco, CA*
Caroline M. Talpe '09, *AXA Rosenberg, San Francisco, CA*

Internships in International Human Rights Organizations

Laura M. Corser '10, *Citizens' Alliance for North Korean Human Rights, Seoul, South Korea*

Lumpkin Summer Institute for Service Learning

Danielle T. Brown '10, *Office of State Senator Harriette L. Chandler, Boston, MA*
Elizabeth S. Brown '09, *Early Intervention, Riverside Community Care, Newton, MA*
Janet C. Chen '10, *Teen Voices, Women's Express, Inc., Boston, MA*
Marguerite E. Cooke '09, *Boston Area Rape Crisis Center, Cambridge, MA*
Helen J. Day '09, *Early Intervention, Riverside Community Care, Newton, MA*
Erika A. Kahn '09, *Boston Community Capital, Roxbury, MA*
Nola Kosowsky '10, *Crittenton Women's Union, Boston, MA*
Allison V. Mousin '09, *St. Francis House, Boston, MA*
Surita R. Patel '09, *Boston Center for Refugee Health and Human Rights, Boston, MA*

Feifei Peng '10, *Boston Chinatown Neighborhood Center, Boston, MA*
Alissa A. Petee '10, *International Rescue Committee, Boston, MA*
Sephira G. Ryman '09, *Neponset River House, Riverside Community Care, Norwood, MA*
Lindsey Toler '10, *Day Treatment, Riverside Community Care, Newton, MA*
Adrienne S. Topic '09, *Medical Legal Partnership for Children, Boston, MA*
Annie W. Weber '09, *Day Treatment, Riverside Community Care, Newton, MA*
Yuyuan Zhou '09, *International Rescue Committee, Boston, MA*

The Elisabeth Luce Moore '24 Summer Internships in Asia

Beijing, China

Joyce Y. Chen '09, *Wokai, Beijing, China*
Runshan Deng '09, *The Economist, Beijing, China*
Jing Joy Ding '09, *Time Out Magazine, Beijing, China*
Florence X. Doo '10, *Harvard School of Public Health—China Initiative, Beijing, China*
Lindsey M. Reed '10, *World Wildlife Fund, Beijing, China*
ZhanTao Yang '10, *ABC News Beijing Bureau, Beijing, China*

Shanghai, China

Jenny C. Chu '09, *Ventures in Development, Shanghai, China*
Langdon S. Ferguson '09, *Museum of Contemporary Art, Shanghai, China*
Christie C. Sze '10, *China Market Research Group, Shanghai, China*
Shiho Tokuda '10, *Ben Wood Studio Shanghai, Shanghai, China*

Hong Kong SAR

Lillian Chu '09, *Asia Art Archive, Hong Kong SAR*
Sarah E. Corrigan '09, *CSR Asia, Hong Kong SAR*
Jaclyn Leeds '10, *Animals Asia Foundation, Hong Kong SAR*
Xing-Yin Ni '09, *Monitor Group, Hong Kong SAR*
Jaree Pinthong '09, *Hong Kong Monetary Authority, Hong Kong SAR*
Stephanie Tung '09, *Civic Exchange, Hong Kong SAR*

Japan

Jeannine C. Hollaus '10, *Asian Rural Institute, Nasushiobara, Japan*
Electra Y. Hui '09, *Keidanren, Tokyo, Japan*
Rachel A. Pickens '09, *Kapatiran, Tokyo, Japan*

South Korea

Laura M. Corser '10, *Citizens' Alliance for North Korean Human Rights, Seoul, South Korea*
Joanna J. Kim '09, *Korean National Commission for UNESCO, Seoul, South Korea*
Grace J. Lee '09, *Tupperware, Seoul, South Korea*
Olivia J. Park '09, *Korean National Commission for UNESCO, Seoul, South Korea*

Vieques Internship Program

Debra M. Hausladen '09, *Vieques Conservation & Historical Trust, Vieques, Puerto Rico*

Wellesley Internships in Africa

Amy S. Bisno '10, *Aga Khan Education Service, Kampala, Uganda*
Stephanie L. Brown '10, *Center for Cross-Cultural Learning, Rabat, Morocco*

Kellye L. Steindel '09, *Center for Cross-Cultural Learning, Rabat, Morocco*
Djaniele A. Taylor '09, *Aga Khan Education Service, Kampala, Uganda*

Wellesley Internships in Costa Rica

Monica C. Colunga '10, *Fundación Paniamor, San José, Costa Rica*
Megan A. Goossen '10, *Defensoría de la Mujer, San José, Costa Rica*
Taylor Y. Harvey '10, *Organization for Tropical Studies, La Selva Biological Field Station, Costa Rica*
Hoi-Fei Mok '10, *Organization for Tropical Studies, La Selva Biological Field Station, Costa Rica*

Wellesley Internships in India

Natalya P. Maharaj '09, *Action India, New Delhi, India*
Kacie L. Kocher '09, *Aga Khan Education Service, Mumbai, India*
Alyssa D. McConkey DS '08, *Bal Ashram (Children's Ashram), Varanasi, India*
Jessamyn M. Randall '09, *Aga Khan Education Service, Mumbai, India*

Wellesley Words on Wheels (WWOW) Internship

Marjorie W. Schaeffer '09, *Framingham Public Schools, Framingham, MA*

Center for Work and Service Summer Stipend Programs

The Paul B. Beal and Mona Phillips Beal Internship

Leah K. Tran '09, *Tractus Asia, Ho Chi Minh City, Vietnam*

Carolyn Shaw Bell Internship

Rachel E. Allen '09, *The Georgia Trust for Historic Preservation, Atlanta, GA*
Sejal A. Babaria '09, *UNITE HERE Local 26, Boston, MA*
Lauren E. Hernandez '09, *Office of LA County Board Supervisor Gloria Molina, Los Angeles, CA*

Esther S. Jang '09, *Center for Women and Enterprise, Boston, MA*
Jenny Kim '09, *Global Business Network, San Francisco, CA*
Vivian H. Lau '10, *Celine Hong Kong, Moët Hennessy Louis Vuitton Group, Quarry Bay, Hong Kong SAR*
Melanie K. Matsuo '09, *100% Pure Cosmetics, Oakland, CA*
Anita U. Nwachukwu '10, *KPMG Nigeria, Lagos, Nigeria*
Caroline M. Talpe '09, *AXA Rosenberg, San Francisco, CA*
Afia Tasneem '10, *Centre for Policy Dialogue, Dhaka, Bangladesh*
Lauren M. Tilden '09, *Center for Women and Enterprise, Boston, MA*

Barbara Bush Award for Volunteerism

Allison M. Kumata '08, *Children's Hospital & Regional Medical Center, Seattle, WA*
Yang Qiu '08, *Shangri-la County Hospital and ORBIS International, Shangri-la Province, China*
Mehjabeen Rahman '08, *BRAC, Dhaka, Bangladesh*

The Wei Fong Chu Chao Endowed Fund

Courtney A. Acekifi '10, *Ghana Health Service, University of Ghana Medical School, Accra, Ghana*
Debra M. Hausladen '09, *Botanischer Garten und Botanisches Museum, Berlin, Germany*

Class of 1962 Student Internship Fund

Deborah L. Moldover '09, *Office of U.S. Senator Barbara Mikulski, Washington, D.C.*
Carmel Scharf '10, *Fogarty International Center, National Institutes for Health, Bethesda, MD*

Class of 1969 Community Service Internship Fund

Yue Guan '10, *Unite For Sight, Tamale, Ghana*

Class of 1989 10th Reunion Fund

Yi Zhang '10, *MIT Development Lab, Cambridge, MA*

Margaret C. Gordon Law and Education Public Service Award

Samantha J. Chu '09, *Boston College Law School Legal Assistance Bureau, Waltham, MA*

Susan Todd Horton 1910 Internship Fund

M. Elizabeth Boehm '10, *The Wexler Lab/Normal Language Lab, MIT, Cambridge, MA*

Katherine M. McDonald '10, *Comparative Cognition Laboratory, Yale University, New Haven, CT*

Jennifer A. Schwarzkopf '09, *Perseus Books Group, New York, NY*

Suzana L. Shepard '09, *The Council on Hemispheric Affairs, Washington, D.C.*

Susan Rappaport Knafel '52 Internship Program

Stephanie L. Brown '10, *Center for Cross-Cultural Learning, Rabat, Morocco*

Halimatou Hima Moussa Dioula '10, *Harambe Endeavor, Various Locations, Africa*

Madison M. Duff '09, *Jesuits in Social Action (JESA), Karnataka, India*

Emily A. Hobkirk '09, *Global Learning, Costa Rica and Nicaragua*

Arianne S. Jong '10, *Global Urban Trek, Intersarsity Christian Fellowship, Phnom Penh, Cambodia*

Mary Kaddah '10, *National Organization for the Development of Women, Damascus, Syria*

Avril Kuo '10, *Shanghai Eastlink Gallery, Shanghai, China*

Yukti Malhotra '10, *Regional Office for Europe, World Health Organization, Copenhagen, Denmark*

Kyla J. Raetz '09, *Center for Cultural Learning and Development, Shaxi, Yunnan Province, China*

Kellye L. Steindel '09, *Center for Cross-Cultural Learning, Rabat, Morocco*

Michelle W. Wong '10, *Summerbridge Hong Kong, Hong Kong SAR*

Jessica N. Yi '10, *Unite For Sight, Newtown, CT*

The Mollie Green Lumpkin '25 Fund for Experiential Learning in Latin America

Monica C. Colunga '10, *Fundación Paniamor, San José, Costa Rica*

Megan A. Goossen '10, *Defensoría de la Mujer, San José, Costa Rica*

Taylor Y. Harvey '10, *Organization for Tropical Studies, La Selva Biological Field Station, Costa Rica*

Hoi-Fei Mok '10, *Organization for Tropical Studies, La Selva Biological Field Station, Costa Rica*

The Lumpkin Family Internships for the Environment

Jennifer B. Hatch '10, *Fired Up Africa, A Division of Fired Up Media, Washington, D.C.*

Melanie R. Kazenel '10, *Boston Natural Areas Network, Boston, MA*

Kathleen H. Livingstone '09, *World Wide Fund for Nature (WWF), Rome, Italy*

Kelsey A. McFadden '10, *Earth Day Network, Washington, D.C.*

Kira A. Treibergs '09, *New England Aquarium, Boston, MA*

Yuechao Zhou '10, *U.S. Environmental Protection Agency, Washington, D.C.*

The Emily Cohen MacFarquhar '59 Internship for International Journalism

Laura L. Reddy '10, *CBS News, Beijing, China*

O'Meara Student Internship Fund

Betsy Raymond '10, *Unitarian Universalist Legislative Ministry, Sacramento, CA*

Parents' Internship Program

Megan C. Andreassi '09, *VCA Twin City Animal Hospital, Newington, CT*

Clara Bottler '09, *International Fund for Agricultural Development, Rome, Italy*

Victoria T. Charoonratana '09, *California Institute for Regenerative Medicine, San Francisco, CA*

Alice Chen '09, *Center for Reproductive Rights, New York, NY*

Anisha P. Gupta '09, *U.S. Department of State, New York, NY*

Robyn A. Migliorini '09, *Stanford Psychophysiology Laboratory, Stanford University, Stanford, CA*

Amanda S. Poitevin '09, *Project Vote Smart, Philipsburg, MT*

Caitlin M. Snyder '10, *U.S. Department of State, U.S. Mission to the United Nations, New York, NY*

Barbara Scott Preiskel '45 Endowed Fund for Internships

Hilary F. Gram '10, *The Weinstein Company, New York, NY*

Elizabeth B. Kim '09, *The Center for Learning and Behavioral Solutions, Irvine, CA*

Courtney A. White '09, *Bob Industries, Santa Monica, CA*

Public Service Internship Fund

Chanda Wong '09, *Kiva, Vietnam*

Responding to World Crises

Laura M. Corser '10, *Citizens' Alliance for North Korean Human Rights*, Seoul, South Korea

Natalya P. Maharaj '09, *Action India*, New Delhi, India

Service Opportunity Stipend

Kathryn S. Bartunek '09, *International Institute of Boston*, Boston, MA

Amy S. Bisno '10, *Aga Khan Education Service*, Kampala, Uganda

Lauren C. Brown '09, *Global Crossroad*, Costa Rica

Julian C. Burns '09, *Public Defender Service of the District of Columbia*, Washington, D.C.

Susan B. Claffin '09, *Alameda County Child Care Center*, Oakland, CA

Lauren Y. Dow '10, *Language and the Aging Brain*, Boston University, Boston, MA

Camille E. Doykan '10, *University of Texas Health Science Center*, Houston, TX

Margaret D. Garascia '09, *YMCA of Metropolitan Chicago*, Chicago, IL

Jennifer D. Gorcus '09, *Department of Psychiatry, Children's Hospital*, Boston, MA

Samantha E. Keefe '09, *QuestBridge*, Palo Alto, CA

Erin C. Kim '09, *Children's Memorial Institute for Education and Research*, Chicago, IL

Susan T. Kim '10, *Vascular Biology and Therapeutics*, Yale University School of Medicine, New Haven, CT

Elizabeth F. Laferriere '10, *William J. Clinton Foundation*, Boston, MA

Natalya P. Maharaj '09, *Action India*, New Delhi, India

Catherine M. Marchetta '10, *The Children's Hospital of Philadelphia*, Philadelphia, PA

Kacie L. Kocher '09, *Aga Khan Education Service*, Mumbai, India

Alyssa D. McConkey DS '08, *Bal Ashram (Children's Ashram)*, Varanasi, India

Caitlin A. Meeker '10, *The National Capital Chapter of the National Multiple Sclerosis Society*, Washington, D.C.

Alexandra Nunan '09, *Metanoia Community Development Corporation*, Charleston, SC

Jessamyn M. Randall '09, *Aga Khan Education Service*, Mumbai, India

Ashley J. Stevens '10, *Children's Hospital*, Boston, MA

Sarah E. Stroup '10, *Language in the Aging Brain*, Boston University, Boston, MA

Djaniele A. Taylor '09, *Aga Khan Education Service*, Kampala, Uganda

Jing Wang '10, *Social Psychology Laboratory*, Harvard University, Cambridge, MA

Jessica L. Weyer '09, *The Clinic*, Phoenixville, PA

Beth K. Smith Award

Adrienne Z. Borders '09, *Clinical Psychophysiology Lab, Psychology Department*, University of Arizona, Tucson, AZ

Ashley M. Boulden '09, *The Frick Collection*, New York, NY

Cassie H. Chambers '10, *American Public Health Association*, Washington, D.C.

Emily S. Cibelli '09, *Laboratory for Developmental Studies*, Harvard University, Cambridge, MA

Karyn N. Clements '10, *The Theater Offensive*, Cambridge, MA

Margaret E. Echelbarger '08, *Laboratory for Developmental Studies*, Harvard University, Cambridge, MA

Aislinn C. Luk '09, *Social Accountability International*, New York, NY

Sarah L. Moazeni '10, *The Theater Offensive*, Cambridge, MA

Siena C. Napoleon-Bruno '09, *Genetics Laboratory*, McLean Hospital, Belmont, MA

Nerissa E. Taylor '09, *Social Accountability International*, New York, NY

Sara N. Teichholtz '09, *Center for Sleep and Cognition*, Harvard Medical School, Boston, MA

Mina H. Yu '09, *Smithsonian Asian Pacific American Program*, Washington, D.C.

The Helen Wallace Health Sciences Internship Fund

Zehra B. Omer '10, *Massachusetts General Hospital*, Boston, MA

Julia G. Rutenberg '09, *The Emory Center for Neurodegenerative Disease*, Atlanta, GA

Davis Museum and Cultural Center

(Internships took place on the Wellesley College campus unless noted otherwise.)

Anchor Graphics Internship, Columbia College

Courtney F. Richter '09, *Anchor Graphics*, Chicago, IL

Robert Blackburn Printmaking Workshop

Alison H. VanVolkenburgh '08, *Robert Blackburn Printmaking Press*, New York, NY

Davis Museum Summer Internship Program

Marie D. Ayabe '08, *Technology*

Sarah A. Dickerson '10, *Curatorial*

Shannon E. Flaherty '08, *Curatorial*

Miquel A. Geller '10, *Print Room*

Adrienne R. Jacobson '09, *Internship Coordinator*

Yvonne E. Ollinger DS '08, *Development*

Leah A. Robins '08, *Curatorial*

Katherine V. Spelman '10, *Curatorial*

Ran Tao '09, *Public Relations & Marketing*

Lillian T. Wies '10, *Curatorial*

Eleanor P. DeLorme Museum Internship
Shannon E. Flaherty '08

Liliane Pingoud Soriano Curatorial Fellowship at the Musée du Louvre, Paris

Gloria Choi '08, *Musée du Louvre, Paris, France*

Office of the Dean of the College

(Internships took place on the Wellesley College campus unless noted otherwise.)

Social Sciences Summer Research Program

Laurie E. Adamson '09
Rachel L. Behler '10
Michelle L. Bourgeois '09
Joan K. Buck '10
Cynthia Chen '10
Veronica Cole '09
Melissa A. Ford '09
Samantha C. Grossmith '11
Regina A. Hogle '09
Virginia C. Ritter '10
Svetlana Roskin '10
Marjorie W. Schaeffer '09
Julia B. Schroeder '09
Sheng Shen '10
Anli Yang '09

Department of Economics

Audrey Freedman '51 Endowed Fund for Students in Economics

Rosie A. Osire '10, *Harambe Endeavor, Various Locations, Africa*

Department of English and Writing Program

Department of English and Writing Program Summer Internships

Sarah E. Case '10, *Boston Review, Somerville, MA*
Kara A. Hadge '08, *Slate, Washington, D.C.*
Susan K. Muensterman '09, *AGNI Magazine, Boston University, Boston, MA*

Department of French

French House Fellows Program

Margaret I. Siebens '09
Julia S. Sinnott '09

Department of German

Wellesley-in-Vienna Internships

(All internships take place in Vienna, Austria, unless noted otherwise.)

Colleen M. Corcoran '09
Nadza Durakovic '09
Ana Ila '09
Kathleen A. Mill-Curran '09

Department of Political Science

Washington Summer Internship Program

Jane W. Booth-Tobin '09, *Peter D. Hart Research Associates, Washington, D.C.*
Kristina L. Costa '09, *Office of U.S. Representative Carol Shea-Porter, Washington, D.C.*
Viviane E. Dittrich, *Institut d'Études Politiques de Paris '08, Office of U.S. Representative Nita Lowey, Washington, D.C. and Institute of International Education, Washington D.C.*
Susae J. Elanchenny '09, *Office of U.S. Senator Robert Casey, Washington, D.C.*
Rose-Ellen El Khoury '09, *Women in International Security, Georgetown University, Washington, D.C.*

Lisa F. Fang '09, *Office of U.S. Senator John Kerry, Washington, D.C.*

Angeles Garcia '09, *Civil Rights Division, U.S. Department of Justice, Washington, D.C.*

Theresa C. Griffin '09, *U.S. Senate Judiciary Committee, Washington, D.C.*

Katherine V. Hancock '09, *Offices of the Honorable Vanessa Ruiz, District of Columbia Court of Appeals, and the Honorable Zoe Bush, Superior Court of the District of Columbia, Washington, D.C.*

Mehreen Iqbal '09, *Office of Research on Women's Health, National Institutes of Health, Bethesda, MD*

Kelly A. Jauregui '09, *National Council of La Raza, Washington, DC*

Elizabeth A. Kim '09, *Office of the Honorable Ann Keary, Superior Court of the District of Columbia, Washington, D.C.*

Jacqueline E. Lewandowski '09, *Center for Hellenic Studies, Harvard University, Washington, D.C.*

Andrea X. Liang '09, *The Brookings Institution, Washington, D.C.*

Rakeen S. Mabud '09, *U.S. Agency for International Development, Washington, D.C.*

Dana Montalto '09, *Partners for Peace, Washington, D.C.*

Stephanie E. Pollard '09, *Students Partnership Worldwide, Washington, D.C.*

Natalie J. Ross '09, *Students Partnership Worldwide, Washington, D.C.*

Victoria M. Starrett '09, *Commission on Mental and Physical Disability Law, American Bar Association, Washington, D.C.*

Leslie S. Viano '09, *Office of U.S. Senator Dianne Feinstein, Washington, D.C.*

Department of Psychology

Psychology Practicum Program

Fall 2007

Amanda K. Johnston '08, *Advances Learning Center, Watertown, MA*

Ashley M. Morris '08, *Children's Hospital, Boston, MA*

Spring 2008

Tara M. Augenstein '08, *Children's Hospital, Boston, MA*

Michelle L. Bourgeois '09, *Germaine Lawrence, Arlington, MA*

Alexandra R. del Solar '08, *Walker Home and School, Needham, MA*

Alexa A. Fong '08, *Children's Hospital, Boston, MA*

Amanda K. Johnston '08, *Children's Hospital, Boston, MA*

Alice Lim '08, *Brandon School and Residential Treatment Center, MA*

Caity K. McCracken '09, *Germaine Lawrence, Arlington, MA*

Jackie Moon '08, *Walker Home and School, Needham, MA*

Jenn M. Moriuchi '09, *Advances Learning Center, Watertown, MA*

Alyssa L. Moten '08, *Newton Wellesley Weston Committee for Community Living, Newton, MA*

Rebecca Pullman '08, *Riverside Community Care, Newton, MA*

Ashley E. Reiner '08, *Germaine Lawrence, Arlington, MA*

Muzanne A. Salvo '08, *Project Hope, Dorchester, MA*

Department of Religion

Severinghaus Summer Internship Program in Ministry/Human Services in Memory of Emmavil Luce Severinghaus '22

Claire F. Droste '10, *Religions for Peace, New York, NY*

Knapp Technology Internship Program

(Internships took place on the Wellesley College campus unless noted otherwise.)

Summer Internships in Instructional Technology

Katherine A. Ciurej '08

Korina S. Figueroa '11

Rachel A. Kaston '10

Shuona Wang '11

Rae X. Yan '11

Donna Yee '11

Peace and Justice Studies

Emily Greene Balch Class of 1950 Summer Internship

Maria J. Bybee '10, *Volunteers in Medicine Clinic, Eugene, OR*

Lucia M. Nhamo '11, *Independent Project, South Africa*

Science Center Summer Research Awards

(Internships took place on the Wellesley College campus unless noted otherwise.)

AT&T (previously BellSouth) Mentoring in the Sciences Program (MSP)

Margaret T.T. Chidothe '11

Tania Dhawan '11, *Cedars-Sinai Research Institute, UCLA School of Medicine, Los Angeles, CA*

Annie Smith '11, *McGill University, Quebec, Canada*

Beckman Scholars Program

Colleen R. Kirkhart '09

Smadar V. Levy '09

Brachman Hoffman Fund Faculty Awards

Andrea P. Johnston '09

Kaitlyn S. Lucey '08

Faculty Grants

Kathleen D. McCarthy '08

Siena C. Napoleon-Bruno '09

Devaja Shafer '10

Sherman Fairchild Foundation's Summer Stipend Program in the Sciences

Maria Abrenica '11

Neishay Ayub '10

Adina Badea '11

Lauren S. Choi '10

Emily R. Estes '10

DaEun Im '10

Katherine Judd '11

Rosalind Lai '11

Claire L. Rimkus '10

Rachel B. Snyderman '11

Cleo M. Stoughton '11

Howard Hughes Medical Institute Summer Research Awards

Maria Fatima Bisquera '10, *Saint Mary's College of California, Moraga, CA*

Joanna G. Choi '09, *Center for Neurologic Diseases, Brigham and Women's Hospital, Boston, MA*

Hillary C. Chu '09

Regina E. Edifor '09

Amila Hadziomerspahic '10

Sahr Khan '09, *Department of Chemistry and Chemical Biology, Cornell University, Ithaca, NY*

Christina Kim '09

SeongEun Kim '09

Alice K. Min '09
Mona S. Minkara '09
Carrie L. Ng '09
Claire B. Reddy '09
Chindhuri Selvadurai '10
Mita V. Shah '10, *Harvard Medical School,
Boston, MA*

Laura L. Stafman '09
Emily R. Strong '10, *Pulmonary and Critical
Care Division, University of Rochester
Medical Center, Rochester, NY*

Christina M. Tognoni '09
Jessica L. Tse '09

**Amabel Boyce James Fund for
Summer Research in the Sciences**

Morgan K. Carr-Markell '10
Megan R. Carter-Thomas '10
Elizabeth Jeruto '09
Rosa Lafer-Sousa '09
Frances Zeller '10

**Janina A. Longtine Fund for Summer
Research in the Natural Sciences**

Peggy P. Chen '09
Youngmi F. Kim '09

Massachusetts Space Grants Awards

Amanda R. Curtis '11
Lina R. Heitmann '11
Diana R. Stroud '11
Amanda M. Zangari '08

**Merck/AAAS Undergraduate Science
Research Program**

Amelia Bond '09
Laura Huang '09
Jennifer M. Moriuchi '09
Jean-Huei Yau '09

**Georgianne Miller Mulhern Summer
Research Awards**

Maryska E. Kaczmarek '09
Yasmin I. Kassam '11
Celeste A. Mallama '10
Asha G. Stenquist '09
Katherine E. Wyman '09

**National Science Foundation Research
Experiences for Undergraduates
(NSF-REU) in Chemistry and Physics
Awards**

Yi Dai '09
Jessica F. Hawkins '10
Christine Min '10
Samantha K. Skinner-Hall '10

**Roberta Day Staley and Karl A. Staley
Fund for Cancer-Related Research
Awards**

Lauren F. Allison '10
Yih-Chieh S. Chen '10
Jessica Lin '10
Nayna A. Lodhia '09
Lieu T. Tran '09
Hoi See Tsao '09
Jessica B. Weng '09
Yang Xie '10

**Wellesley Summer Research
Awards from the Office of the
Dean of the College**

Ryan C. Guayasamin '10
Chen Fan '09
Annemarie A. Kocab '10

Wellesley Centers for Women

*(Internships took place on the Wellesley
College campus unless noted otherwise.)*

**The Anne Murray Ladd Student
Research Internship**

Jessica T. Planos '10

Class of '67 Internship

Margaret E. Tiernan '09

**The Linda Coyne Lloyd Student
Research Internship**

Kelly A. Mennemeier '11

The Morse Fellowship

Rachel P. So '10

**The Shirley R. Sherr Student
Research Internship**

Yi Zhang '10

WELLESLEY COLLEGE GRADUATE FELLOWSHIP RECIPIENTS 2008

Anne Louise Barrett Fellowship

Joana Kung '08, *United States*

Margaret Freeman Bowers Fellowship

Hilary A. Soderland '01, *United States*

Eugene L. Cox Fellowship

Nicole C. Paxton '06, *United States*

Professor Elizabeth F. Fisher Fellowship

Melissa S. Rice '06, *United States*

Ruth Ingersoll Goldmark Fellowship

Heather E. Barrett '08, *United States*

Horton-Hallowell Fellowship

Andra L. Dingman '02, *United States*

Hsiao-lu D. Lee '05, *United States*

Sara A. Newland '03, *United States*

Stephanie L. Simmons '02, *United States*

Peggy Howard Fellowship in Economics

Zhiyi Zhang '08, *United States*

Jacqueline Krieger Klein '53 Fellowship in Jewish Studies

Meagan L. Froemming '08, *United States*

Yael Gafni '08, *United States*

Rachel H. Lando '08, *United States*

Raeefa Z. Shams '08, *United States*

Edna V. Moffett Fellowship

Nimmi S. Ariyaratne '07, *England*

Mattie A. Fitch '08, *United States*

Alice Freeman Palmer Fellowship

Heather F. Clark '07, *United States*

Kathryn Conway Preyer Fellowship (formerly the Thomas Jefferson Fellowship)

Elizabeth J. Minor '03, *United States*

Mary McEwen Schimke Scholarship

Elizabeth L. Redley '01, *United States*

Vida Dutton Scudder Fellowship

Maeve E. Gearing '05, *United States*

M.A. Cartland Shackford Medical Fellowship

Jessica F. Greenberg, Harvard College '02, *United States*

Grace W. Wanjiku '06, *United States*

Harriet A. Shaw Fellowship

Peggy Wang '01, *United States*

Sarah Perry Wood Medical Fellowship

Chikoti Mibenge '07, *United States*

Fanny Bullock Workman Fellowship

Jessica C. Eves '04, *United States*

Susan Rappaport Knafel '52 Scholarship for Foreign Study

Sahar Z. Bandial '08, *England*

Susan Rappaport Knafel '52 Traveling Fellowship

Alejandra Ellison-Barnes '08, *China, India, Malaysia, New Zealand, Nigeria, Thailand*

Mary Elvira Stevens Traveling Fellowship

Dania C. Akkad '03, *Jordan, Libya, Syria, United Arab Emirates*

Monica C. Byrne '03, *Cook Islands, Ethiopia, Fiji, India, Samoa*

Elizabeth L. Campbell '02, *Austria, Denmark, Hungary, Netherlands, Spain, Switzerland*

Jana L. Kiser '00, *Mexico, Peru, Thailand, Uganda*

Meredith S. Sorensen '01, *Costa Rica, Germany, Mexico, Netherlands, Norway*

Elisabeth Luce Moore '24

Wellesley-Yenching Fellowship Program

Linda Y. Fung '08, *Wellesley-Yenching Graduate Fellow at the National Palace Museum, Taipei, Taiwan*

Samantha L. Jones '08, *Wellesley-Yenching Graduate Fellow at Ginling College, Nanjing, China*

Tiffany P. Rechsteiner '08, *Wellesley-Yenching Graduate Fellow at Chung Chi College, Hong Kong SAR*

Christina E. Steiner '04, *Wellesley-Yenching Graduate Fellow at Ginling College, Nanjing, China*

Trustee Scholarship

Shloka Ananthanarayanan '08, *for graduate study in Medicine, United States*

Mattie A. Fitch '08, *for graduate study in Modern European History, United States*

Monica Fung '08, *for graduate study in Medicine, United States*

Beth L. Romano '08, *for graduate study in Anglo-Irish Literature, United States*

NATIONAL FELLOWSHIP COMPETITION RECIPIENTS AND NOMINEES 2008

Austrian Government Teaching Assistantship in English

Abigail M. Tutor '08, *Austria*

The BUTEX North American Scholarship

Kelsey M. Hanf '09, *England*

Kathryn Wasserman Davis 100 Projects for Peace Award

Margaret T. T. Chidothe '11, *South Africa*

Freeman-ASIA Award for Study in Asia

Elisa J. Lee '10, *South Korea*

Evelyn M. Ni '09, *Japan*

French Government Teaching Assistantship

Marielle A. Moore '08, *France*

Fulbright U.S. Student Program

Meghan M. Burland '08, *English Teaching Assistantship, Vietnam*

Christina S. Chang '08, *English Teaching Assistantship, South Korea*

Sarah H. Chung '08, *English Teaching Assistantship, South Korea*

Samantha Syeda Huq '06, *Full Grant, Bangladesh*

Catherine D. Jaffee '08, *Full Grant and Critical Language Enhancement Award, Turkey*

Catherine H. Kunce '08, *Full Grant, Denmark*

Mary McCoy '04, *Fulbright Garcia-Robles Binational Business Grant, Mexico*

Kaitlin E. Staudt '08, *English Teaching Assistantship, Turkey*

Tina Yen '08, *Full Grant, China*

Paige H. Boncher '08, *alternate, English Teaching Assistantship, Spain*

Sharon Shin '08, *alternate, English Teaching Assistantship, South Korea*

Benjamin A. Gilman International Scholarships

Leah K. Tran '09, *Vietnam*

Lin Xu '09, *England*

Barry M. Goldwater Scholarship

Voula C. Collins '09, *Honorable Mention*

Knowles Science Teaching Foundation Teaching Fellowship

Heather M. Haines '08, *United States*

Luce Scholars Program

Ku'uipo Curry '04, *Japan*

Mellon Mays Undergraduate Fellowship

Alison M. Barthwell '10, *United States*

Claudia M. Hernandez '10, *United States*

Jeanine Navarrete '10, *United States*

Erica N. Richardson '10, *United States*

Melinda C. Rios DS, *United States*

Jackeline Silva '10, *United States*

National Science Foundation Graduate Research Fellowship

Melissa S. Rice '06, *United States*

Margaret W. Thompson '08, *United States*

Andrea Hodgins-Davis '04, *Honorable Mention*

Ashley M. Johnson '04, *Honorable Mention*

Sara A. Newland '03, *Honorable Mention*

NSEP David L. Boren Undergraduate Scholarship

Sarah W. Bidgood '09, *Russia*

Thomas R. Pickering Graduate Foreign Affairs Fellowship

Christin Ho '08, *United States*

Rockefeller Brothers Fund Fellowship

Christina S. Tilghman '09, *United States*

Yesenia R. Vargas '09, *United States*

Service Corps Fellowship with the American India Foundation

Suzanne E. Rizzo '08, *India*

Paul and Daisy Soros Fellowship

Sanja Jagesic '08, *United States*

Harry S. Truman Scholarship

Aysha R. Gregory '09, *United States*

Morris K. Udall Scholarship

Jennifer B. Hatch '10, *United States*

Debra M. Hausladen '09, *United States*

Thomas J. Watson Fellowship

Mackensie A. Yore '08, *China, Argentina, India, Ireland, Ghana*

Sally Whitcher Award

Hoi See Tsao '09, *Switzerland, India, China, South Africa*

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Wellesley College gratefully acknowledges the generous alumnae and friends who support experiential learning. Their support enables students to engage in off-campus learning opportunities that have become an integral part of the Wellesley College educational experience.

The Tanner Conference Committee gratefully acknowledges staff in the following departments and facilities for their commitment to the Tanner Conference: Alumnae Hall, Auxiliary Services, Campus Police, Communications and Publications, Custodial Services, Food Services, Grounds, Instructional Technology, Jewett Arts Center, Lulu Chow Wang Campus Center, Mail Services, Media Services, Newhouse Center for the Humanities, Pendleton Hall, Science Center, Special Events, and the Wellesley College Club.



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Sustainability Initiatives:**

- Local food is being featured at snacks and breaks.
- All utensils and meal packaging are compostable and will be composted at a *We Care* facility.
- We need your help! Please bring your mug to enjoy the day's beverages.
- This program was printed on 100% recyclable paper with soy-based ink.
- Please recycle your conference book when you've finished enjoying it!

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