

**THE TANNER  
CONFERENCE**

**WELLESLEY  
IN THE  
WORLD**

**TUES  
OCT 24  
2006**

new  
directions  
in liberal  
education

The Tanner Conference Committee wishes to express its thanks and gratitude to Diana Chapman Walsh '66 for her leadership and support of experiential education at Wellesley College. During her tenure as Wellesley's twelfth president, the number of college-funded internships increased ten-fold from 30 to over 300. Several new programs focusing on experiential and service learning were founded, among these the Lumpkin Summer Institute for Service Learning, the American Cities Internship Program, and the Tanner Conference. Acting on her strong belief that purposeful and reflective engagement in off-campus experiences serves to strengthen and reinforce the core values of liberal education, President Walsh has helped to ensure that future generations of Wellesley students will indeed make a difference in the world.

## THE TANNER CONFERENCE

It is our privilege to invite your participation in the 2006 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 2006 Tanner Conference is organized around four broad themes: Cross-Cultural Interaction; Learning, Service, and Youth; Politics, Economics, and Activism; and Science, Medicine, and Public Health. The conference includes an exhibition featuring information on internships, service learning opportunities, international study, and fellowships.

We 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 2006 Tanner Committee

Judith Black  
*Department of Art*

William Coleman  
*Department of Chemistry*

David Ellerby  
*Department of Biological Sciences*

Arielle J. Galambos ’07  
*Student Representative*

Stacie Goddard  
*Department of Political Science*

Melissa Hawkins  
*Center for Work and Service*

Erin Herzeelle ’03  
*Center for Work and Service*

Judith Kenney  
*Center for Work and Service*

Michelle Lepore  
*Office of the Dean of Students*

David Lindauer  
*Department of Economics*

Barry Lydgate  
*Department of French*

Joanne Murray ’81  
*Center for Work and Service*

Andrew Shennan  
*Office of the Dean of the College*

Jennifer Thomas-Starck  
*Office of International Study*

Winifred Wood  
*Writing Program*

## THEMATIC OVERVIEW

### Cross-Cultural Interaction

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<i>Great Expectations: Challenges of Heritage Travel</i>	individual presentations	9:15 A.M.	Pendleton West 117
New People, New Places: Challenges in Cross-Cultural Interaction	individual presentations	9:15 A.M.	Pendleton East 351
Women Empowered: From Corporate Japan to Post-War Bosnia International Study or Globetrotting? Cultural and Academic Learning on Short-Term Study Abroad Programs	individual presentations	9:15 A.M.	Pendleton East 151
Marketing and Media: Targeting Specific Populations	roundtable	10:45 A.M.	Pendleton East 349
Negotiating Cultures of Faith	individual presentations	10:45 A.M.	Pendleton East 251
Beyond Tourism: A Mountain, a City, and an Island	individual presentations	10:45 A.M.	Pendleton West 117
Deep-Fried Mars Bars and Other Curiosities:	individual presentations	1:30 P.M.	Pendleton East 351
Perspectives on Study Abroad in Scotland	panel	1:30 P.M.	Pendleton West 117
In Class and Out: Education and Mobilization in France	individual presentations	1:30 P.M.	Pendleton East 349
Fellowship Travels	panel	1:30 P.M.	Pendleton East 139
Surprise, Surprise! Dealing with the Unexpected	individual presentations	3:00 P.M.	Pendleton West 116
When Is a Tortilla Not a Tortilla?			
Comparing Study Abroad Experiences in Mexico and Spain	panel	3:00 P.M.	Pendleton West 212

### Learning, Service, and Youth

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Accessing History Through Artifacts	individual presentations	9:15 A.M.	Pendleton East 127
Don't Ask, Can't Tell: Issues of Confidentiality and Self-Disclosure at the Internship Site	roundtable	9:15 A.M.	Pendleton East 349
Learning As We Teach: Transforming Ideas About Pedagogy, Leadership, and Ourselves	panel	9:15 A.M.	Pendleton West 212
Do You Know What It Means to Miss New Orleans?	panel	10:45 A.M.	Pendleton West 212
Large Not-for-Profits: How These Organizations Are Agents for Change	individual presentations	10:45 A.M.	Pendleton East 151
“What's in a Name?” Identifying Issues Faced by the Mentally Ill, the Homeless, and the Ethnic	panel	1:30 P.M.	Pendleton West 212
Strategies for Reaching At-Risk Youth	individual presentations	1:30 P.M.	Pendleton West 116
Improving Education in the United States	individual presentations	3:00 P.M.	Pendleton East 239
Teaching Abroad: Is Access to Education Enough?	individual presentations	3:00 P.M.	Pendleton East 151
Works in Print: Exploring the World of Publishing	individual presentations	3:00 P.M.	Pendleton East 351

## Politics, Economics, and Activism

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No Place to Call Home: The Rights of Immigrants, Natives, and Refugees	individual presentations	9:15 A.M.	Pendleton East 139
Nontraditional Approaches to Foreign Aid	individual presentations	9:15 A.M.	Pendleton East 239
Pay No Attention to That Woman Behind the Curtain!	panel	9:15 A.M.	Pendleton West 116
From Here to Broadway: How to Really Succeed in This Business	panel	10:45 A.M.	Pendleton West 220
Wellesley in Washington: Challenging Convention	panel	10:45 A.M.	Pendleton East 239
Advocating for Survivors: Responses to Sexual Assault and Domestic Abuse	individual presentations	10:45 A.M.	Pendleton West 116
Breaking News: An Insider's Guide to Journalism	individual presentations	1:30 P.M.	Pendleton East 151
Building on Collaboration: Public Health Experiences in China, Switzerland, and the United States	panel	1:30 P.M.	Pendleton East 127
Who's Held Accountable? Violations of Human Rights	individual presentations	1:30 P.M.	Pendleton East 239
All Politics Are Local	individual presentations	3:00 P.M.	Pendleton East 339
Environmental Activism	individual presentations	3:00 P.M.	Pendleton East 349
From Wellesley to Wall Street	panel	3:00 P.M.	Pendleton East 127
Wellesley's Role in Service and Education for Natural Disasters	roundtable	3:00 P.M.	Pendleton East 139

## Science, Medicine, and Public Health

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Doing Good for What Ails You: From Genes to Treatment	individual presentations	9:15 A.M.	Pendleton East 339
Eyes Wide Open: Global Efforts in Ophthalmological Care	individual presentations	9:15 A.M.	Pendleton East 129
From Grassroots to the Boardroom: Health Education, Policy, and Practice in the United States	individual presentations	9:15 A.M.	Pendleton East 251
Getting There from Here: Cognitive Development in Babies and Adolescents	individual presentations	10:45 A.M.	Pendleton East 351
Information Is Power: Health, Education, and Practice in Developing Countries	individual presentations	10:45 A.M.	Pendleton East 127
It's a Jungle Out There: Goat Feet and Other Stories	individual presentations	10:45 A.M.	Pendleton East 339
Don't Eat the Spinach: Infectious Diseases in the United States	individual presentations	1:30 P.M.	Pendleton East 339
How Do They Make That? Experiential Organic Chemistry	individual presentations	1:30 P.M.	Pendleton East 251
Looking Up and Looking Down: Space Cadets and Satellite Mapping	individual presentations	1:30 P.M.	Pendleton West 220
Acronym Zoo: Molecular Biology and Biochemistry	individual presentations	3:00 P.M.	Pendleton East 251
Everybody's "Talking": Verbal and Nonverbal Communication	individual presentations	3:00 P.M.	Pendleton West 117

## CONFERENCE SCHEDULE

8:30–9:15 A.M.

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### Continental Breakfast

*Pendleton Atrium*

9:15–10:25 A.M.

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### Cross-Cultural Interaction

#### **Great Expectations: Challenges of Heritage Travel (individual presentations)**

*Pendleton West 117*

*Grace L. Seol, Megachurches and “Han”:  
A Study of Korean Christianity*

*Averill E. Wyman-Blackburn, Unexpected  
Culture Shock: The Impressions of a  
British-Raised American in England*

*Kimiko E. Lange and Shannon T. Lucy, Lost  
in Translation: Searching for Acceptance  
While Studying Abroad in Japan*

*Michelle C. Louie, An Island of One:  
A Chinese-American’s Cross-Cultural  
Experience in China*

#### **New People, New Places: Challenges in Cross-Cultural Interaction (individual presentations)**

*Pendleton East 351*

*Emily A. Leidner and Rebecca J. Dautoff,  
Traveling with Baggage: Identity  
Experiences in Brazil, South Africa, France,  
India, and China*

*Tamira Gunzburg, Beyond the Veil:  
Challenging Western Perceptions of Iran*

*Elyssa B. Weber, Examining the Modern  
Face of Immigration: Reflections on  
Working with Somali Refugees*

#### **Women Empowered: From Corporate Japan to Post-War Bosnia (individual presentations)**

*Pendleton East 151*

*Angela J. Lin and Sui Lin Yap, Hidden  
from the Limelight: Revealing the Roles of  
Women in Corporate Japan*

*Karen N. Mwaniki, Drying Tears to  
Foster Transitional Justice and Focus on  
Reconstruction: Women’s Roles in a  
Post-War Society*

#### **Learning, Service, and Youth**

#### **Accessing History Through Artifacts (individual presentations)**

*Pendleton East 127*

*Mattie A. Fitch, Adventures in Archaeology:  
Reconstructing Habitation Patterns in the  
Prehistoric Midwest*

*Quillan C. Rosen, Whose Art Is It Anyway?  
Nazi-Era Provenance Research and  
Museums Today*

*Kaylan M. Stevenson, George Washington,  
Pioneer Farmer: Discovering Washington  
Through Living History at Mount Vernon*

*Shiveh R. Reed, Where the Past Is Made  
Present: Keeping the Spirit of History Alive  
Through Museums*

#### **Don’t Ask, Can’t Tell: Issues of Confidentiality and Self-Disclosure at the Internship Site (roundtable)**

*Pendleton East 349*

*Fred Burke, Melissa Hawkins, Louren E.  
Hernandez ’08, Beatrice P. Hunt ’07, Haley  
B. Organ ’07, Jessica L. Rickards ’07, Alan  
Schechter, Dana K. Stelmokas ’07, Joseph  
Texeira, Nicole E. Williams ’07, Paul Wink,  
and Winifred Wood*

#### **Learning As We Teach: Transforming Ideas About Pedagogy, Leadership, and Ourselves (panel)**

*Pendleton West 212*

*Megan L. Briggs, Samira Vachani, Caitlin M.  
McGraw, Karina D.P. Vaddilo, Lauren C.  
Brown, and Jana Kiser*

#### **Politics, Economics, and Activism**

#### **No Place to Call Home: The Rights of Immigrants, Natives, and Refugees (individual presentations)**

*Pendleton East 139*

*Jane O.C. Harris, On the Periphery of  
Society: Immigration in Spain*

*Wendy Gao, Nation Building at the Native  
Level: HUD’s Impact on Northwest Tribes*

*Elizabeth L. Biermann, Humanitarian Aid  
Is Not Just Helping: Working with  
Refugees in Cairo, Egypt*

*Sookyung Kang, North Korean Refugees:  
What IPCNKR Is Doing About Their Plight*

#### **Nontraditional Approaches to Foreign Aid (individual presentations)**

*Pendleton East 239*

*Noelle A. Fogg, Rwanda’s Recovery: The  
Role of Education in Forming a Sustainable  
Society*

*Marie Dianne D. Reyes, Aid at Work: Some  
Insight on Nontraditional Foreign Aid*

*Tammy J. McGavock and Evadne I. Cokoh,  
What About the Middle Guys? Working  
with Opportunity International to Train  
Entrepreneurs in China*

*Sadia P. Raveendran*, Rural Electrification in India

**Pay No Attention to That Woman Behind the Curtain! (panel)**

*Pendleton West 116*

*Lynn A. Sternberger, Elena M. Legeros, Julie L. Fischer, and Vanessa A. Wiegel*

**Science, Medicine, and Public Health**

**Doing Good for What Ails You:**

**From Genes to Treatment (individual presentations)**

*Pendleton East 339*

*Balimkiz C. Senman*, Kinetics of the Primary and Secondary Immune Responses in the Bone Marrow

*Elisabeth M. Hersman*, Smoking: The Inside View of Pulmonary Physiology Research

*Mariel H. Smith*, Mind-Body Relationships: Exploring the Connection Between Autoimmune Disease and Mental Illness

*Nauf J. Latef*, A Summer at the Forefront of Scientific Discovery: Mice, Genes, and Diabetes

*Azal Ahmadi*, The Molecular Genetics of Esophageal Cancer

*Naema Chowdhury*, How to Build an Organ: Immunohistochemical Studies of Key Regulatory Proteins Associated with Kidney Development

**Eyes Wide Open: Global Efforts in Ophthalmological Care (individual presentations)**

*Pendleton East 129*

*Nayna A. Lodhia*, The Nayana Project: A Cost Comparison of a Mobile Ophthalmological Treatment Facility

*Michelle M. Song and Jenny Chan*, Seeing Is Believing: Witnessing Firsthand ORBIS's Battle in the Right to Sight

**From Grassroots to the Boardroom: Health Education, Policy, and Practice in the United States (individual presentations)**

*Pendleton East 251*

*Erika T. Uyterhoeven*, Emergency Medical Technicians: Training to Save Lives

*Kelsey M. Hanf*, Medical Media: Using Film to Educate and Support the Cancer Community

*Amelia G. Manderscheid*, A Comparison of Healthcare in America: From Corporation to Not-for-Profit

**10:25–10:45 A.M.**

**Break**

*Refreshments will be served in the Pendleton Atrium.*

**10:45–11:55 A.M.**

**Cross-Cultural Interaction**

**International Study or Globetrotting? Cultural and Academic Learning on Short-Term Study Abroad Programs (roundtable)**

*Pendleton East 349*

*Beth DeSombre, Claire Fontijn, Gary Harris, Barry Lydgate, Andrew Shennan, Jennifer Thomas-Starck, and Margaret Ward*

**Marketing and Media: Targeting Specific Populations (individual presentations)**

*Pendleton East 251*

*Kristina L. Costa*, On the Offensive: Considerations in Marketing Queer Theater

*Hyun Jung Shin*, Asians Who Are Making America: How Today's Marketers and Advertisers Focus on New Asian Youth Trendsetters

*Stephanie L. Gilardi*, Projecting Populations: Film as an Instrument of Intercultural Exchange in the European Union

**Negotiating Cultures of Faith (individual presentations)**

*Pendleton West 117*

*Susan F. Giles-Klein*, From Behind the Iron Curtain: Modern Jewish Life in Post-Communist Poland

*Kellye L. Steindel*, Gurdwara, Stupa, and Temple: Experiencing New Dynamics Among Sikhism, Buddhism, and Hinduism in India

*Caroline G. Blayney*, Everyday Islam: A Study of Lived Faith in the West and Morocco

*Alma R. Heckman and Katherine R. Lonergan*, Two Summers in Cairo: Rethinking Identity and Belief in a Time of War

**Learning, Service, and Youth**

**Do You Know What It Means to Miss New Orleans? (panel)**

*Pendleton West 212*

*Simone F. Weiss, Carmella M. Britt, Monica N. Ortiz, Kendall E. Alexander, Salome N. Katwiwa, and Heather C. Morris*

**Large Not-for-Profits: How These Organizations Are Agents for Change (individual presentations)**

*Pendleton East 151*

*Sarah K. Richardson*, Planned Parenthood of Metropolitan Washington: Beyond the Medical Clinic

*Amy M. Keir*, Getting Things Done: Service in America

*Rebecca S. Katzman*, From Boardrooms to Airports: A Summer at the Philadelphia Red Cross

### **Politics, Economics, and Activism**

#### **From Here to Broadway: How to Really Succeed in This Business (panel)**

*Pendleton West 220*

*Megan E. Teckman, Kelly M. Galvin, Kristina L. Szilagyi, and Sarah L. Moazeni*

#### **Wellesley in Washington: Challenging Convention (panel)**

*Pendleton East 239*

*Aliya S. Khalidi, Catherine A. Silvey, Katherine A. Ellis, Megan E. Mitchell, Kathleen E. Scorza, and Emily L. Montgomery*

#### **Advocating for Survivors: Responses to Sexual Assault and Domestic Abuse (individual presentations)**

*Pendleton West 116*

*Suzanne E. Rizzo*, Access Denied: Women's Experiences with Sexual and Reproductive Health and Rights in Poland

*Rupsha Biswas*, Brutal Boston: Preventing Domestic Abuse in the Local African-American Community

*Leah K. Tran*, Bringing Women's Rights into the Classroom: Reflections on a Curriculum Writing Experience

*Lisa W. Byers*, Real-Life SVU: Advocacy for Sexual Assault Victims

### **Science, Medicine, and Public Health**

#### **Getting There from Here: Cognitive Development in Babies and Adolescents (individual presentations)**

*Pendleton East 351*

*Christine B. Cha*, Rumination and Non-Suicidal Self-Injury Among Young Adolescent Girls

*Jessica F. Saunders and Madeline B. Harms*, The Baby Lab: A Hands-On Look at Cognitive Development

#### **Information Is Power: Health, Education, and Practice in Developing Countries (individual presentations)**

*Pendleton East 127*

*Rita K. Kuwahara*, Money, Power, and Disease in Ghana: What Happens When Resources Fall Short?

*Regina E. Edifor, Sahr Khan, and Sabina Sayeed*, From Sickness to Health: Using Health Policy and Education to Empower Developing Communities

#### **It's a Jungle Out There: Goat Feet and Other Stories (individual presentations)**

*Pendleton East 339*

*Theodora J. Stewart*, Finding New Solutions in Nature to Global Water Contamination

*Leslie K. Tamura*, Extreme Feet: Exploring the Biomechanics of a Natural Mountaineer

*Katherine A. Ciurej*, Effects of Climate and Microclimate on Blowfly Parasitism in the Black-Throated Blue Warbler

**12:00–1:30 P.M.**

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### **Tanner Conference Exhibit 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 the Alumnae Hall Ballroom at this time.*

*Specialty desserts will be available at the Exhibition in Tishman Commons.*

**1:30–2:40 P.M.**

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### **Cross-Cultural Interaction**

#### **Beyond Tourism: A Mountain, a City, and an Island (individual presentations)**

*Pendleton East 351*

*Kathleen H. Livingstone*, Firenze: Clashes of the Traditional and Contemporary

*Rachel A. Mak-McCully*, Summer in the South Pacific: Interning at the Crossroads of Culture and Science

*Anisha P. Gupta*, Faces of the Mountain: Stories and Lessons from the Guides of Kilimanjaro

#### **Deep-Fried Mars Bars and Other Curiosities: Perspectives on Study Abroad in Scotland (panel)**

*Pendleton West 117*

*Vasumathi S. Raman, Katrine R. Lazar, Rebecca K. Clough, and Elisabeth K. Gorra*

**In Class and Out: Education and Mobilization in France (individual presentations)**

*Pendleton East 349*

*Meghan E. Tinsley, Yi Zhang, and Kahini K. Ranade, “Classes Are Canceled Again?” Reflections on the French Culture of Protest*

*Krysland L. Filippi, Experiencing the Magic of Children Through a Cross-Cultural Experience in France*

**Fellowship Travels (panel)**

*Pendleton East 139*

*Elizabeth Mandeville '04, Paulina Ponce de Leon Barido '05, and Marisa Van Saanen '01*

**Learning, Service, and Youth**

**“What’s in a Name?” Identifying Issues Faced by the Mentally Ill, the Homeless, and the Ethnic (panel)**

*Pendleton West 212*

*Kendall L. White, Beatrice P. Hunt, Sarah J. Ohle, Alexandra Allukian, Kendall D. LaSane, and Anna Matsuo*

**Strategies for Reaching At-Risk Youth (individual presentations)**

*Pendleton West 116*

*Carly M. Fair, Lending an Ear and Then Some: Working with Troubled Adolescent Girls*

*Haley B. Organ, Girls’ Circle: Empowering Female Juvenile Offenders Through Art, Music, and Games*

*Courtney F. Richter, Beyond Arts and Crafts: Teaching Art to Youth in an At-Risk Community*

*Melanie R. Carter, Bridging the Digital Divide: Exploring Issues of Technological Illiteracy with At-Risk Children*

*Kristen H. Cuneo, “You Don’t Know Me”: The Overlap of Self-Defense Education and Feminism*

**Politics, Economics, and Activism**

**Breaking News: An Insider’s Guide to Journalism (individual presentations)**

*Pendleton East 151*

*Karla P. Reyes, Bigger Isn’t Always Better: Costa Rica’s Small Size Is Ideal for Aspiring Journalists*

*Christina A. Satkowski, Breaking News: Reporting at the Frontlines of the World*

*Emily C. Huo, The Chinese Reevaluation: At the Front and Center of 2005’s Biggest Financial News Story*

*Jessica L. Rickards, Below the Fold: What Newspapers Don’t Tell Us About High-Profile Sexual Assault Cases*

**Building on Collaboration: Public Health Experiences in China, Switzerland, and the United States (panel)**

*Pendleton East 127*

*Natalie C. Chen, Hiywete Solomon, Fanny Tsang, Yang Qiu, and Catlin I. Powers*

**Who’s Held Accountable? Violations of Human Rights (individual presentations)**

*Pendleton East 239*

*Samantha S.M. Yeung and Hana S. Freymiller, Labor Rights in Action: Making Fair Labor a Reality*

*Wallis J. Yu, Rule-of-Law: Abolishing Slavery in the 21st Century*

*Maria J. Nassen, Slavery Is Not History*

*Robin N. Miller, Beyond the Nuclear Debate: Human Rights in Iran*

**Science, Medicine, and Public Health**

**Don’t Eat the Spinach: Infectious Diseases in the United States (individual presentations)**

*Pendleton East 339*

*Cecilia L.M. Yu, The Silent One: Hepatitis B in Boston*

*Monica Fung, Sexism and STDs: How Unequal Chlamydia and Gonorrhea Treatment Is Hurting Women*

*Caroline M.S. Ong, From Turkeys to Terrorism: The Public Health Challenges of Highly Infectious Diseases*

**How Do They Make That? Experiential Organic Chemistry (individual presentations)**

*Pendleton East 251*

*Margaret W. Thompson, Organic Chemistry in Switzerland: Optimizing a Microwave-Assisted Suzuki Coupling Reaction*

*Christina M. Woo, ThaiREU: Cross-Coupling Cultures with Organic Chemistry*

*Justine E. Parker, Sudsy Chemistry 101: Soap Making in the Lab*

**Looking Up and Looking Down: Space Cadets and Satellite Mapping (individual presentations)**

*Pendleton West 220*

*Mimi Szeto, Improving Algorithms for Satellite Oceanography*

*Alessandra Springmann, Amanda M. Zangari, Katherine R. Moyer, and Pamela L. Watts, From the Mind to Robots to the Sky: Physics for All Occasions*

2:40–3:00 P.M.

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### Break

*Refreshments will be served in the Pendleton Atrium.*

3:00–4:10 P.M.

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### Cross-Cultural Interaction

#### Surprise, Surprise! Dealing with the Unexpected (individual presentations)

*Pendleton West 116*

*Catherine R. Congress and Meredith A. Magenheim, Jogging in the Streets and Other Faux Pas: Pursuit to Becoming French*

*Christina J. Dorobek and Amara J.C. Nwosu, Oh, Uganda: Reshaping Our Personal Identities Through Teaching and Living in Africa*

*Stephanie Landers, The Importance of Teatime: Living and Working in Sri Lanka*

#### When Is a Tortilla Not a Tortilla? Comparing Study Abroad Experiences in Mexico and Spain (panel)

*Pendleton West 212*

*Petrina C.Y. Chan, Megan Y. Shum, Erin M. Doty, and Elena Cestero*

### Learning, Service, and Youth

#### Improving Education in the United States (individual presentations)

*Pendleton East 239*

*Dana C. Britt, “The Children Left Behind”: Teaching Minority Students from Atlanta Public Middle Schools*

*Claire M. Davis, Choral Connections: Developing and Implementing a Music Curriculum in Washington, D.C.*

*Marjorie W. Schaeffer, The Benchmark Method and Its Application in the Larger Education Community*

*Lindsay N. Karloff and Mercedes D.A.K. Tran, Boston Refugee Youth Enrichment: Breaking Down Barriers in the Multilingual Classroom*

*Renee A. Chu, Ready Sail! Teaching (and Learning) Aboard the Schooner SoundWaters*

#### Teaching Abroad: Is Access to Education Enough? (individual presentations)

*Pendleton East 151*

*Arielle E. Goodley, Learning to Read on a Rubbish Dump: Combating Poverty Through Education in Guatemala City’s Garbage Dump*

*Rebecca F. Kayes, ¡English es Chévere! Teaching Children in the Andes of Ecuador*

*Graciela D. Lima Coto, Teaching in Contexto, Teaching in Context*

*Elishibah W. Msengeti, Education as a Perpetrator of Identity Loss: Kenya Is Losing Its Children to the World*

#### Works in Print: Exploring the World of Publishing (individual presentations)

*Pendleton East 351*

*Ariel B. Levine, Navigating the Publishing Jungle: How Interning for a Literary Agency Changed My Perspective on the Book Business*

*Elizabeth T. Borné, Headin’ South: When Publishing Gets a Regional Twist*

*Anna K. Johns, Writing for the World: Adventures in Magazine Publishing*

### Politics, Economics, and Activism

#### All Politics Are Local (individual presentations)

*Pendleton East 339*

*Anamarie E. Farr, Striking the Balance in Political Campaigns*

*Amy N. Iseppi, Advocating for Constituents: Exploring Government Through a United States Senator’s District Office*

*Margaret E. Tiernan and Nina K.S. McMurry, Divestment from Sudan: How Student Activists Are Introducing State Legislation to End the Genocide in Darfur*

#### Environmental Activism (individual presentations)

*Pendleton East 349*

*Erika A. Kahn, The Pineapple Monoculture: A Social and Environmental Issue in Costa Rica*

*Monisha Khurana, Quests for Sustainability: New York City and Wellesley College*

*Madeleine M. Maillet*, Turning Environmental Policy Inside-Out: Activism on the Street and in the Boardroom

*Anli Yang*, Got a Minute for the Environment? Reflections on the Summer Canvass

**From Wellesley to Wall Street (panel)**  
*Pendleton East 127*

*Malabika Biswas, Audrey M. Henderson, and Minh Tu T. Nguyen*

**Wellesley's Role in Service and Education for Natural Disasters (roundtable)**  
*Pendleton East 139*

*Christopher Candland, Michelle Lepore, Joanne Murray '81, Jenny Eplett Reilly '85, Diana Chapman Walsh '66, and Akila Weerapana*

## **Science, Medicine, and Public Health**

**Acronym Zoo: Molecular Biology and Biochemistry (individual presentations)**  
*Pendleton East 251*

*Victoria M. Sultani*, Interfering RNAs: Endogenous Knockdown of Genes via MicroRNAs

*Mehreen Iqbal*, Can't Choose: Alternative Polyadenylation in Human and Mouse Cell Lines

*Sharline Madera*, Anthrax: A Deeper Look  
*Pavlina Wolf*, *Cln3* and *Gas5* Expression in Normal and Knock-in *Cln3<sup>Δex7/Δex8</sup>* Mouse Models of Human JNCL

**Everybody's "Talking": Verbal and Nonverbal Communication (individual presentations)**  
*Pendleton West 117*

*Siena C. Napoleon-Bruno*, Learning in Leaps and Bounds: A Study of Verbal Communication and Autism

*Alexandra R. del Solar*, The ABC's of Sign: Summer Fieldwork in Nicaragua

*Margaret S. McGovern*, Beyond Words: What You Say with the Tone of Your Voice

*Sabina Q. Khan*, Say What? A Study in Sound Discrimination

*Esther L. Rimer*, Cued Speech: Translating the Spoken to Visual and Promoting Better Literacy for the Deaf

9:15–10:25 A.M.

**Cross-Cultural Interaction**

**Great Expectations:  
Challenges of Heritage Travel  
(individual presentations)**

*Pendleton West 117*

**Megachurches and “Han”:**

**A Study of Korean Christianity**

*Grace L. Seol '08, Philosophy and Religion*

Advisor: *T. James Kodera, Religion*

This presentation will chronicle my summer independent research conducted in Korea on the subject of Korean Christianity, supported by the Severinghaus Summer Internship Stipend. With its remarkable growth in the past decades, Korean Christianity has attracted the world's attention, and understanding it is pivotal to comprehending the changing place of Christianity in Asia and the world at large. The development of Christianity in Korea differed from the Japanese and Chinese counterparts in that, not too long since its inception, Christianity was able to appeal vigorously to the national sentiment and participate in the turbulence of sociopolitical movements. Its ability to compel national solidarity and carry within it the enigmatic yet powerful sense of Korean ethos, known as *Han*, uniquely characterizes Christianity's presence and success in Korea. I aim to illustrate this thesis with a particular focus on the historical perspective and the recent explosion of Protestant revivalism and megachurches in Korea.

**Unexpected Culture Shock:  
The Impressions of a British-Raised  
American in England**

*Averill E. Wyman-Blackburn '08, Medieval and Renaissance Studies*

Advisor: *Jennifer Thomas-Starck, Office of International Study*

Every American girl dreams about one day going to England. As a child, she thinks of princesses and a land full of magic; when she grows older, she associates it with perhaps her heritage as well as hot guys with cute accents. As an American-born girl who was raised on both sides of the pond (or Atlantic Ocean), I thought that I had an insight into British culture and mannerisms. Although I assumed that I knew about everything posh and remotely English, I soon found out how wrong I was after spending last summer at Oxford University. The intense culture-shock I felt was only enhanced by the similarity of language. Within a few hours, I shockingly learned that my quiet childhood in the Welsh and Scottish countryside almost hindered my acclimation to a thriving English city. In my presentation, I will share the experiences and revelations that I learned about myself while abroad.

**Lost in Translation: Searching for  
Acceptance While Studying Abroad in Japan**

*Kimiko E. Lange '08, Japanese Language and Literature; and Shannon T. Lucy '07,*

*Japanese Language and Literature*

Advisor: *Carolyn Morley, East Asian Languages and Literatures*

Are you in or are you out? This question is deeply rooted in the largely homogeneous society of Japan, where group acceptance is key to one's identity. Is it possible for foreigners to become integrated into this culture? How? To what degree? While searching for this acceptance, we went beyond our preconceived notions of Japanese society and discovered what the culture added to the understanding of ourselves. Through our experiences at two very different schools, International Christian University and Japan Women's University, we will discuss the complexities that arose in our efforts to become part of the “in” group.

**An Island of One: A Chinese-American's  
Cross-Cultural Experience in China**

*Michelle C. Louie '07, East Asian Studies*

Advisor: *Julie Chu, Anthropology*

Where are you from? This question's answer depends on where I am—American in China, but Chinese-American in the United States. This dual identity has definitely affected my time spent studying Mandarin in China and Taiwan. As an Asian-American studying Chinese, my experience is different from most of my non-Asian classmates. Many Chinese cannot believe that Asians can be Americans even though Asians make up roughly four percent of the American population. Instead of continuing to believe that nations are homogeneous, people around the world need a greater understanding of other societies, customs, and people. To be

better citizens of an increasingly globalized community, we should strive for better cross-cultural understanding.

### **New People, New Places: Challenges in Cross-Cultural Interaction (individual presentations)**

*Pendleton East 351*

#### **Traveling with Baggage: Identity Experiences in Brazil, South Africa, France, India, and China**

*Emily A. Leidner '07, Urban Studies; and Rebecca J. Dautoff '07, Psychology*  
Advisor: *Filomina Steady, Africana Studies*

Part of the allure of travel is the opportunity to learn about new places. However, we found that immersing ourselves in other cultures also highlighted aspects of our own identities. Until we began to see ourselves through the eyes of others, being both female and American did not consciously influence our lives. These two aspects of our identities contributed both positively and negatively to such issues as our personal safety, our connections with other women, and our ability to access places and people. We were granted certain privileges, but also met new restrictions. As we dealt with others' perceptions of Americans, we were forced to revise our own habits of stereotyping. We encountered prejudice and open-mindedness, but both taught us the importance of understanding individuality. Through travel, we learned much about the world—and, the world taught us much about ourselves.

#### **Beyond the Veil: Challenging Western Perceptions of Iran**

*Tamira Gunzburg '07, Economics*  
Advisor: *Lidwien Kapteijns, History*

The Middle Eastern, Islamic, Arabic, and Persian cultures are often portrayed by Western media as dangerous, fundamen-

talist, and even backward. During my two summers of travel in the region, I got to know many locals and their way of life. This exposure opened my eyes to their true situation and made me acutely aware of how ignorant and prejudiced our Western perspective on the Middle East is. Back at Wellesley College, I try to apply the lessons I learned in Iran to my studies by being more critical and culturally sensitive in my research and my discourse. In this presentation, I will discuss how exposure in the form of travel can help develop a more nuanced way of thinking about culture, religion, and politics. I will address specific misconceptions about Iranians that arise from our ideas of Iranian politics, the position of women, and Islam, as well as provide a context for them based on my experience.

#### **Examining the Modern Face of Immigration: Reflections on Working with Somali Refugees**

*Elyssa B. Weber '08, Psychology*  
Advisor: *Erin Herzeelle '03, Center for Work and Service*

The ongoing conflict in Somalia not only has given that nation the unique distinction of being the only country in the world without a government, but also has taken more than 300,000 lives and forced over one million people to flee. Through interning at the International Rescue Committee in Boston last summer, I taught job skills and English as a Second Language to a small number of Somali students who had escaped from the violent civil war. While I learned about the hardships associated with living in refugee camps for protracted lengths of time, I also discovered the challenges that arise once immigrants escape these areas of violence. Acquiring gainful employment for immigrants who lack marketable skills in the United States poses

one of the greatest threats to refugees' independent living. Ultimately, I discovered that America does not mark the end of an immigrant's difficulties, but instead signals the beginning of the long, and often painful, journey of assimilation.

### **Women Empowered: From Corporate Japan to Post-War Bosnia (individual presentations)**

*Pendleton East 151*

#### **Hidden from the Limelight: Revealing the Roles of Women in Corporate Japan**

*Angela J. Lin '07, Economics; and Sui Lin Yap '08, Economics and Mathematics*  
Advisor: *Yoshimi Maeno, East Asian Languages and Literatures*

Japan has the world's second-largest economy. Yet, its female labor participation rate is only 48.4 percent and the country has only one of "Forbes 100 of the world's most powerful women" in 2006. With a rapidly aging population and a declining birth rate, what roles do women play in the workplace? Are they still to be seen and not heard? How do they break the glass ceiling in Japan's patriarchal society? How do they cope with work-life balance, or are they forced to choose between career and family? Drawing from our internship experiences in Tokyo, we will examine the myths and realities of what it means to be a woman in corporate Japan, compare our insights working in a multinational versus a traditional Japanese organization, as well as share how these discoveries have impacted our career decisions.

#### **Drying Tears to Foster Transitional Justice and Focus on Reconstruction: Women's Roles in a Post-War Society**

*Karen N. Mwaniki '09, Undeclared*  
Advisor: *Elena Creef, Women's Studies*

In many cultures, the societal roles of women are considered secondary to those of men, even more so in a post-conflict environment. However, the diminution in the number of men in a post-war society forces women to take on active roles in a nation's reconstruction and reconciliation. Indeed, under such conditions, women serve as the backbone of a society, determining how and whether a society advances or regresses.

Last summer, I was part of a human rights delegation with Global Youth Connect to Bosnia and Herzegovina—a country still in transition from a war that ended just over ten years ago. Because of the unusually high number of men lost in the war, the women of Bosnia and Herzegovina have been forced to take up leadership roles in the process of the reconciliation and reconstruction of their nation. I will present what I learned from the women who shared their wartime and postwar experiences while I worked with them in a local nongovernmental organization.

### **Learning, Service, and Youth**

#### **Accessing History Through Artifacts (individual presentations)**

*Pendleton East 127*

#### **Adventures in Archaeology: Reconstructing Habitation Patterns in the Prehistoric Midwest**

*Mattie A. Fitch '08, French and History*  
Advisor: *Philip Kohl, Anthropology*

As a summer intern with the Dayton, Ohio Society of Natural History, I learned the grimy, hands-on practice of archaeology. I participated in the excavation of a late prehistoric Fort Ancient Indian village, shedding light on the habitation patterns of this culture, which thrived in the Ohio River

Valley from AD 1000 to 1650. The dig taught me the techniques of excavation and how to develop and implement research goals. However, more importantly, I discovered the reasons an archaeologist would invest so much expectation, thought, and care coaxing clues to the past from the silent ground. Kneeling in dirt, I experienced the joy of the tangible past, the elated awe of unearthing relics the earth had hidden for centuries, artifacts made by a human hand invisible in time except for my efforts. Come relive with me the enchantment of an excavation—learn what the earth has to share of our past.

#### **Whose Art Is It Anyway? Nazi-Era Provenance Research and Museums Today**

*Quillan C. Rosen '08, Art History*  
Advisor: *Rebecca Bedell '80, Art*

Between 1933 and 1945, the Nazi regime illegally seized 600,000 important works of art. Almost 100,000 were never restored to their rightful owners, and the locations of many works remain unknown. It is impossible to determine the number of Nazi-looted works that are currently in U.S. public and private collections. However, according to the Conference on Jewish Material Claims Against Germany, American art museums are not conducting enough research to determine whether works in their collections were acquired illegally. Many museums, however, are investigating the sources of their collections, to clear their names and avoid possible legal battles. As an intern at the Frick Collection in New York, my work focused on provenance research—the process of determining the ownership history of works of art. I will discuss the issues relating to provenance that face museums today, including Nazi-era restitution claims.

#### **George Washington, Pioneer Farmer: Discovering Washington Through Living History at Mount Vernon**

*Kaylan M. Stevenson '09, Undeclared*  
Advisor: *Nathaniel Sheidley, History*

Who was George Washington? A soldier, a statesman? Often, Washington is perceived as a distant, larger-than-life figure; however, living at Mount Vernon and working as a costumed historical interpreter on a miniature reproduction of one of Washington's farms enabled me to discover a new and intensely human side of Washington—a “pioneer” farmer who designed experiments worthy of science fairs and was deeply curious about all things agriculture from fertilizers to jackasses. But, how does one translate the excitement of this discovery to the one million visitors Mount Vernon welcomes each year—visitors of all ages ranging from those truly interested to eighth graders on forced marches? While working in eighteenth-century clothing and demonstrating eighteenth-century farming practices—from hoeing weeds to cutting wheat with reaping hooks and sickles, I learned about public history and the challenge of actively engaging visitors in the context of an outdoor, living history museum.

#### **Where the Past Is Made Present: Keeping the Spirit of History Alive Through Museums**

*Shiveh R. Reed '07, French and History*  
Advisor: *Michèle Respaut, French*

A museum can be an exciting vessel of living memory, with relevance to the present and the future. Last summer, a museum brought my field of study to life as I did thesis research as an intern at Geneva's new International Museum of the Reformation. In the past, Reformation history has centered on theologians, churchmen, and statesmen—with attention paid

only to men. While historians analyzed theology and politics, the experience of women was often ignored. With access to primary documents and top scholars in the city once known as the “Protestant Rome,” I explored the field. My discovery: Reformation women were far from invisible! Join me as I discuss the amazing experience of doing research abroad—in the actual city that is the topic of my senior thesis.

### **Don't Ask, Can't Tell: Issues of Confidentiality and Self-Disclosure at the Internship Site (roundtable)**

*Pendleton East 349*

*Fred Burke, St. Francis House; Louren E. Hernandez '08, Political Science; Beatrice P. Hunt '07, Psychology and Studio Art; Haley B. Organ '07, Psychology; Jessica L. Rickards '07, English and Women's Studies; Alan Schechter, Political Science, emeritus; Dana K. Stelmokas '07, Psychology; Joseph Teixeira, St. Francis House; Nicole E. Williams '07, Psychology; and Paul Wink, Psychology*  
Organizers: *Melissa Hawkins, Center for Work and Service; and Winifred Wood, Writing Program*

Are you thinking about working for the government, for a mental health center, in a legal setting, or with victims of rape, torture, or disease? If so, when asked about your internship experience, you must be prepared to answer: “Don't ask, I can't tell.” An internship site frequently differs from Wellesley. Used to a climate of openness and free speech, students are often taken aback by the restrictions imposed by a workplace setting where they are not able to reveal information about themselves at work nor able to share their experiences with people outside the workplace. This roundtable brings together students, faculty, and workplace supervisors to discuss a range of settings and policies where confi-

dentiality and self-disclosure are centrally important. These environments include government settings, mental health treatment centers, organizations dealing with the homeless, a juvenile retention center, and a rape crisis center.

### **Learning As We Teach: Transforming Ideas About Pedagogy, Leadership, and Ourselves (panel)**

*Pendleton West 212*

*Megan L. Briggs '09, Undeclared; Samira Vachani '08, English; Caitlin M. McGraw '09, Undeclared; Karina D.P. Vadillo '08, Economics; Lauren C. Brown '09, Undeclared; and Jana Kiser '00*  
Advisor: *Verónica Darer, Spanish*

We spent the summer volunteering with Global Learning, a not-for-profit organization, teaching in public schools in Costa Rica, Nicaragua, and Mexico. In teams of local and foreign volunteers, we lived together and worked intensely to reach our organizational goals: improving public education, surmounting cultural barriers, and bridging the gaps between community development theorists and activists. As we created and taught interactive, student-centered lessons, we found ourselves involved in the process of learning from our students, from each other, and from the changing nature of the Global Learning organization itself. In this presentation, we will share how we began our summer with the intention of teaching, yet along the way discovered the inextricable link between learning and teaching.

### **Politics, Economics, and Activism**

#### **No Place to Call Home: The Rights of Immigrants, Natives, and Refugees (individual presentations)**

*Pendleton East 139*

### **On the Periphery of Society: Immigration in Spain**

*Jane O.C. Harris '07, Economics and Spanish*  
Advisor: *Eric Hilt, Economics*

Walking around in Córdoba, Spain, the average tourist will enjoy the view of wide-open terraces, intricately decorated plazas, and quaint, stone-covered streets, symbolic of the rich influx of cultures that created Andalusia. However, volunteering on the behalf of an immigration law firm shed light on the intense divisions between immigrants and native Spaniards. In October 2005, more than 700 sub-Saharan migrants attempted to enter the European Union through the Spanish province of Melilla, and were sent back to their respective countries. Spain's president, José Zapatero, is responding to the high unemployment rate in Spain and the existing 650,000 registered immigrants. Currently, he is working to prevent further illegal immigration. While media coverage was extensive, teaching and learning from the immigrants themselves lent a unique perspective on their lives in Spanish society. I will address the following key questions: Why is there such an influx of immigrants to Spain? What parallels are there between immigration in Spain and the United States?

### **Nation Building at the Native Level: HUD's Impact on Northwest Tribes**

*Wendy Gao '09, Undeclared*  
Advisor: *Joseph Joyce, Economics*

It is often forgotten that more than 500 sovereign nations exist within the United States. As an intern for the Department of Housing and Urban Development (HUD) in the Office of Native American Programs (ONAP) last summer, I learned about the origins and evolution of U.S. foreign policy and nation-building efforts. This study of development economics, politics, and soci-

ology at the local level is a microcosm of current events at the national and international levels. Through this internship, I also became aware of how widely overlooked contemporary Native American issues are in common knowledge and academia. In this presentation, I hope to shed light on the economic and social impact ONAP programs have had on Northwest Tribes. I believe a resurgence in the study of contemporary Native American issues will allow for a better understanding of American history and politics as well as international relations.

### **Humanitarian Aid Is Not Just Helping: Working with Refugees in Cairo, Egypt**

*Elizabeth L. Biermann '07,*  
*Middle Eastern Studies*

Advisor: *Anna Ronell, Jewish Studies*

During my time studying abroad in Cairo, Egypt, I studied Arabic and refugee issues. As an English teacher for African refugees and a member of a student group working for refugee rights in Cairo, I was faced with the difficulty of being a white woman in Egypt who was trying to provide aid without being patronizing, and I was confronted with the tension between the refugees and the Egyptian population. I was challenged to reconsider the intricacies of providing humanitarian aid, as I could quickly become a perpetrator of organizational injustice if I let my compassion overtake my ability to fairly manage the resources given to me. However, I also saw many jaded aid workers who had lost touch with the fact that they were human beings as they tried to help others attain a stable and healthy life. In my presentation, I will discuss how these different factors influenced my field of study and my aspirations for the future.

### **North Korean Refugees: What IPCNKR Is Doing About Their Plight**

*Sookyung Kang '09, Undeclared*  
Advisor: *Hahrie Han, Political Science*

Founded in 2003, the International Parliamentarians' Coalition for North Korean Refugees and Human Rights (IPCNKR) consists of over 100 elected officials who seek to protect the human rights of North Korean refugees. During its annual conference, members of IPCNKR formulate and sign a resolution. They then present the resolution and other original legislative proposals before their respective national assemblies, in order to illuminate the plight of North Korean refugees and to pressure them to take action.

Working with IPCNKR in Seoul plunged me into a harsh reality of international human rights. An issue that had always seemed somewhat distant became chillingly real as I read statistics, translated testimonies, and even rubbed shoulders with a North Korean refugee. Today, I will share my internship experience with IPCNKR. More importantly, however, I hope to share the experience of a North Korean refugee—a story far more compelling and urgent than my own.

### **Nontraditional Approaches to Foreign Aid (individual presentations)**

*Pendleton East 239*

#### **Rwanda's Recovery: The Role of Education in Forming a Sustainable Society**

*Noelle A. Fogg '09, Undeclared*  
Advisor: *Malhar Nabar, Economics*

The literacy rate in Rwanda is at 47 percent—one of the lowest in the world. Following its genocide in 1994, Rwanda has undergone much economic strife, and education continues to be a privilege granted to a very fortunate few. Through my

studies at Wellesley, I gained a deep interest in the economic development of struggling African countries such as Rwanda. Last summer, I learned why access to free education and public libraries is critical to the rebuilding of a civic society, the community, and economic stability in post-conflict situations such as Rwanda. From my home in Southern Michigan, I founded a chapter of a not-for-profit organization called The American Friends of the Kigali Public Library (AFKPL), and I raised funds for the creation of Rwanda's first-ever public library. My presentation will explain the motives behind the AFKPL's goals, as well as convey my experiences fundraising for a not-for-profit organization.

### **Aid at Work: Some Insight on Nontraditional Foreign Aid**

*Marie Dianne D. Reyes '09, Undeclared*  
Advisor: *Susan Skeath, Economics*

Can foreign aid really benefit the recipient country? Foreign aid has negative connotations in our society today. Some believe that it makes the recipient country even more dependent on other countries and encourages little effort towards growth and development. In the developing countries, traditional cash foreign aid often falls into the hands of corrupt officials along the way before it reaches the public. However, non-traditional foreign aid, channeled through specific programs and projects, may be more efficient and rise above such criticisms. Over the summer, I interned at the British Chamber of Commerce of the Philippines and witnessed firsthand the receipt of this kind of nontraditional foreign aid. In my presentation, I will discuss the pros and cons of program-specific aid, provide some insight on the implications of foreign aid for the recipient country, and discuss the importance of active involvement of the recipient country in the aid process.

### **What About the Middle Guys? Working with Opportunity International to Train Entrepreneurs in China**

*Tammy J. McGavock '08, Economics; and Evadne I. Cokoh '07, Economics*  
Advisor: *Akila Weerapana, Economics*

As we interviewed and trained over 100 entrepreneurs and small manufacturers in their businesses in Hefei, China, we learned that developing an economy is more complicated than applying a single methodology. Opportunity International (OI), which traditionally practices micro-lending, moved into Hefei to provide credit to the urban poor. Rising levels of income and entrepreneurship in Chinese cities, as well as the inaccessibility of government-run banks, have forced OI to revise its strategies toward targeting small but already established entrepreneurs. As students of economics, we arrived in China enthused by success stories of micro-lending. Upon witnessing OI's shift in strategy, however, we were forced to ask: Will OI's latest strategy of lending to mid-level entrepreneurs also help poorer employees? We returned to Wellesley with a new appreciation for flexibility and adaptability in development, and with memories (and pictures) of a small portion of the population that is driving China's economic growth.

### **Rural Electrification in India**

*Sadia P. Raveendran '09, Undeclared*  
Advisor: *Yue Hu, Physics*

Even after 59 years of independence, there are over 150,000 un-electrified villages in India. Of these, about 24,000 are "remote un-electrified villages." The objective of my internship was to examine the feasibility of providing a nonconventional energy source—a solar pond-based power generation system—in remote villages. I was guided by Dr. Isaac of the National Aerospace Laboratories, whose team had successfully tested such a system through a pilot project at Pondicherry. My assignment was to determine an appropriate size of such a system for typical remote un-electrified villages and also to suggest possible sites for installing such a system. My study revealed that a 500m<sup>2</sup> pond with a 12.5kWh generating unit would meet the lighting energy needs of households in a remote village. In a world where questions about tomorrow's energy scenario alarm the greatest of minds, such low-tech solutions provide promising answers.

### **Pay No Attention to That Woman Behind the Curtain! (panel)**

*Pendleton West 116*

*Lynn A. Sternberger '07, English; Elena M. Legeros '07, Cinema and Media Studies; Julie L. Fischer '07, Cognitive and Linguistic Sciences; and Vanessa A. Wiegel '07, Cinema and Media Studies*  
Advisor: *Sarah Wall-Randell '97, English*

When you take your seat in a darkened theater or recline on your couch, are you looking to be entertained, informed, or swept away in an unfolding human drama? What would you be willing to do to get the stories

you connect with on the screen? From public television to profit-oriented Hollywood production companies, we immersed ourselves in the culture that determines what gets aired and what gets shelved. In this panel, we will discuss our experiences as media junkies and interns trying to navigate the industry—the gender politics, the line between art and commerce, and the ego. In settings that challenged our cinema studies backgrounds, we practiced the art of conveying messages and telling stories through the audiovisual medium. Join the audience for our no-holds-barred accounts of summers spent deciding whether we will sit back, relax, or run the show.

### **Science, Medicine, and Public Health**

#### **Doing Good for What Ails You: From Genes to Treatment (individual presentations)**

*Pendleton East 339*

**Kinetics of the Primary and Secondary Immune Responses in the Bone Marrow**  
*Balimkiz C. Senman '09, Undeclared*  
Advisor: *Martina Königer, Biological Sciences*

Lymphocyte-precursors migrate from the bone marrow (BM) to the thymus where some become specialized as naïve CD8-lymphocytes. After specialization, they circulate in the blood and secondary-lymphoid organs for antigen presentation by professional APCs upon which they become cytokine-secreting effector cells. Once the antigen is cleared, the small surviving portion become memory CD8-lymphocytes. Two types of immune responses are known as the primary and the secondary immune responses. The primary immune response, conducted by naïve CD8-lymphocytes, acts

on foreign antigens whereas the secondary immune response's memory CD8-lymphocytes act on previously encountered antigens to which they are specific. Here, we looked at the kinetics of the primary and the secondary immune responses in the BM. Our results suggested that immune response begins with activation and is followed by proliferation. Moreover, as we observed via 2-photon-microscopy, CD8-lymphocytes lose physical contact with DC early in immune response before proliferation.

### **Smoking: The Inside View of Pulmonary Physiology Research**

*Elisabeth M. Hersman '08, Neuroscience*  
Advisor: *Nancy H. Kolodny '64, Chemistry*

How much and how fast does smoking cause your lungs to deteriorate? Different medical specialists have different answers to this provocative question, obtained by measuring different aspects of lung function. At Brigham and Women's Hospital, I worked with a research group that is trying to answer this question with the new technique of breathing hyperpolarized Xenon gas and viewing the lung with MRI. We measured gas exchange (something no one in the world has done), and looked for early signs of emphysema by comparing smokers and nonsmokers. This experience demonstrated to me how crucial collaboration is for interpreting data. Every week, hours were spent exploring the ways the data can be incorporated into new and/or existing models of pulmonary function and physiology. Some data follow expected patterns, while other data contradict pulmonary gospel. In a world where anything is possible and so much is unknown, discussion and debate keep researchers pushing forward.

### **Mind-Body Relationships: Exploring the Connection Between Autoimmune Disease and Mental Illness**

*Mariel H. Smith '07, Neuroscience*  
Advisor: *Nancy Genero, Psychology*

Autoimmune disease and mental illness plague millions of Americans, yet the association between these disorders is not well understood by the scientific community. Recent research indicates a possible connection between these two types of diseases, prompting investigations into mind-body connections, as well as the search for a common genetic marker to better comprehend and treat these ailments. Last summer, at Children's Memorial Hospital in Chicago, I performed a descriptive, retrospective study on family history records of patients with juvenile dermatomyositis (JDM), a rare autoimmune disease. I evaluated data for an autoimmune disease-mental illness association; early results indicate a positive correlation, an exciting finding for future research. My summer experience extended beyond spreadsheets and statistics, as I also observed firsthand the adverse effects of JDM on children. These encounters brought my project to life, allowing me to understand what drives the doctors I worked with to pursue their research and what will eventually drive my own work.

### **A Summer at the Forefront of Scientific Discovery: Mice, Genes, and Diabetes**

*Nauf J. Latef '09, Undeclared*  
Advisor: *Marc Tétel, Biological Sciences*

Type 1 Diabetes affects up to one million people in the United States. This devastating disease is caused by the destruction of the islets in the pancreatic beta cells, which are responsible for insulin production. This past summer, I interned in the Nephrology/Transplantation Laboratory at Weill Medical College of Cornell University, where islet transplants are performed on mice and humans to allow them to regain the ability to produce insulin. However, immune responses lead to the progressive destruction of these transplanted islets. Currently, it is not possible to diagnose islet graft rejection before clinical data indicates that complete destruction has occurred. Gene expression has been used in other settings to detect rejection. Last summer, I did gene profiling in human peripheral blood to determine a distinct marker in the acute rejection process for islet transplants. This internship taught me the power of self-confidence and effective communication in making scientific discoveries.

### **The Molecular Genetics of Esophageal Cancer**

*Azal Ahmadi '09, Undeclared*  
Advisor: *Gary Harris, Biological Sciences*

Esophageal adenocarcinoma is the fastest-growing form of cancer in the United States. Insulin-like growth factor binding protein-3 (IGFBP-3) plays a critical role in the generation of this cancer. Working under an expert investigator in the NIH Undergraduate Student Scholars Program at the University of Pennsylvania School of Medicine, I studied how IGFBP-3 gene expression is controlled. Using the techniques of molecular biology, I showed that

a key protein, hypoxia-inducible factor 1 alpha, regulated IGFBP-3 gene expression under hypoxia (low oxygen conditions). Researching this key molecule at the University of Pennsylvania, along with the subsequent readings I completed on epidemiology and the clinical manifestations of esophageal adenocarcinoma, piqued my interest in pursuing a career as a medical scientist. My experience has helped me further appreciate the pivotal role that biomedical research is playing in understanding and curing those who have life-impairing illnesses.

### **How to Build an Organ: Immunohistochemical Studies of Key Regulatory Proteins**

**Associated with Kidney Development**  
*Naema Chowdhury '08, History*  
Advisor: *Nicole Snyder Lee, Chemistry*

One of the most essential organs is the human kidney. Without it, waste products could never leave the body. The process of creating a kidney involves many proteins that continuously signal one another, causing thousands of cells to proliferate, differentiate, and branch into various functional components. In the very dark room of Columbia University's Genetics and Development lab, I used the results from two immunohistochemical staining (fluorescence and peroxidase) techniques to study the expression of certain regulatory proteins. To date, these proteins have not been specifically associated with a distinct location in the kidney. Results were largely inconclusive, but revealed that the protein LPP has a distinct expression within the ureteric tubules, newly formed glomeruli, and nephrons: while  $Pea_3$  was mostly found in the ureteric bud tips. This internship has helped me to gain perspective on a possible medical career focusing on developmental medicine.

### **Eyes Wide Open: Global Efforts in Ophthalmological Care (individual presentations)**

*Pendleton East 129*

#### **The Nayana Project: A Cost Comparison of a Mobile Ophthalmological Treatment Facility**

*Nayna A. Lodhia '09, Undeclared*  
Advisor: *Nolan Flynn, Chemistry*

Based in Bangalore, Karnataka, India, the Nayana Project aims to provide diabetes patients in rural and semi-urban Karnataka with mobile diabetic retinopathy treatment facilities. Using a van, the project circulates various laser treatments to remote locations throughout the state. My hypothesis was that this method of treatment is significantly cheaper for the patients when compared to traveling to the nearest city or Bangalore, the state capital, for treatment. I interviewed all of the patients who received treatment on the van over a two-month period. During the interview, I determined the amount the patient spent on the treatment, transportation, accommodations, food, miscellaneous expenses, and lost income from coming to the mobile van. I also determined the same theoretical costs incurred by the patient when he or she traveled to the nearest city or to private and government hospitals in the state capital.

#### **Seeing Is Believing: Witnessing Firsthand ORBIS's Battle in the Right to Sight**

*Michelle M. Song '08, Biological Chemistry;*  
*and Jenny Chan '07, East Asian Studies*  
Advisor: *Charlene Galarneau, Women's Studies*

China has one of the world's largest blind populations, numbering nearly six million. Faced with the country's uneven distribution of ophthalmologists in urban versus rural hospitals, ORBIS aims to eradicate

this disparity. While interning at ORBIS, we saw beyond the idealistic images of international not-for-profit organizations to realize that many obstacles—poorly qualified local doctors, strict government policies, and cultural incompatibilities—complicate the resolution of public health problems. Despite these challenges, we witnessed ORBIS's persistent efforts as we participated in a training workshop for local doctors, attended the opening ceremony of an eye hospital, and gave vision tests at a community screening event. Through conversations with local hospital directors, we encountered cultural differences in our viewpoints, questioned the likelihood of immediate improvement, and learned that the implementation of Western philanthropy in China has both benefits and drawbacks.

### **From Grassroots to the Boardroom: Health Education, Policy, and Practice in the United States (individual presentations)**

*Pendleton East 251*

#### **Emergency Medical Technicians: Training to Save Lives**

*Erika T. Uytterhoeven '08, Biological  
Chemistry*

Advisor: *Sheila Brachfeld-Child, Psychology*

The "Golden Hour" is the first 60 minutes after the occurrence of major trauma on a patient. It is reputed to be the most important hour that will determine the patient's chance of survival. Ideally, this hour should be spent with a team of physicians, but generally people do not experience trauma near a hospital. Therefore, the responsibility for how the "Golden Hour" is spent is placed in the hands of emergency medical technicians. I came to the realization that even after taking all the pre-med courses, I did not know the simplest aspects of medicine, such as how to take someone's blood

pressure or how to resuscitate a patient. I will keep these skills with me for the rest of my life with a new sense of responsibility. After my unique experiences volunteering, I have a different perspective on medicine that I will share in this presentation.

**Medical Media: Using Film to Educate and Support the Cancer Community**

*Kelsey M. Hanf '09, Undeclared*  
Advisor: *Elisabeth Ford, English*

Having suffered from cancer as a small child, I have always desired to help those in a similar situation. With a group of survivors, I came up with the idea of creating an informational documentary to help other teenagers who had been diagnosed, an idea I finally realized last summer. Throughout my project, videographers, members of the medical community, and—most of all—cancer survivors like myself created a video that would shed

light on this difficult condition, especially when it affects those during the critical period of adolescence. Combining my experience with cancer, my natural creativity, and the technical knowledge I eventually acquired, I worked to create a hopeful, yet realistic video depicting the challenges of teenage cancer. By creating this documentary on the issues facing teenagers with cancer, I was able to use media to help inform—and provide a level of guidance—to others.

**A Comparison of Healthcare in America: From Corporation to Not-for-Profit**

*Amelia G. Manderscheid '08, Economics*  
Advisor: *Stacy Sneeringer, Economics*

After spending the summer at the corporate headquarters of UnitedHealth Group, the nation's largest health insurer, I gained an entirely new perspective on the healthcare industry last summer by interning at Women's Health Foundation, a Chicago-

based not-for-profit. I found that both organizations' missions were to improve the health and well-being of their clients, but that these similar missions were achieved through different means. I plan to discuss the differences between corporation and not-for-profit in terms of management style, and the pros and cons of each organizational structure within the healthcare industry. Both organizations focused on preventative medicine, achieving this goal by giving increased individual attention in lieu of hospitalizations at UnitedHealth, while developing a medically based exercise program at Women's Health Foundation. Overall, the employees of both organizations were similarly motivated by the knowledge that their work made a difference in the everyday lives of their clients.

## Cross-Cultural Interaction

### International Study or Globetrotting? Cultural and Academic Learning on Short-Term Study Abroad Programs (roundtable)

*Pendleton East 349*

*Beth DeSombre, Environmental Studies and Political Science; Claire Fontijn, Music; Gary Harris, Biological Sciences; Andrew Shennan, Office of the Dean of the College; and Margaret Ward, German*  
Organizers: *Barry Lydgate, French; and Jennifer Thomas-Starck, Office of International Study*

With more than 150 approved study abroad programs to choose from—in every world region and in practically every discipline—it is not surprising that students are keen to sample more than one. The traditional Junior Year Abroad is no longer the norm. The tendency nationwide is toward shorter experiences and more of them. Semester- and year-long itinerant programs, with short stays in multiple destinations on multiple continents, are wildly popular. Study abroad advisors wonder if students can have a substantive academic, cultural, or linguistic experience in three months or less: Students believe that they can. The International Study Committee will be looking closely at these issues over the course of the year, and members of the campus community are invited to share their views in this open discussion.

### Marketing and Media: Targeting Specific Populations (individual presentations)

*Pendleton East 251*

#### On the Offensive: Considerations in Marketing Queer Theater

*Kristina L. Costa '09, Undeclared*  
Advisor: *Rebecca Bedell '80, Art*

How would you lure a Wellesley soccer mom to a queer theater festival? Now in its fifteenth year, *Out On the Edge*, a fall theater festival produced by the Boston-based company, The Theater Offensive (TTO), has become a mainstay in the New England Lesbian, Gay, Bisexual, and Transgender (LGBT) community. At this critical juncture, TTO decided to reach beyond Jamaica Plain and the South End and into the living rooms of liberal-minded suburbanites through direct marketing techniques and a diversified festival program. This talk will focus on the difficulties, successes, and missteps of marketing a queer theater festival to both the gay community and to the general public, with an emphasis on advertisement design.

#### Asians Who Are Making America: How Today's Marketers and Advertisers Focus on New Asian Youth Trendsetters

*Hyun Jung Shin '08, Economics*  
Advisor: *Sealing Cheng, Women's Studies*

Do you know what the film *The Fast and the Furious 3: Tokyo Drift*, the Toyota's Scion and Yaris automotive models, and the Xanga.com Web site have in common? All achieved their popularity in U.S. mainstream culture by focusing on Asian-American youth trends. Today, Asian

Americans are no longer targets of assimilation: They are one of America's new trendsetters. During my internship at Dae Advertising Agency, I learned how companies like Toyota, MTV, Qee, and Xanga.com reach non-Asian audiences with marketing strategies that have a strong Asian influence. In my presentation, I will share how the marketing and advertising industries are shifting gears, and how the principles to integrate Asian Americans' influences as Asian youth trends are shaping mainstream American Pop culture.

#### Projecting Populations: Film as an Instrument of Intercultural Exchange in the European Union

*Stephanie L. Gilardi '07, German Studies*  
Advisor: *Thomas Nolden, German*

In a Europe that is growing closer together, the exchange of art and ideas is of critical importance. During my year abroad in Vienna, Austria, I interned at EU-XXL, Forum and Festival of European Film. A structured dialogue among the representatives of all branches of the film industry, the forum promotes collaboration in creating an effective regulatory framework for cooperation and cross-border project development. It endeavors to strengthen the position of filmmakers, forging avenues of access to European film funds and the European distribution market. Taking stock of an increasingly diversified region, the dynamic cross-cultural communication possible through cinematic texts animates the aesthetic sense, challenging viewers to overcome geographical distance and regional bias. While living abroad, my work at this festival was a constant reminder of

the importance of seeking cultural commonalities, while cultivating an appreciation for local singularities.

### **Negotiating Cultures of Faith (individual presentations)**

*Pendleton West 117*

#### **From Behind the Iron Curtain: Modern Jewish Life in Post-Communist Poland**

*Susan F. Giles-Klein '08, History*  
Advisor: *Nina Tumarkin, History and Russian Area Studies*

When people think of Poland, they rarely think of it as a country with a growing Jewish community. Yet, perhaps one of the most fascinating developments in modern Poland is that many people are only now beginning to discover their long-hidden Jewish identities. Last summer, as part of my Jewish Studies program based in Prague, I spent ten days in Poland exploring the country and discovering the remnants of a once-thriving Jewish culture. My trip to Poland served a dual purpose: to learn about the Jewish experience before and during WWII and to become better informed on the current state of Jewish life in modern Poland. My presentation will focus on the rebirth of Judaism in Poland following the fall of communism, and on how both Poles and Polish Jews have attempted to come to terms with their horrifying past. Can there be a place for Jewish life in a progressive, free Poland? I believe the answer is yes.

#### **Gurdwara, Stupa, and Temple: Experiencing New Dynamics Among Sikhism, Buddhism, and Hinduism in India**

*Kellye L. Steindel '09, Undeclared*  
Advisor: *Rachid Aadnani, Middle Eastern Studies*

India is one of the most religiously diverse countries in the world. For three weeks this past summer, I spent time exploring the community of Dharamshala, India. The majority of my days were spent volunteering in a summer camp for local children, run by Cross-Cultural Solutions. However, the question of religion in modern India arose in my mind after I visited three temples for each of the most popular religions in Northern India. Despite my limited knowledge of the religions and my nonreligious background, I realized how much religion contributes to daily Indian life. Members of each religion were surprisingly tolerant. Yet, after sifting through the layers of my experience, I found that a startling amount of tension exists among the native Hindus, Tibetan Buddhists, and Punjabi Sikhs. This subtle tension crosses social and economic boundaries as many Hindus conclude that the Buddhists and Sikhs use their religions to exploit Dharamshala.

#### **Everyday Islam: A Study of Lived Faith in the West and Morocco**

*Caroline G. Blayney '07, French and History*  
Advisor: *Lidwien Kapteijns, History*

Since my sophomore year, I have studied—both at Wellesley and in Paris—the history of Muslims living in the Diaspora. However, it was my summer internship in Rabat that crystallized the issue for me. I became immersed in this Islamic culture, befriending Moroccans both at work and in the city. My presentation will deal with how I came to the understanding that living one's religion in an Islamic country cannot compare to being a practicing Muslim in a secular, western country. I believe that it is important to enable Muslims to live their faith despite their location. During my last year at Wellesley, I plan to continue my research on Muslims in the West to discover how this is possible.

#### **Two Summers in Cairo: Rethinking Identity and Belief in a Time of War**

*Alma R. Heckman '09, Undeclared; and Katherine R. Lonergan '09, Undeclared*  
Advisor: *Rachid Aadnani, Middle Eastern Studies*

Last summer, Kate and I voyaged to Cairo with two different Arabic programs. Kate traveled through a program of the United States Department of State, while I was enrolled at the Arabic Language Institute of the American University in Cairo. Our experiences in Egypt caused us to rethink and redefine our identities. Kate went into her program a standard student-tourist, cautious and aloof, and learned about herself and Egyptian social life through her friendship with an Egyptian family. I arrived wary of the treatment afforded to Jews in Egypt, and was forced to reevaluate my identity when war broke out in Lebanon. Taking Arabic at Wellesley made us want to travel to Egypt to enhance our academic learning; but in our travels, we realized the importance of both linguistic and cultural understanding at a time when no one can afford to be removed from the rest of the world.

#### **Learning, Service, and Youth**

#### **Do You Know What It Means to Miss New Orleans? (panel)**

*Pendleton West 212*

*Simone F. Weiss '08, Africana Studies and Economics; Carmella M. Britt '08, Africana Studies; Monica N. Ortiz '08, Japanese Language and Literature; Kendall E. Alexander '08, Anthropology; Salome N. Katwiwa '08, Economics; and Heather C. Morris '08, English*  
Advisor: *L. Terrell Tyler, Jr., English*

“In the end we will remember not the words of our enemies, but the silence of our friends.” —Dr. Martin Luther King Jr.

Some people watch in silence, while others try to make a difference. In the wake of Hurricane Katrina and the breaking of the levees, the shortcomings of the United States government—its lack of compassion for American citizens—were exposed. In March of 2006, we decided to break our own silence. During our one-week stay in New Orleans, we gutted homes, distributed food, and tried to exemplify the Wellesley motto: “Not to be ministered unto but to minister.” Although we shed tears of sorrow, we also experienced tears of joy and bouts of laughter. Our personal growth and self-reflection, acquired through our interactions with the people of the city’s various communities, led us to appreciate the true spirit of New Orleans.

### **Large Not-for-Profits: How These Organizations Are Agents for Change (individual presentations)**

*Pendleton East 151*

#### **Planned Parenthood of Metropolitan Washington: Beyond the Medical Clinic**

*Sarah K. Richardson '08, Anthropology*  
Advisor: *Rosanna Hertz, Sociology and Women's Studies*

Planned Parenthood of Metropolitan Washington (PPMW) is a local affiliate of Planned Parenthood Federation of America. While completing an internship at this organization, I was able to observe both a healthcare and a not-for-profit organization that works to aid and connect with its community; southern Maryland, Washington, D.C., and northern Virginia. PPMW provides an array of medical services, including reproductive healthcare. Surprisingly, it also plays a much larger role that situates this organization—through the population it serves—in a broader political and social arena. This presentation will examine a few highlights of the work PPMW accomplishes by look-

ing at projects to which I contributed as an intern. More specifically, this includes voter registration, educational programs, community outreach, and research. By offering nonclinical resources to its population, patients and supporters may access PPMW in new and purposeful ways.

#### **Getting Things Done: Service in America**

*Amy M. Keir '10, Undeclared*  
Advisor: *Lawrence Rosenwald, English*

Service is not glamorous. It is about getting things done for people who have the willpower, but not the resources, to accomplish simple tasks. My experience as an AmeriCorps member showed me that service can take on the following forms: picking debris out of yards so that Louisiana residents can rebuild their houses; filling out tax forms for families who do not understand English or the tax system; and pulling water-logged belongings out of homes in New Orleans and piling them on the side of the street. Service cannot be narrowly described; I have found that it is redefined, broadened, and given life with each personal encounter. During this presentation, I will share the varied experiences that continue to open my eyes to service and the unexpected ways it can manifest itself, thereby reaffirming that every form of service is valid and meaningful.

#### **From Boardrooms to Airports: A Summer at the Philadelphia Red Cross**

*Rebecca S. Katzman '07, Mathematics and Peace and Justice Studies*  
Advisor: *Lidwien Kapteijns, History*

A summer spent as an intern at one of the largest branches of the American Red Cross afforded numerous and diverse opportunities. Having studied the importance of not-for-profit and grassroots organizations, I was able to see firsthand the basic workings of a large not-for-profit as

well as some of the difficulties facing this sector. The projects ranged from attending management meetings to helping celebrate the inclusion of Magen David Adom (the Israeli Red Cross equivalent) into the International Federation. The latter project gave rise to an independent study that will be pursued this year in the Peace and Justice Studies Department, focusing on organizations that promote constructive interaction between Palestinians and Israelis. The most rewarding and memorable experiences were the five days I spent at the Philadelphia Airport as I assisted in the repatriation of American citizens evacuated from Lebanon, alongside other Red Cross volunteers and Arabic interpreters.

### **Politics, Economics, and Activism**

#### **From Here to Broadway: How to Really Succeed in This Business (panel)**

*Pendleton West 220*

*Megan E. Teckman '07, Studio Art; Kelly M. Galvin '07, Political Science and Theatre Studies; Kristina L. Szilagyi '09, Undeclared; and Sarah L. Moazeni '10, Undeclared*  
Advisor: *Nora Hussey, Theatre Studies*

From New York and Boston to Maryland and Oregon, we pursued our love of theatre in new ways last summer. Meg, an intern with Broadway producer Eric Falkenstein at Spark Productions, read scripts and attended readings and shows to help determine the direction of Spark for upcoming seasons. Kelly, an actor with our own Wellesley Summer Theatre and WST for Children, was able to learn through practice and observation while working with terrific actors who challenged her to hold her own. Kristina, a member of Theatre on the Lake, helped the troupe kick off their inaugural season through acting, tech, and marketing. Sarah, a senior assistant at the Oregon

Shakespeare Festival's Summer Seminar, used her knowledge as a previous participant to help this year's students learn all aspects of the theatre. These experiences have contributed to our deeper understanding and appreciation of the theatre business as a craft.

### **Wellesley in Washington: Challenging Convention (panel)**

*Pendleton East 239*

*Aliya S. Khalidi '07, Economics and Political Science; Catherine A. Silvey '07, Political Science and Spanish; Katherine A. Ellis '07, International Relations; Megan E. Mitchell '07, Political Science; Kathleen E. Scorza '07, History; and Emily L. Montgomery '07, Political Science*  
Advisor: *Alan Schechter, Political Science, emeritus*

In the shadow of the Capitol building and the Lincoln Memorial, a variety of institutions shape the way our nation perceives its past and envisions its future. Through our various internships in a campaign office, a legislative committee, a think tank, a court room, a Smithsonian museum, and an environmental nongovernmental organization, we saw how each of our organizations shaped and reacted to current affairs ranging from the D.C. crime wave to the increased availability of Plan B to the Israeli-Hezbollah conflict. We faced daily challenges that required us to answer the vital questions facing our organizations and our nation. How should *Sputnik*, hated and feared at the time of its launch, be celebrated in the National Museum on its 50th anniversary? How can we sell a policy or a candidate to the American people? We will present on our efforts to answer these questions and issues.

### **Advocating for Survivors: Responses to Sexual Assault and Domestic Abuse (individual presentations)**

*Pendleton West 116*

#### **Access Denied: Women's Experiences with Sexual and Reproductive Health and Rights in Poland**

*Suzanne E. Rizzo '08, Women's Studies*  
Advisor: *Sealing Cheng, Women's Studies*

Since the end of communism in Poland in 1989, the Catholic Church has become increasingly influential in Polish government. This has translated into restrictions on sexual and reproductive health and rights (SRHR). In 1993, the government significantly restricted abortion, but since then has done little to decrease the demand for it. Sexual education is not mandatory, and—when it is taught—focuses on Catholic ideology. Adolescents are not taught how to protect themselves, and contraception is neither easily accessible nor affordable. This past summer, I was awarded the opportunity to intern with the Polish Federation for Women and Family Planning. As an intern, I helped plan international conferences, created publications, and wrote and edited reports for international conferences. In this presentation, I will discuss my experience as an intern, the SRHR issues in Poland, as well as the initiatives that the federation is taking to address those issues and to serve women and adolescents.

#### **Brutal Boston: Preventing Domestic Abuse in the Local African-American Community**

*Rupsha Biswas '08, English*  
Advisor: *Katherine Morrison, Wellesley Centers for Women*

There is research that suggests African-American women are more likely to experience intimate partner violence than women

of other races/ethnicities. For example, a leading cause of death among African-American women ages 15 to 44 is homicide at the hands of a male partner. Why is abuse so prevalent in this community, and what can be done to prevent it? How do stereotypes, such as the idea of "The Strong Black Woman," play a role in this? What is currently being done? Is help available? Through an internship at Wellesley Women's Center, I was able to work alongside Dr. Katherine Morrison in an effort to begin answering these probing questions. In this presentation, I will share my insights and present why African-American women may be more prone to abuse than women of other races. What part can you play to win this battle?

#### **Bringing Women's Rights into the Classroom: Reflections on a Curriculum Writing Experience**

*Leah K. Tran '09, Undeclared*  
Advisor: *Karen Shih, Office of the Dean of Students*

According to United Nations' treaties and international human rights instruments, every person has the right to life and security of person. For immigrant women in the United States, some are denied these fundamental human rights each day, or even multiple times per day, as victims of domestic violence. While the U.S. government offers some legal protection for these women, a 2004 report by Minnesota Advocates for Human Rights (MAHR), a not-for-profit organization, revealed how battered immigrant women face multiple barriers within the criminal justice system and within their communities that prevent them from seeking legal remedies. As an intern with Minnesota Advocates, I helped transform the MAHR report into a curriculum for high-school students. This presen-

tation offers a mock lesson, historical background on violence against women, and highlights from the report.

### **Real-Life SVU:**

#### **Advocacy for Sexual Assault Victims**

*Lisa W. Byers '07, Psychology*

Advisor: *R. Steven Schiavo, Psychology*

The Victim Witness Assistance Program, a part of the State's Attorney's Office in Chicago, exposed me to the victims of sexually related crimes. I worked in preparing sexual assault victims to testify in court, sometimes years after their assault took place. One aspect of my experience taught me about the different conceptions of a "strong" woman. Seeing the victims relive their assault in such detail in front of a courtroom made me realize just how important victim advocacy really is to our society. The work I did in my office gave these women the resources to seek justice for their crimes and move on with their lives. Last summer further solidified my plans of becoming a lawyer as my experiences made me look beyond my surroundings and see that many vulnerable, yet strong women are in need of aid and support. In my presentation, I will share the types of support and the factors involved in helping these women.

### **Science, Medicine, and Public Health**

#### **Getting There from Here: Cognitive Development in Babies and Adolescents (individual presentations)**

*Pendleton East 351*

#### **Rumination and Non-Suicidal Self-Injury Among Young Adolescent Girls**

*Christine B. Cha '07, Psychology and Spanish*

Advisor: *Julie Norem, Psychology*

Self-injurious thoughts and behaviors (SITB) have been shown to occur frequently among adolescents in community and

clinical samples. However, there appear to be disproportionately few explanations for cognitive vulnerabilities that may account for this phenomenon. This came to my attention when working with Professor Susan Nolen-Hoeksema's lab at Yale University last summer. I was able to use data from an ongoing study to analyze non-suicidal self-injury (NSSI) and its potential relationship with rumination (i.e., passive, persistent, negative self-focus). I will present the results from preliminary analyses, which demonstrate a significant relationship between the cognitive vulnerability of rumination and the specific functions of NSSI among a community-based sample of female adolescents. These findings support the possibility of rumination as a potential target of change in treatment of self-harm. This project and my overall summer experience have solidified my goals to pursue graduate studies and a career in clinical psychology research.

#### **The Baby Lab: A Hands-On Look at Cognitive Development**

*Jessica F. Saunders '07, History and Psychology; and Madeline B. Harms '08, Cognitive and Linguistic Sciences*

Advisor: *Jennie Pyers, Psychology*

From round rooms to breaking boxes, our summer at Harvard's Laboratory for Developmental Studies gave us the opportunity to experience every aspect of the psychology research process. In particular, we investigated the understanding of causality and symbolic representation in infants and toddlers. Although the tasks we faced sometimes felt tiring and daunting, the knowledge we gained far outweighed any stress. We learned to extract data from the everyday actions of infants and toddlers, to allow the little ones' schedule to dictate our own, and above all, to appreciate little victories, such as a successfully run subject (one

who didn't cry!). This internship complemented our Wellesley coursework by providing a setting to discover firsthand the unpolished side of research that is noticeably absent from journal articles. Along with methodology and findings, we will discuss how this experience has shaped our future plans at Wellesley and beyond.

#### **Information Is Power: Health, Education, and Practice in Developing Countries (individual presentations)**

*Pendleton East 127*

#### **Money, Power, and Disease in Ghana: What Happens When Resources Fall Short?**

*Rita K. Kuwahara '07, Chemistry and Peace and Justice Studies*

Advisor: *William Coleman, Chemistry*

In an ideal society, all people lead happy, healthy lives or at least have access to essential medical care if the need arises. Despite what one might wish, however, in reality, the world is filled with people who suffer from chronically poor health, lack access to adequate medical care, and cannot afford necessary medications. Interning at Ghana's Police Hospital and participating in medical outreach at a local orphanage last summer, I observed firsthand the barriers that individuals face when attempting to seek care in overpopulated, resource-limited regions. Focusing specifically on the incidence, management, and treatment of infectious diseases and chronic illnesses in Accra, aside from clinical work, I conducted interviews with doctors, social workers, and government officials at nearby hospitals, clinics, nongovernmental organizations, and government institutions. My observations and discoveries uncovered a mixture of hopeful findings as well as areas that urgently needed change to eliminate existing inequalities in Ghanaian health.

## **From Sickness to Health: Using Health Policy and Education to Empower Developing Communities**

*Regina E. Edifor '09, Undeclared; Sahr Khan '09, Undeclared; and Sabina Sayeed '09, Undeclared*

Advisor: *Marc Tetel, Biological Sciences*

When many think of the developing world, they think of abject poverty that leads to a lack of financial independence and deteriorating health conditions. This is partly true; but hailing from the developing world, we realized that, given the proper support and opportunities, developing communities can take control of their own future. Last summer, we went back to our roots in Ghana, Pakistan, and India, respectively, to observe and contribute to disadvantaged and marginalized communities in our countries. In our presentation, we will focus on our work in prenatal education at the Narh-Bita Hospital, nonformal science education through the ABNI Foundation, and AIDS education and outreach in the slums of India working with Nrityanjali Academy. We will trace how our experiences helped shape not only our perspectives, but also those of the individuals we served.

## **It's a Jungle Out There: Goat Feet and Other Stories (individual presentations)**

*Pendleton East 339*

### **Finding New Solutions in Nature to Global Water Contamination**

*Theodora J. Stewart '07, Biological Chemistry*  
Advisors: *Mary Allen, Biological Sciences; and Daniel Brabander, Geosciences*

As the Earth's freshwater supplies become contaminated due to various human activities, the availability of this resource continues to diminish at an alarming rate. This

realization has driven me to attempt to create better techniques to remediate freshwater naturally. Last summer, a Howard Hughes Medical Institute research grant allowed me to conduct research at the Swiss Federal Institute of Aquatic Science and Technology (Eawag) in Dübendorf, Switzerland. There, I studied the cadmium accumulation capabilities of the green algae *C. reinhardtii*. I believe not only that *Chlamydomonas* have the potential to be a successful tool for removing toxic heavy metals from freshwater ecosystems, but also that wide varieties of algae may possess this capability as well. During the coming year in independent and thesis research, I look forward to using the knowledge I gained at Eawag to further explore the use of algae in heavy metal remediation.

### **Extreme Feet: Exploring the Biomechanics of a Natural Mountaineer**

*Leslie K. Tamura '07, English*  
Advisor: *David Ellerby, Biological Sciences*

Goats are specialists that can traverse extreme terrains without slipping. Yet, it remains a mystery as to how goats achieve these feats of mountaineering. This past semester, I had the opportunity to study the frictional properties of goat feet. Investigating a new area of animal biomechanics, while challenged with designing an original and workable experiment, I learned about frustration, excitement, and small accomplishments. After several redesigns, ultimately we used cadaver limbs, dry ice, and kinematic and statistical analyses to examine the significance of goat feet mechanical design. Although working at Harvard's Concord Field Station did not motivate me to pursue biomechanics, I am in awe of those who see the intellectual possibilities of a foot, and are willing to

stare down a goat to answer the question: What is the relationship of goat locomotion and their unique feet?

### **Effects of Climate and Microclimate on Blowfly Parasitism in the Black-Throated Blue Warbler**

*Katherine A. Ciurej '08, Biological Sciences*  
Advisor: *Nicholas Rodenhouse, Biological Sciences*

As regional climate warms, the rates of parasitism in wildlife populations may increase or decrease. To determine the distribution and abundance of larval *Protocalliphora*, an ectoparasite nestling bird, 29 nests of the black-throated blue warbler (*Dendroica caerulescens*) were collected from across an elevation gradient in the Hubbard Brook Experimental Forest, New Hampshire, during the summer of 2005. The elevation gradient spanned a 2°C difference in mean annual temperature and a 1.5cm difference in annual precipitation. The mean number of parasites per nest did not differ significantly across the elevation (climate) gradient. However, nests located beneath a gap in the forest canopy tended to be parasitized more frequently than in those beneath an uninterrupted canopy. This indicates that nest microclimate may be a better indicator of *Protocalliphora* presence than is average climate. Both of these relationships warrant further study and will be examined with data collected during the 2006 breeding season.

## Cross-Cultural Interaction

### **Beyond Tourism: A Mountain, a City, and an Island (individual presentations)**

*Pendleton East 351*

#### **Firenze: Clashes of the Traditional and Contemporary**

*Kathleen H. Livingstone '09, Undeclared*  
Advisor: *Cristina Pausini, Italian Studies*

Firenze, or Florence, has been a jewel of Italy for ages. Today, it is still an essential hub for art and culture and one of the world's most visited vacation spots. What does Florence have to offer? While studying abroad last August, I was able to appreciate Florence's role in Italian tourism and began to grasp the many aspects of its society. In addition, I was able to travel to many other Italian cities and compare their representation of Italian culture to that of the Florentines. Italy is known for its community feel and home-cooked food, but can Florence accurately represent this traditional viewpoint when, during peak travel season, tourists outnumber Florence's local population by hundreds of thousands? Through Florence's modern culture and representation of its past, many subtle nuances and conflicts concerning the effects of tourism and trade within Italian society can be observed and understood.

#### **Summer in the South Pacific: Interning at the Crossroads of Culture and Science**

*Rachel A. Mak-McCully '07, French and Neuroscience*

Advisor: *Barry Lydgate, French*

Tahiti calls to mind swaying palm trees, endless white sandy beaches, and colorful

Gauguin paintings—but other things lie behind this picture. Tahiti is a French territory, but many people consider themselves Tahitian before French. Vibrant and extensive coral reefs attract both U.S. tourists and researchers, making English the language of tourism and science. This dynamic penetrates the strict hierarchy of transmitting traditional knowledge that intrigues tourists and that researchers are using to further scientific inquiry. Coming from a year abroad in France, I interned with the support of the French House Fellows at Atitia, the outreach program of University of California, Berkeley's research station. Fusing my majors of Neuroscience and French, Atitia created a bridge between science and a French-influenced culture. I came to see Tahiti not as an isolated paradise, but as a microcosm of international debate regarding independence and diversity in an ever-connecting world.

#### **Faces of the Mountain: Stories and Lessons from the Guides of Kilimanjaro**

*Anisha P. Gupta '09, Undeclared*  
Advisor: *Lidwien Kapteijns, History*

In fulfilling my mother's dream to climb Tanzania's Mt. Kilimanjaro, last summer I became interested in better understanding Africa's position in the world. Led by 25 young men, I received informal lessons in Tanzanian culture. My presentation will highlight how the 25 porters and guides became my teachers, their oral history my course, and the mountain my classroom. I returned with more questions than I started with, and found myself in a vulnerable position—unable to judge Africa with-

out finding myself judged at the same time. Was I providing porters with a livelihood or further marginalizing this labor source? Does the pride of guiding tourists to the summit compensate for the back-breaking toil and low wages? By combining classroom knowledge with this humanized glimpse into the lives of these young African men, I am now trying to learn how a person of privilege can make a difference despite class barriers.

#### **Deep-Fried Mars Bars and Other Curiosities: Perspectives on Study Abroad in Scotland (panel)**

*Pendleton West 117*

*Vasumathi S. Raman '07, Computer Science and Mathematics; Katrine R. Lazar '07, Political Science and Psychology; Rebecca K. Clough '07, International Relations; and Elisabeth K. Gorra '07, Art History*  
Advisor: *Jennifer Thomas-Starck, Office of International Study*

With so much to fit in to four short years at Wellesley, choosing to leave is not a decision to be taken lightly. Yet, the benefits of studying abroad were far greater than we imagined. Scotland had more to offer than beautiful castles, pristine golf courses, and a lot of sheep. We were encouraged to explore our academic pursuits outside of the traditional classroom environment—whether in an international relations club or working as an assistant in the Scottish Parliament. The Scottish curriculum allowed us to specialize in our chosen fields and to integrate that enhanced understanding with what we would like to focus on in our final year at Wellesley. We

look forward to sharing our experiences with the greater Wellesley community and, in particular, with students who are considering calling Scotland home.

### **In Class and Out: Education and Mobilization in France (individual presentations)**

*Pendleton East 349*

#### **“Classes Are Canceled Again?” Reflections on the French Culture of Protest**

*Meghan E. Tinsley '07, French and International Relations; Yi Zhang '07, French and International Relations; and Kahini K. Ranade '07, French and Political Science*  
Advisor: *Michèle Respaut, French*

On March 28, 2006, more than one million people gathered on the streets of every major city in France to protest the new labor law, First Employment Contract (CPE). This new legislation, aiming to boost youth employment rates, was confronted with the largest nationwide demonstrations since 1968. During our spring semester abroad with the Wellesley-in-Aix program, we witnessed the controversial beginning and ultimate demise of the CPE. Over the two months our university was blockaded by students, we had time to ruminate on the following questions: Why did so many groups ostensibly unrelated to the youth movement mobilize in support of their cause? What do these strikes reveal about the culture of protest in France? Why is the idea of such a protest so alien to Wellesley? We will share how our experiences influenced our perceptions of French and American political participation and societal expectations.

### **Experiencing the Magic of Children Through a Cross-Cultural Experience in France**

*Krysland L. Filippi '07, English and French*  
Advisor: *Michèle Respaut, French*

Clay, paint, magic markers, soccer balls, small hands, tiny feet, and eyes filled with wonderment. When working with children, their view of the world and imagination span beyond our own. Interacting with children from another country adds to the experience of a language and its cultural dynamic. During my spring semester abroad with the Wellesley-in-Aix program, I taught English to French children in a cultural center. During the summer, I worked for both American-style and French-style camps, where I programmed activities, taught, and translated. While working, I encountered many interesting challenges. I will share how my experiences in comparing American and French institutions affected my overall perceptions of education.

### **Fellowship Travels (panel)**

*Pendleton East 139*

*Elizabeth Mandeville '04, Luce Scholarship; Paulina Ponce de Leon Barido '05, Thomas J. Watson Fellowship and Jack Kent Cooke Graduate Scholarship; and Marisa Van Saanen, '01, Truman Scholar and Marshall Scholar*  
Advisor: *Ellie Perkins '65, Center for Work and Service*

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

Hear these women describe their fellowship years earning the MPhil in Interna-

tional Relations at Oxford University, investigating energy technologies around the world that might alleviate poverty in developing countries, and studying labor dispute resolution and the impact of genocide on development in Cambodia.

### **Learning, Service, and Youth**

#### **“What's in a Name?” Identifying Issues Faced by the Mentally Ill, the Homeless, and the Ethnic (panel)**

*Pendleton West 212*

*Kendall L. White '07, Psychology; Beatrice P. Hunt '07, Psychology and Studio Art; Sarah J. Ohle '07, Neuroscience and Spanish; Alexandra Allukian '07, Psychology; Kendall D. LaSane '09, Undeclared; and Anna Matsuo '07, Psychology*  
Advisor: *Winifred Wood, Writing Program*

What comes to mind when you encounter the panhandler on the corner, the scary person talking to himself on the train, or the Chinese restaurant worker with the thick accent? Last summer, we worked among those very overlooked and under-represented people. As we came to know many of these individuals, we discovered that one of their greatest struggles is overcoming the labels society places on them. Interning at Riverside Community Care allowed us to know the clients as people rather than defining them by their illnesses. Our work at St. Francis House and Episcopal Community Services enabled us to help the homeless learn life skills for their future. Working within Boston's Chinatown at Asian Community Development Corporation shed light on problems such as living conditions and gentrification pressures threatening an often forgotten ethnic community. These agencies give voices to communities, providing a framework of respect and dignity for each individual.

## **Strategies for Reaching At-Risk Youth (individual presentations)**

*Pendleton West 116*

### **Lending an Ear and Then Some: Working with Troubled Adolescent Girls**

*Carly M. Fair '07, Psychology*  
Advisor: *Paul Wink, Psychology*

As a counselor at Germaine Lawrence, a residential treatment center for troubled adolescent girls, I was charged with setting limits, teaching social skills, and keeping the girls safe, all while building therapeutic relationships with them in order to gain their trust. These girls were placed in a residential program for the negative behaviors that they displayed, which ranged from suicidality and self-injurious behavior to assaultive behavior and running away from previous placements. These behaviors were many times a result of severe abuse and neglect, often by family members. In my presentation, I will share my experiences working in this chaotic environment where no two days were the same, and where I never knew what to expect as I walked in the door. In addition, I will discuss some of the treatment and behavior management approaches employed to help reintegrate the girls back into the community.

### **Girls' Circle: Empowering Female Juvenile Offenders Through Art, Music, and Games**

*Haley B. Organ '07, Psychology*  
Advisor: *Sheila Brachfeld-Child, Psychology*

Each year, nearly 150 juvenile offenders are released from correctional facilities across Kansas and placed on Intensive Supervision Probation (ISP). Despite being adjudicated for serious offenses, high-risk, high-need offenders in Johnson County are often inadequately reintegrated back into their communities due to a severe lack of resources. Successful reintegration for

females can be especially difficult because, as opposed to their male counterparts, these girls must overcome different obstacles that are frequently overlooked. At ISP, we developed a program called Girls' Circle, which gives young women a support infrastructure where they can engage in conversations about sensitive topics that they otherwise might not feel comfortable discussing. Through art, music, discussion, and games, issues such as body image, peer pressure, and substance abuse are explored in a unique way. We hope that special programming provided to female offenders will contribute to their successful reintegration into society.

### **Beyond Arts and Crafts: Teaching Art to Youth in an At-Risk Community**

*Courtney F. Richter '09, Undeclared*  
Advisor: *Kathy Hagerstrom, Physical Education and Athletics*

Working with children requires enthusiasm, flexibility, and, above all, patience. Last summer, I taught art to children in day care at Opportunity House in Reading, Pennsylvania, a not-for-profit organization serving families in need. I witnessed the powerful effects of art in the lives of children who have difficult futures ahead of them. Without knowing it, the children were the impetus that fueled my creativity and helped me improve as a teacher. What are the most important factors to consider when communicating with children? In my presentation, I will explore this question, as well as examine the challenges inherent in working with children from different cultural, socioeconomic, and family backgrounds than my own. What I expected to be a summer focused on art revealed itself as a summer in which I learned how to interact effectively with people—from school-aged children to senior-level colleagues.

## **Bridging the Digital Divide: Exploring Issues of Technological Illiteracy with At-Risk Children**

*Melanie R. Carter '07, Economics*  
Advisor: *Barbara Beatty, Education*

How important is your computer? How often do you use the Web for researching your papers? Since technological literacy is clearly vital for success today, it has become increasingly integrated with education to support classroom teaching. However, a family's socioeconomic status affects access, quality, and the use of digital technologies. How does this disparity affect educational outcomes? Last summer, I explored issues of technological illiteracy with at-risk children at the Center for Women in Transition, a homeless shelter in Champaign, Illinois. Because of differences in technological skills between these children and their peers, they were unable to participate fully in school. In response to this need, I designed a curriculum that will introduce technology to young children. In my presentation, I will share this curriculum, as well as the practical limitations and promising new developments in technology curricula.

### **"You Don't Know Me": The Overlap of Self-Defense Education and Feminism**

*Kristen H. Cuneo '07, Neuroscience*  
Advisor: *Deborah Weaver, Physical Education and Athletics*

"You don't know me, and I won't let you help me because of it." How does one react to this type of declaration? I recently finished an internship with Girls' LEAP (Lifetime Empowerment and Awareness Program), a not-for-profit organization that teaches safety awareness, life skills, and self-defense to at-risk girls (ages 8 to 18) in the Greater Boston area. In ten years, Girls' LEAP has positively impacted the lives of

over 2,500 Boston girls from diverse neighborhoods. I helped lead participants through programs that could, effectively, change their lives—but how does one respond when a girl does not want your help? In my presentation, I will address the following questions: What is the impact of self-defense education, given that despite socioeconomic, cultural, and ethnic differences, women and girls are fundamentally female? How is this form of education impacted, considering the feminist notion that gender sameness does not constitute identical experiences?

### **Politics, Economics, and Activism**

#### **Breaking News: An Insider's Guide to Journalism (individual presentations)**

*Pendleton East 151*

#### **Bigger Isn't Always Better: Costa Rica's Small Size Is Ideal for Aspiring Journalists**

*Karla P. Reyes '09, Psychology*  
Advisor: *Alejandra Osorio, History*

If much of what makes good journalism is the existence of thrilling current affairs, doing a journalism internship in Costa Rica, the Switzerland of Latin America, might not seem very exciting. Yet, due to its stable political nature and small population of four million, Costa Rica provides many opportunities to journalists, unfathomable in modern U.S. society. Who in the United States could imagine a place where even the most nationally renowned artists, doctors, surgeons, and politicians are easily accessible to college interns? Does it not seem outlandish for the president to roam about free of bulletproof glass? My internship at *El Financiero*, a finance newspaper, allowed me to experience the unique social interactions that exist in Costa Rica—interactions that shaped the dynamics within the workplace and the opportunities I was given.

#### **Breaking News: Reporting at the Frontlines of the World**

*Christina A. Satkowski '07, International Relations*  
Advisor: *Stacie Goddard, Political Science*

Through my London-based internships at two of the world's largest news organizations, CNN International and the BBC, I experienced breaking news before it broke. Stories are confirmed, reporters are dispatched, and reports are filed in the course of seconds, all before the news appears on TV. Along the way, we made important decisions that affect how people view their world. Reflecting on my experience in editorial meetings, in the studio, and out in the field, I will discuss journalism in an increasingly small world, ask how speed affects content, and highlight the differences between how news is presented in Europe and in the United States.

#### **The Chinese Revaluation: At the Front and Center of 2005's Biggest Financial News Story**

*Emily C. Huo '07, Economics and History*  
Advisor: *Akila Weerapana, Economics*

On July 21, 2005, all eyes turned to Beijing where the People's Bank of China had just announced it would revalue the yuan by two percent against the U.S. dollar and replace its 11-year-old U.S. dollar-yuan peg with a peg to a basket of currencies. As a reporter for the Dow Jones Newswires in Beijing that summer, I suddenly found myself at the heart of one of the most important economic events in recent Asian history. From staffing press conferences to interviewing top economists, I got to see how the macroeconomic principles I had learned in the Wellesley classroom were unfolding in the world's fastest-growing economy. Through my presentation, I hope to show why the revaluation occurred when

it did, what it meant to report market-moving news in such a fast-paced newswire environment, and how China is currently coping with the challenges that confront its transitional economy.

#### **Below the Fold: What Newspapers Don't Tell Us About High-Profile Sexual Assault Cases**

*Jessica L. Rickards '07, English and Women's Studies*  
Advisor: *Erin Herzeelle '03, Center for Work and Service*

High-profile sexual assault cases, such as those involving Kobe Bryant, the Duke Lacrosse players, and the Central Park Jogger, receive lots of attention in the news. But do these news stories actually portray the realities of sexual assault? Working as a medical advocate for the Boston Area Rape Crisis Center, I was exposed to the inside world of the sexual assault survivor's experience that the media often cannot accurately portray due to societal pressures and confidentiality constraints. After witnessing false and incomplete news stories given by the media, I researched newspaper articles covering a number of high-profile sexual assault cases in order to explore further reporting inaccuracies. I found that many articles blamed the survivor, while highlighting the defendant's good character. Additionally, newspapers highlighted cases of false reporting and racism, while emphasizing commonly held myths about rape. I will identify these issues and present solutions for erasing them from newspapers.

#### **Building on Collaboration: Public Health Experiences in China, Switzerland, and the United States (panel)**

*Pendleton East 127*

*Natalie C. Chen '08, Neuroscience; Hiywete Solomon '07, Neuroscience; Fanny Tsang '07, International Relations; Yang Qiu '08, Biological Sciences; and Catlin I. Powers '08, Environmental Studies*  
Advisor: *Filomina Steady, Africana Studies*

War, sunburns, genetics, polyvinylchloride, contaminated syringes, vaccines, failing economies, hairspray—although these words may seem unconnected, each represents a detriment to public health. Even the most minute sociopolitical, economic, and environmental changes have the potential to impact human health. Addressing these issues requires not only the collaborative expertise of doctors and economists, researchers and politicians, lawyers and teachers, but also that each of us acquire a holistic understanding of world systems. By exploring contemporary threats to community health in Switzerland, the United States, and China, this panel seeks to present a window into the interdisciplinary world of public health. The five students who comprise the panel set out this past summer in the spirit of collaboration. Their distinct experiences include such disparate topics as sustainable development, health policy, clinical research, and international humanitarian outreach. Together, they seek a greater understanding of public health issues in modern-day society.

### **Who's Held Accountable? Violations of Human Rights (Individual presentations)**

*Pendleton East 239*

#### **Labor Rights in Action: Making Fair Labor a Reality**

*Samantha S.M. Yeung '09, Undeclared; and Hana S. Freymiller '07, Economics*  
Advisor: *Melissa Hawkins, Center for Work and Service*

Unexpected projects arise every day that deal with different parts of the world, with different stakeholders, and with different goals in mind. Spending the summer at Social Accountability International (SAI), we were exposed to truly global issues surrounding the campaign for better labor rights, as well as the rewards and difficulties of working at a nongovernmental organization. For firms facing increased pressure to be socially responsible, the SA8000 is an international labor standard that was developed by SAI to provide a mark of credibility. While working within an environment that extends its influence worldwide, we were assigned a large variety of tasks and were encouraged to express our opinions on any part of the process. The intimacy of a small organization fostered a hands-on learning environment and an opportunity to develop the knowledge skills to alter the labor landscape of the future.

#### **Rule-of-Law: Abolishing Slavery in the 21<sup>st</sup> Century**

*Wallis J. Yu '07, English*  
Advisor: *Joseph Swingle, Sociology*

“This is a brick I made from my own brick kiln,” declared Nagaraj, a rescued victim of labor trafficking. Formerly a slave in a brick-making factory, Nagaraj is an exception among many who remain in forced labor today. Despite the increased attention trafficking has garnered, it continues to remain a major issue across developing and developed nations. According to the U.S. Department of State, an estimated 600,000 to 800,000 men, women, and children are trafficked across international borders annually. Complete eradication of this modern slavery requires the joint effort of nongovernmental organizations (NGOs), governments, and international bodies. Through my experiences, I was able to

observe the impact of successful law enforcement on trafficking victims like Nagaraj. Internships with the International Justice Mission, a human rights NGO, and with the U.S. Helsinki Commission allowed me to witness organized efforts to eradicate human trafficking by developing and enforcing rule-of-law.

#### **Slavery Is Not History**

*Maria J. Nassen '08, Spanish*  
Advisor: *Lidwien Kapteijns, History*

Micheline Slattery was trafficked into the United States at age 14 and spent four years serving as a domestic slave in Connecticut. She is not alone. From sex slaves in Russia to chattel slaves in Africa, more people are enslaved today than ever before. The American Anti-Slavery Group (AASG) focuses on raising awareness about slavery through a speaker's bureau. Micheline is one of these speakers who share their stories with the hope that people who know about the issue will take measures to stop it. I helped promote the Speaker's Bureau by contacting possible hosts. Following my summer experience, I declared my major International Relations so that I can gain more knowledge about human rights issues. My presentation will focus on what modern-day slavery is and how to stop it.

#### **Beyond the Nuclear Debate: Human Rights in Iran**

*Robin N. Miller '07, Sociology*  
Advisor: *Thomas Cushman, Sociology*

In 1979, the Iranian Revolution began an era of grave human rights violations; and in 2000, the Iran Human Rights Documentation Center was founded. Its purpose is to investigate rights violations since 1979 through the analysis of primary documents—many secretly sent from within Iran or smuggled out. As a summer

intern, I researched and wrote about government campaigns against perceived dissidents. Having begun the internship with little knowledge of Iran, I was horrified by the grave abuses systematically committed with impunity.

The high value placed on confidentiality, the Center's passionate lawyers, and the current international relations' difficulties with Iran made this internship a lesson not only about human rights, but also about what it means to be a professional activist. Working with Iranian dissidents willing to jeopardize their security and ability to return home in order to promote justice was highly inspiring and enriching.

## Science, Medicine, and Public Health

### Don't Eat the Spinach: Infectious Diseases in the United States (individual presentations)

*Pendleton East 339*

**The Silent One: Hepatitis B in Boston**  
*Cecilia L.M. Yu '07, Biological Chemistry*  
Advisor: *Adrienne Lucas, Economics*

Each year, the Hepatitis B Virus (HBV) takes a million lives worldwide and is second only to tobacco in cancer-related deaths. Even though Hepatitis B is preventable with a vaccine that has been available for over 20 years, there are more than 350 million HBV carriers worldwide (compared to 40 million HIV carriers). The Hepatitis B Initiative is a student-run organization that helps Boston-area communities prevent Hepatitis B and its consequences among at-risk groups, particularly those of Asian descent. The organization develops appropriate outreach materials, collaborates with community resources to launch educational campaigns, and provides free

screenings and vaccinations. For the past three years, as a past clinic director, finance director, and current public health director, I have worked with colleagues and advisors to expand our outreach and clinical efforts. Through my experiences, I saw the difficulties and successes of our organization. In my presentation, I will share the passion I have gained for actively advocating public health efforts.

### Sexism and STDs: How Unequal Chlamydia and Gonorrhea Treatment Is Hurting Women

*Monica Fung '08, Biological Chemistry and Music*

Advisor: *Mary Allen, Biological Sciences*

Chlamydia and gonorrhea are the two most common sexually transmitted infections in the United States. Despite simple treatment regimens for both infections, the problem of reinfection remains. Women suffer the brunt of these infections, experiencing serious complications such as infertility and ectopic pregnancy, which intensify with each subsequent infection. Men, on the other hand, have a lower risk for complications and often lack symptoms. Ignorance of their infection combined with riskier sexual behavior make men the overriding source of new and recurring infections in women. Surprisingly, most health departments only advocate rescreening infected women while ignoring the source of infection: men. Over the past year, I researched chlamydia and gonorrhea reinfection in males to evaluate whether retesting men may aid in curtailing the epidemic of potentially deadly female infections. My work introduced me to epidemiology and scientific research as it applies to public health, further fueling my desire to enter the medical field.

### From Turkey to Terrorism: The Public Health Challenges of Highly Infectious Diseases

*Caroline M.S. Ong '07, Chemistry*  
Advisor: *Gregory Ruf, Anthropology*

As of June 20, 2006, there have been 228 reported human cases of avian H5N1 flu worldwide, resulting in more than 140 deaths. The Centers for Disease Control and Prevention (CDC) predicts that as many as 25 to 30 percent of the U.S. population could be affected by such a pandemic, either natural or manmade. The most recent Coalition for Local Public Health report found that many municipal public health authorities are not prepared for a major epidemic or bioterrorism attack. As a Summer Fellow at the Centre for Nonproliferation Studies, I planned, evaluated, and participated in mass-casualty health emergency response and bioterrorism preparedness exercises in collaboration with the Monterey County Health Department and the Presidio of Monterey Army Health Clinic. I will share my experience in developing a dual-use emergency response plan to meet the challenges posed by pandemic illness and those by a deliberate biological attack.

### How Do They Make That? Experiential Organic Chemistry (individual presentations)

*Pendleton East 251*

### Organic Chemistry in Switzerland: Optimizing a Microwave-Assisted Suzuki Coupling Reaction

*Margaret W. Thompson '08, Chemistry*  
Advisor: *David Haines, Chemistry*

The Suzuki coupling reaction provides a simple and safe method for creating bonds between two aromatic compounds, important structures in many common chemicals. Each reaction mixture requires a

combination of the right palladium source, phosphine, base, and solvent to ensure the coupling occurs. These four components were modified to optimize the addition of either one or two phenyl groups to the symmetrical backbone of a potential chemosensor for mercury ions. Microwave energy was also used to promote product formation and decrease reaction time. This project was carried out at the Organic Chemistry Institute of the University of Zurich, where I worked in a large university setting with excellent researchers and facilities. I was able to apply my research experience in synthetic organic chemistry from Wellesley to help me learn about the new discipline of organometallics.

#### **ThaiREU: Cross-Coupling Cultures with Organic Chemistry**

*Christina M. Woo '08, Chemistry and Political Science*

Advisor: *Donald Elmore, Chemistry*

Why research, and why Thailand? For the scientist, cultural understanding and the exchange of ideas are just as important as they are for any other discipline. Conducting research in Thailand allowed me to challenge myself on nearly every level. As a scientist, I worked independently on a novel multi-step plan towards potential drug synthesis, specifically using Pd and Cu metal-mediated cross-coupling reactions. I also explored the expanding field of microwave-assisted synthesis that is allowing for greener procedures. As an individual, I developed in a foreign environment and participated in an exchange that revealed one of the most fascinating cultures in the world. Sponsored by the National Science Foundation Research Experiences for Undergraduates (NSF-REU)—and a bit like *The Real World: Thailand*—the ThaiREU is a wonderful way for any chemist to understand more about chemistry, the world, and herself.

#### **Sudsy Chemistry 101:**

##### **Soap Making in the Lab**

*Justine E. Parker '07, Biological Sciences and Peace and Justice Studies*

Advisor: *Nicholas Doe, Chemistry*

Micelles, rings in the bathtub, how the structural difference between olive oil and corn oil leads to different soaps, the health benefits of noncommercial soaps, and the fact that soap is made from very basic lye (pH of 12!). These are just some of the topics that I explored by using a process called “saponification” in the context of the chemistry lab. Saponification is the hydrolysis of fats or oils, which contain fatty acids, using lye and water into glycerin and soap.

Designing a saponification procedure was constrained by my goal of creating a lab for a Wellesley chemistry course. This research experience deepened my confidence in a lab and gave me the opportunity to explore the more creative and independent side of experimentation—two things I would love to share with other students in addition to some insights on lab development. This presentation will be of interest to anyone who is curious about soap!

#### **Looking Up and Looking Down: Space Cadets and Satellite Mapping (individual presentations)**

*Pendleton West 220*

##### **Improving Algorithms for Satellite Oceanography**

*Mimi Szeto '07, Mathematics*

Advisor: *Rebecca Mattison, Geosciences*

Last summer, I worked with Professor Janet Campbell at the University of New Hampshire (UNH) as a Research & Discover intern. Research & Discover offers undergraduate students the opportunity to lead research projects in the Earth Sciences. Students perform their own

research, and the faculty at the Institute for the Earth, Oceans, and Space at UNH guide them at every step. For my project, I studied a method of mapping the ocean using NASA's MODIS and SeaWiFS satellite sensors. These sensors detect the amount of sunlight interacting with the ocean surface and convert the sunlight data into chlorophyll concentrations, which are used as a proxy for phytoplankton. In this way, scientists use the satellites to study the dynamics of phytoplankton and their influences in climate change. This internship provided me the chance to do graduate-level work, to bond with professors and scientists, as well as the chance to present at NASA.

#### **From the Mind to Robots to the Sky: Physics for All Occasions**

*Alessandra Springmann '07, Astrophysics;*

*Amanda M. Zangari '08, Astrophysics and Mathematics;*

*Katherine R. Moyer '07, Physics;*

*and Pamela L. Watts '07, Physics*

Advisor: *Stephen Slivan, Astronomy*

What is it like staying up until 5 a.m. working on one of the largest telescopes in New York State? If you were a neuron, how would you see optical illusions? How does it feel to ride a robotic tractor in circles in a parking lot? Does zapping galaxies out of the sky help model radio jets from black holes? How do we use shared class experiences to understand real-world problems? As four physics majors, we participated in internships ranging from robotics to neuroscience to astronomy, moving our education from theory into practice. Come and find out how to model a system, run simulations, and fix things when they break, as we apply our physics background to real research.

**Cross-Cultural Interaction****Surprise, Surprise! Dealing with the Unexpected (individual presentations)***Pendleton West 116***Jogging in the Streets and Other *Faux Pas*: Pursuit to Becoming French***Catherine R. Congress '07, French and Psychology; and Meredith A. Magenheimer '07, French*Advisor: *Michèle Respaut, French*

When we decided to spend our junior year in Aix-en-Provence, we knew that we would not be entering into Wellesley's French counterpart. Cultural, societal, and linguistic differences confronted us from the start and proved difficult, yet positive, challenges to overcome. The idiosyncrasies of French culture and living were at times alienating and confusing; at the same time, they endeared us to the lives we lived there and the people we met, intensifying our desire to fit in. Although our American accents constantly revealed our nationality, we learned to be flexible in the unpredictability of French society and came to appreciate the nuances of life in a different country. In our attempts to integrate, we committed countless *faux pas* and also learned about a culture very foreign from our own.

**Oh, Uganda: Reshaping Our Personal Identities Through Teaching and Living in Africa***Christina J. Dorobek '08, American Studies; and Amara J.C. Nwosu '08, Peace and Justice Studies*Advisor: *Lidwien Kapteijns, History*

Two Wellesley students, one black and one white, set off to teach in Uganda through the Wellesley-in-Africa internship, aspiring to uphold the college slogan, "Women Who Will." We knew that our job would be teaching everything from economics and history to soccer and volleyball at the Aga Khan Education Service nursery, primary, and high schools in Kampala. What we did not know was that, rather than just a place to go on safari or to save people, Uganda could also be a place to live. From riding *boda-bodas* to eating *chapati*, from rafting on the Nile to dancing to Ugandan music, we felt like locals by the time we left and learned as much from students, colleagues, and friends as we taught. We will discuss how living and working in Uganda not only challenged our racial, national, and individual identities and our career goals, but also affirmed our initial goal of going to Africa to redefine our future professional paths.

**The Importance of Teatime: Living and Working in Sri Lanka***Stephanie Landers '07, Political Science*  
Advisor: *Nikki Rao, History*

For three months last summer, I interned for Sarvodaya, Sri Lanka's largest development nongovernmental organization (NGO). Escalating violence shattered any former pretense of peace, but the bomb blasts and ever-changing front lines only drew me closer to people I met. Instead, the challenges I faced were ones many NGOs in developing countries experience. No matter how much classroom knowledge I had, it did not quite prepare me for dealing with the realities on the ground—the logistics of unpaid Internet bills, obsolete

bureaucratic systems, and transportation difficulties. Without the Sinhala language, I depended on others to organize my internship; and where organization was lacking, I relied on my own bewildered initiative. Before last summer, I had known that I wanted to work in the not-for-profit sector. Sri Lanka taught me that theories and typologies learned from textbooks are limited. Immersion, teambuilding, and "teatime networking" are important—but passion and patience are what truly matter.

**When Is a Tortilla Not a Tortilla? Comparing Study Abroad Experiences in Mexico and Spain (panel)***Pendleton West 212**Petrina C.Y. Chan '07, International Relations; Megan Y. Shum '07, Economics and Spanish; Erin M. Doty '07, International Relations; and Elena Cestero '07, Latin American Studies*Advisor: *Carlos Vega, Spanish*

Tortillas are essential components of Spanish and Mexican cuisine. They make frequent appearances on dinner tables, restaurants, and bars across cities in Mexico and Spain. However, Spanish tortillas and Mexican tortillas are actually quite different in color, texture, and taste. They also take on completely different cultural identities and functions. So what do you do when a tortilla is not a tortilla? Four Wellesley women, who have studied abroad in both Mexico (PM CSP) and Spain (PRESCHO), had to navigate, understand, and adapt to two starkly different cultures. Their participation in both programs has allowed them to compare and contrast their experiences in

developing friendships, immersing with a local family, meeting academic expectations, and configuring socioeconomic structures. In a panel discussion based upon personal experience and observation, these women will share their stories and demonstrate their adaptability when coming across different tortillas.

### **Learning, Service, and Youth**

#### **Improving Education in the United States (individual presentations)**

*Pendleton East 239*

##### **“The Children Left Behind”: Teaching Minority Students from Atlanta Public Middle Schools**

*Dana C. Britt '09, Undeclared*

Advisor: *Susan Meyer, English*

Four decades ago, the children of Atlanta were left with the empowering legacy of Martin Luther King Jr., while today the city’s children idolize “The College Dropout” Kanye West. In a nation that places an increasingly high value on a college education, the state of Georgia consistently ranks at the bottom in standardized test scores. In order to combat this problem, 24 students from colleges across the country came to Atlanta this past summer to try the daring formula of “students teaching students” at a program called “Breakthrough Atlanta.” My presentation will showcase this unique program by sharing the unexpected struggles and triumphs of those middle-school students and one of their fortunate teachers—a Wellesley College student who could not leave behind the children of her hometown.

##### **Choral Connections: Developing and Implementing a Music Curriculum in Washington, D.C.**

*Claire M. Davis '10, Undeclared*

Advisor: *Marion Dry, Music*

During the past year, I worked for Community Help In Music Education (CHIME), a not-for-profit dedicated to supplementing the meager music education department in D.C. public schools. With an aim to bridge the enormous racial divide in the city through sister-school programs, I designed a music curriculum for elementary school students, and then spent a year teaching it to six classrooms from two very different schools. The program, Choral Connections, teaches two classes different parts to the same song; exchanges digital recordings of each part for their sister class to sing with; then culminates in a joint concert. From butting up against frustrated urban administrations to discovering the fantastic musical creativity of 85 eight-year-olds, I learned about the pivotal role that music plays in both academic and social education in the United States.

##### **The Benchmark Method and Its Application in the Larger Education Community**

*Marjorie W. Schaeffer '09, Undeclared*

Advisor: *Terah Venzant, Education*

The best way to educate children with learning disabilities has been a source of great debate within the educational community. Throughout history, educators have tried mainstreaming students (placing them in regular classrooms with additional support) and educating them in separate classes. This presentation looks at a lab school in suburban Philadelphia, the Benchmark School, which has developed a third option. Benchmark’s extensive research and review of education literature has led to an educational philosophy that believes the cognitive, social, and emotional health of a child must be supported for success in school. Benchmark has found that success for struggling readers is created through a multitude of factors, includ-

ing explicit reading instruction, large amounts of easy reading, social interactions that promote confidence, and extensive parental involvement (Gaskins, 1998). This approach to learning has applications in the larger education community, beyond students with learning disabilities, thereby challenging schools to reevaluate their approach.

##### **Boston Refugee Youth Enrichment: Breaking Down Barriers in the Multilingual Classroom**

*Lindsay N. Karloff '07, American Studies; and Mercedes D.A.K. Tran '09, Undeclared*  
Advisor: *Bernice Speiser, Education*

Dorchester is home to *bachata* dancing, *pho*, and a high crime rate. It also houses large Vietnamese, Cape Verdean, and Hispanic populations, including 90 young English-language learners who attended Boston Refugee Youth Enrichment (BRYE) last summer. As senior counselors with BRYE, we struggled to design lessons for students of varying English proficiency, as well as to navigate language and cultural barriers between ourselves and the students’ families. We faced the challenges of instilling confidence in our students, encouraging cross-cultural problem solving, helping students manage their behavior, and discouraging our students’ fascination with violence. No longer just Wellesley students, as teachers in a student-run not-for-profit organization, we had to take responsibility for our classroom and program as professionals. At the end of the summer, our students were using their English to involve themselves in their diverse home; similarly, we were confident in navigating an increasingly multicultural world inside and outside of the classroom.

## **Ready Sail! Teaching (and Learning) Aboard the Schooner *SoundWaters***

*Renee A. Chu '07, Economics*

Advisor: *Melissa Hawkins, Center for Work  
and Service*

An 80-foot long, traditionally rigged sailboat may not be your impression of a classroom, but for many Connecticut and New York schoolchildren, the schooner *SoundWaters* makes a vivid introduction to Long Island Sound's ecology. For nine weeks last summer, I lived and worked aboard the *SoundWaters*. My crewmates and I taught our young passengers about aquatic wildlife, showed them how to handle sails, and led other active lessons. I had never sailed before, nor was I familiar with many of the creatures we pulled from the water to introduce to our students; you can imagine how overwhelmed this new teacher was! Yet, as I eventually understood, what makes a good teacher is not complete knowledge of the topics students will learn—it is in the ability to inspire students to learn these topics. After experiencing a lifetime as a student, *SoundWaters* introduced me to the skills that teaching requires.

## **Teaching Abroad: Is Access to Education Enough? (individual presentations)**

*Pendleton East 151*

### **Learning to Read on a Rubbish Dump: Combating Poverty Through Education in Guatemala City's Garbage Dump**

*Arielle E. Goodley '07, English and Psychology*  
Advisor: *William Cain, English*

Last summer, I witnessed more than 3,000 families scavenging through 100 stories' high of Guatemala's garbage—over 3,000 families living, dying, and working in a city built upon toxic waste. I saw countless parents living on 90 cents a day engulfed by

violence, drugs, and sexual exploitation.

I watched thousands of starving children roaming the streets, treading through the filth and reeking smell, with nowhere to go. I worked with an organization, Safe Passage, which believes the way out starts with an education. Working as a teacher's aide in the kindergarten class, I learned the jarring realities of lives marked by extreme poverty, abuse, and neglect; and, most importantly, I learned that schooling is a powerful opponent of them. I listened to people who dreamed of driving buses and struggled to respond. In my presentation, I will highlight the need for awareness, as well as the importance of communication through a discussion of the current issues plaguing this community.

### ***j*English es Chévere! Teaching Children in the Andes of Ecuador**

*Rebecca F. Kayes '07, Spanish*

Advisor: *Barbara Beatty, Education*

English is a required subject in public schools in Ecuador, yet Ecuadorian English teachers can rarely speak the language themselves. While adults and children alike recognize a command of English can help them succeed in life and lift their family, community, and country out of poverty, few quality, affordable opportunities to study the language exist. Last summer, I enlisted as a volunteer with WorldTeach, a not-for-profit, nongovernmental organization that helps send volunteer educators to developing countries. After one week of training, I traveled to the tiny Andean community of Cuellaje where I spent two months working with 200 children in three public schools. As I struggled with the community's lack of resources and unannounced schedule changes, I was forced to examine my own motives for teaching and volunteering, and redefined my assumptions of what it means to make a difference.

## **Teaching in Contexto, Teaching in Context**

*Graciela D. Lima Coto '09, Undeclared*

Advisor: *Winifred Wood, Writing Program*

When I arrived in Guatemala with the intention of teaching English to young children, I never imagined that I would be working with small adults. The children I worked with had to perform the roles of parents and breadwinners even before they had reached puberty. Last summer at Contexto Foundation, I learned that access to educational opportunities for children in El Pueblito was not enough to improve their socioeconomic conditions rooted in poverty and violence. In this presentation, I will critically discuss Contexto's integrated approach to education, which inspires children to take action in their own communities and to view the world from new perspectives.

### **Education as a Perpetrator of Identity Loss: Kenya Is Losing Its Children to the World**

*Elishibah W. Msengeti '09, Undeclared*

Advisor: *Kenneth Hawes, Education*

As education becomes redefined in Kenya, parents are alienated from their children; they are too busy trying to earn a living in a struggling economy. The role of upbringing is left almost solely to teachers, who are paid meagerly and therefore have little incentive to work. Whom do the children admire? Why do they now take pride in not speaking Swahili and their mother tongues? What does that mean for the future of Kenya? During my teaching internship at a school in Nairobi last summer, I came across this mind-boggling situation. Children are hungry for role models as they seek to “make it” in life, meanwhile the definition of success keeps evolving. In my presentation, I will address the following questions: How should education be defined in Kenya? How should teachers

view their work with young people? How do they impart cultural values on the students, and empower them to contribute, fit into, and shape Kenya's development?

### **Works in Print: Exploring the World of Publishing (individual presentations)**

*Pendleton East 351*

#### **Navigating the Publishing Jungle: How Interning for a Literary Agency Changed My Perspective on the Book Business**

*Ariel B. Levine '08, English and*

*Women's Studies*

Advisor: *Margery Sabin, English*

While growing up, I always conceptualized the production of a book to be sacred. This all changed when I met Bob at the second annual Pitchapalooza. He was an old, rough-looking guy with snake tattoos. As part of my internship for the Levine Greenberg literary agency, I attended this *American Idol* competition, which invited individuals from New York to give a one-minute pitch of their book idea. Fast forward three weeks and I am reviewing his masterpiece about being inside the New York penitentiary system. For me, as a writer, this was not only informative, but also fascinating. The writing was terrible, but the agency did everything to secure him a book deal. The phrase "prison is so hot right now" floated around the office, and I became aware that the business of books not only is hugely complicated, but also is dependent on much more than good writing.

#### **Headin' South: When Publishing Gets a Regional Twist**

*Elizabeth T. Borné '09, Undeclared*

Advisor: *Sarah Wall-Randell '97, English*

When most people think national magazine, Arkansas is not the first publishing headquarters that to come to mind. Yet, *The Oxford American* (*The OA*), a not-for-profit,

nationally respected Southern literary magazine, is published in the heart of the state. With a tiny budget and a mission to become the next great American magazine, *The OA* is known for its quirky writing, its dedication to providing honest representation of the eccentric region it covers, and its annual Southern music issue. During my editorial internship, I became immersed in the eighth annual music issue by fact-checking, line-editing, doing art research, and supervising *The OA's* comics section. In my presentation, I will reflect on this experience, from how I learned to corroborate seemingly uncheckable facts with a Nancy Drew-like ability to how I discovered what it means to play hardball in the magazine business—but with the charm and finesse characteristic of the American South.

#### **Writing for the World: Adventures in Magazine Publishing**

*Anna K. Johns '09, Undeclared*

Advisor: *George Caplan, Physics*

Magazines do not appear magically in our mailboxes. Last summer, I worked for Southern Progress Co., a subsidiary of Time Inc., in the editorial department of *Southern Accents* and *Entrée* magazines. These publications share a copy desk, yet each has a unique readership and style. Editing and fact-checking copy are more meticulous, complex, and dynamic than I imagined, and writing copy for publication proved challenging. The contrast between magazine writing and academic writing is great, yet I used my writing background at Wellesley to analyze text critically and express ideas creatively. By experiencing the parallel worlds of scholarly and corporate publishing, I gained insight into the diverse applications of the English language in formal and informal communication, and I learned what it means to write for the world.

## **Politics, Economics, and Activism**

### **All Politics Are Local (individual presentations)**

*Pendleton East 339*

#### **Striking the Balance in Political Campaigns**

*Anamarie E. Farr '07, Political Science*

Advisor: *Hahrie Han, Political Science*

How do political campaigns strategically marshal the resources to win? The media often portrays money as being the only resource a campaign needs. As a summer staffer on two very different campaigns, I observed the way different candidates strategically balance the need for money with the need for people. The congressional campaign was a picture-perfect grassroots campaign: a group of young, inexperienced staffers; a deep field organization; an insurgent challenge to a sitting incumbent; and a minuscule budget. The lieutenant governor's campaign was a more traditional campaign: an experienced candidate, a budget three times larger than that of both competitors, and politically seasoned staffers. Interestingly, each campaign had to compensate for the resources it lacked. Both campaigns balanced the field organization and the finance department in an attempt to win their respective primaries. Although money mattered, my inside look at political campaigning revealed that money was far from everything.

#### **Advocating for Constituents: Exploring Government Through a United States Senator's District Office**

*Amy N. Iseppi '08, Economics and*

*Political Science*

Advisor: *Hahrie Han, Political Science*

How are elected officials responsive to constituents? Though much attention in thinking about democratic representation focuses on legislative action, an equally

important role of a United States Senator is to advocate on behalf of constituents. Through an internship in the Boston Office of Senator Edward M. Kennedy, I gained unique experience with constituent casework, particularly related to military and education requests. After reviewing the personal stories of constituents, I decided how best to advocate for them and contacted Senator Kennedy's congressional liaisons at government agencies. In an era of increased statutory lawmaking, constituency casework touches citizens' lives more closely than distant legislative battles in Washington, D.C. Witnessing the great power, responsibility, and privilege a Senator possesses in this role increased my respect for the importance of constituent casework and my interest in continuing to pursue academic opportunities in American government.

### **Divestment from Sudan: How Student Activists Are Introducing State Legislation to End the Genocide in Darfur**

*Margaret E. Tiernan '09, Undeclared; and Nina K.S. McMurry '09, Undeclared*  
Advisor: *Thomas Cushman, Sociology*

Money talks. It is ghastly to realize how deeply this phrase resonates when dealing with a corrupt and genocidal regime. While the international community drags its feet in calling for decisive action to stop the genocide in Darfur, students and fiduciaries around the country are tackling the problem from a different angle. Divestment of holdings in companies that keep Khartoum afloat not only can punish the government, but also can deprive it of the means to perpetuate genocide. We are not sure as to the extent of the impact that divestment will have on the government of Sudan, but it is a movement easily adapted that students can organize effectively. As National Senior Organizers of the Sudan

Divestment Task Force, we introduced and continued state divestment legislation in Colorado, Massachusetts, New York, and Washington. Our work last summer with the Sudan Divestment Task Force enabled us, as concerned citizens and student activists, to access and attempt to influence a bureaucracy that most constituents find inaccessible or intimidating. Through our efforts, we have come to learn about the process of state government and the tremendous weight that economic incentives carry.

### **Environmental Activism (individual presentations)**

*Pendleton East 349*

### **The Pineapple Monoculture: A Social and Environmental Issue in Costa Rica**

*Erika A. Kahn '09, Undeclared*  
Advisor: *Evelina Guzauskyste, Spanish*

Where do pineapples come from? Trees? In our society, we usually do not think twice when eating such a fruit, and Dole or Del Monte are just brands. Fruits are healthy and that is all there is to them—Or is it? Last summer, I spent two-and-a-half months in Costa Rica through the Institute for Central American Development Studies. I interned at Foro Emaús for six weeks, an organization that is deeply concerned with the expansion of the pineapple monoculture in Costa Rica. I discovered and witnessed firsthand the negative effects of monoculture on communities, the workers' harsh life conditions, the abuse of their rights, as well as the destruction of the environment directly linked to the way pineapples are cultivated. In my presentation, I will share my experiences participating in this activist environment and discuss the problems associated with the pineapple industry.

### **Quests for Sustainability: New York City and Wellesley College**

*Monisha Khurana '08, Environmental Studies*  
Advisor: *Marcia Thomas, Biological Sciences*

The New York League of Conservation Voters is a nonpartisan organization that aims to make the environment a priority in the political agenda. As an intern with the Director of New York City Policy and Advocacy, I assisted in the creation of a sustainability agenda for Mayor Michael Bloomberg. Using tools of environmental advocacy and focusing on seven key environmental issues, the agenda aims to promote sustainability in the large metropolis. Through examining potential solutions for urban environmental issues, it is evident that some of these issues play out on a smaller scale at Wellesley College. Although New York City and Wellesley College vary immensely in size and scope, both can adopt similar principles in order to achieve greater environmental sustainability.

### **Turning Environmental Policy Inside-Out: Activism on the Street and in the Boardroom**

*Madeleine M. Maillet '08, Undeclared*  
Advisor: *Beth DeSombre, Environmental Studies and Political Science*

How does progressive environmental policy get made, and what actors and processes make it possible? To answer this question, I will highlight my experiences in Canadian environmental policy as both a Greenpeace activist and an intern at the Ministry of Natural Resources. At the Ministry of Natural Resources, I spearheaded the development of an online tool for information sharing and public education on the status of Aboriginal claims to lands and resources. This tool will facilitate the relationship-building process among First Nations, the Province, and non-native communities. At Greenpeace, I attempted to

make dramatic and resonating political statements by participating in nonviolent direct actions. I engaged in public outreach on nuclear safety issues while wearing a radioactive protection suit to build awareness and support for the anti-nuclear movement. Everything that I have done has intensified my commitment to the principles of government transparency and public consultation.

### **Got a Minute for the Environment? Reflections on the Summer Canvass**

*Anli Yang '09, Undeclared*

Advisor: *Marcia Thomas, Biological Sciences*

At the end of August 2006, California passed the nation's strongest piece of legislation combating global warming pollution—and I was a part of that process. Like any Wellesley woman, I want to change the world. Last summer, I discovered a means of doing it in a small but important way. Wearing my blue Environment California shirt, I stood outside grocery stores and on street corners in Los Angeles talking to people about global warming. It may not sound like much, but as a street canvasser I raised \$14,000 toward a cause about which I care. It was inspiring to discover that people could be moved to action through grassroots organizing. By being a part of a greater movement, I found fulfillment. My presentation will explain how I tapped into the passion that will ultimately guide me through my studies here at Wellesley, with my end goal being a career in environmental policy.

### **From Wellesley to Wall Street (panel)**

*Pendleton East 127*

*Malabika Biswas '07, Economics; Audrey M. Henderson '07, Economics and Mathematics; and Minh Tu T. Nguyen '07, English*  
Advisor: *Eric Hilt, Economics*

Experiences on Wall Street do not depend on your major, business background, or quantitative skills. On Wall Street, it is not how much you know, but rather how much you are willing to learn—as well as how inquisitive you are. Some see leaving academia and heading to Wall Street as selling out, but could it actually be something different? Many times, the media portrays Wall Street in a negative light, one characterized by unethical decisions, lack of morals, and compromising the greater good for one's financial well-being—is this always the case, however? Our experiences showed us that there is no one definition of Wall Street. Our three unique experiences at Progressive Asset Management, Bank of America, and Barclays Capital, respectively, allowed us to find common ground in our liberal arts background while making the transition from Wellesley to Wall Street.

### **Wellesley's Role in Service and Education for Natural Disasters (roundtable)**

*Pendleton East 139*

*Christopher Candland, Political Science; Joanne Murray '81, Center for Work and Service; Jenny Eplett Reilly '85, Cofounder, City Year Inc. and Board Chair, City Year Louisiana; and Akila Weerapana, Economics*  
Organizers: *Michelle Lepore, Office of the Dean of Students; and Diana Chapman Walsh '66, President*

In recent years, major natural disasters have plagued our world. Wellesley College students, faculty, alumnae, and staff have played a variety of roles in relief efforts. Faculty members have hosted an array of learning opportunities for students, shifting syllabi to address these disasters and hosting special lectures. Students, staff, and alumnae have mobilized relief effort work. This roundtable will address the fol-

lowing key questions: What educational and service-oriented roles should the College take when a natural disaster occurs? How do we apply our motto, *Non Ministrari sed Ministrare*, both inside and outside of the classroom?

### **Science, Medicine, and Public Health**

#### **Acronym Zoo: Molecular Biology and Biochemistry (individual presentations)**

*Pendleton East 251*

#### **Interfering RNAs: Endogenous Knockdown of Genes via MicroRNAs**

*Victoria M. Sultani '08, Chemistry and Spanish*

Advisor: *Gary Harris, Biological Sciences*

Last summer, I participated in an experiment at the University of Michigan concerned with the mechanism of RNA interference (RNAi). The COMMD1 (copper metabolism gene MURR1) gene was the target for this method of endogenous silencing. RNA interference turns off genes post-transcriptionally through the work of specific microRNA sequences and a ribonucleoprotein complex. The experiment focused on transcription of microRNA30 to determine if other genes can be knocked down through RNAi. The results have implications for gastrointestinal diseases, such as colon cancer, due to the proteins affected by transcription of certain genes.

#### **Can't Choose: Alternative Polyadenylation in Human and Mouse Cell Lines**

*Mehreen Iqbal '09, Undeclared*

Advisor: *Donald Elmore, Chemistry*

Indecisive mRNA? Where to cleave or not to cleave? Last summer, I pondered these questions as I explored polyadenylation sites. At the Center for Advanced

Biotechnology and Medicine in Piscataway, New Jersey, I participated in a research project on the mechanisms of alternative polyadenylation in human and mouse cell lines. In the lab, we aimed to decipher cis-elements of Bone-Morphogenetic Protein 2 (BMP2) mRNA polyadenylation. BMP2 is an essential growth factor in embryonic development and postnatal cellular function. Specifically, we found the selection of alternative poly(A) sites in BMP2 gene expression, and we hope to investigate the mechanism behind the selection in future studies. Among many firsts in the lab last summer, I had my first introduction to cell cultures, RNase protection assays, and PAGE analyses. My Wellesley classes translated well into the laboratory environment, and simultaneously my experience has defined a new perspective for my future scientific endeavors at Wellesley and beyond.

#### **Anthrax: A Deeper Look**

*Sharline Madera '08, Undeclared*  
Advisor: *Donald Elmore, Chemistry*

Protective Antigen (PA), a protein component of *Bacillus anthracis* (more commonly known as Anthrax), works by delivering the deadly toxin to living cells. Although this protein has been extensively studied, data to provide a complete structural picture is lacking for this key step in anthrax intoxication. As PA transports toxins inside the cell, it undergoes conformational changes. In a research opportunity sponsored by the National Science Foundation at Clemson University, I monitored these changes using fluorescence resonance energy transfer microscopy. These changes gave a general idea of PA structure in its altered conformation, and will aid in the develop-

ment of further experiments that could provide the full structure of altered PA. This structural information can be vital in the understanding of how this protein works, while also helping to prevent future catastrophes caused by this bioterrorism agent. This research experience reaffirmed my interest to pursue graduate studies in biochemistry and strengthened my ability to communicate in a research environment.

#### **Cln3 and Gas5 Expression in Normal and Knock-in *Cln3*<sup>Δex7/Δex8</sup> Mouse Models of Human JNCL**

*Pavlina Wolf DS '07, Neuroscience*  
Advisors: *Susan Cotman, Massachusetts General Hospital; and Andrew Webb, Biological Sciences*

Juvenile neuronal ceroid lipofuscinosis (JNCL) is a fatal neurodegenerative disorder that causes progressive blindness, as well as a loss of motor and cognitive function, in children. JNCL has been previously linked to a genetic deletion at the *Cln3* locus of human chromosome 16. The *Cln3* gene encodes a protein called battenin of currently unknown function. A previous microarray study suggested that the *Cln3* gene is expressed differentially in total RNA from cerebella of normal mice and in cerebella from mice with the JNCL genetic mutation. To assess the microarray data, cerebellar RNA extracts from normal and mutant mice were tested by quantitative Reverse Transcriptase—Polymerase Chain Reaction (qRT-PCR). The expression of *Gas5*, a gene that encodes several small nucleolar RNAs and that also showed a significant change in expression in the microarray study, was evaluated by qRT-PCR as well. The results from the microarray study were not confirmed.

#### **Everybody's "Talking": Verbal and Nonverbal Communication (individual presentations)**

*Pendleton West 117*

#### **Learning in Leaps and Bounds: A Study of Verbal Communication and Autism**

*Siena C. Napoleon-Bruno '09, Undeclared*  
Advisor: *Andrea Levitt '71, Cognitive and Linguistic Sciences and French*

Last spring, one of my teachers asked, "So what do you want to do with your life?"—an ironic question to pose to a college student. Quite unexpectedly, my summer internship showed me exactly what I want to do with the rest of my life: work with autistic children to help them develop social skills as well as self-confidence. Last summer, I assisted in a therapy program aimed at teaching social skills to high-functioning children on the autism spectrum, working with four 13-year-old boys who ranged in social abilities. Through directed activities, art therapy, and group/individual processing, each student was able to practice some of the most necessary skills for social interaction. My presentation will focus on the methods used to work in therapy with students and what I have learned about autism, based particularly on the students' verbal interactions.

#### **The ABCs of Sign: Summer Fieldwork in Nicaragua**

*Alexandra R. del Solar '09, Undeclared*  
Advisor: *Jennie Pyers, Psychology*

Nicaraguan Sign Language is an issue on every linguist's radar because it allows a systematic examination of an emerging language in the process of development. Last summer, I split my time between Wellesley College—working in the Psychology Department gearing up for data collec-

tion, and Managua, Nicaragua—working closely with the deaf population. But what I took from this experience was much more than basic sign language skills and an understanding of the ties between language and other cognitive capabilities. I gained experience in research methods, collaborative data collection, and troubleshooting the unexpected difficulties of fieldwork in a country with limited resources. Most importantly, I had the incredible opportunity to work with our unique participants—the builders of a new community and language in a city infused with a sense of impending destruction.

### **Beyond Words: What You Say with the Tone of Your Voice**

*Margaret S. McGovern '07, Cognitive and Linguistic Sciences*

Advisor: *Andrea Levitt '71, Cognitive and Linguistic Sciences and French*

I spent the summer of 2006 at an MIT lab researching the function of prosody, the intonation contour of speech. My first task was to learn the ToBI system, a way of notating prosody. Notation provides a way of analyzing sound data quickly. As I learned what the designers of ToBI thought important to record, I got a chance to think about why they had made the decisions they did, and why it is difficult to try to break down something as complicated as speech. I found the ToBI system fairly comprehensive in its ability to deal with these issues, but the experience made me question the importance of nonverbal information in speech. My intent is to explain how the ToBI system works, and to use this as a tool to talk about the challenges of recording some of the subtleties of language.

### **Say What? A Study in Sound Discrimination**

*Sabina Q. Khan '09, Undeclared*

Advisor: *Heather Tavernier '94, Chemistry*

How do neurons in your brain encode and discriminate between sounds you hear? How do scientists even study sound discrimination on a neuronal level? I spent my summer conducting research in sound discrimination at Boston University's College of Engineering, as part of a biomedical engineering Research Experience for Undergraduates (REU). Using the model of songbird hearing, I was able to show that some neuronal firing is not necessarily independent, as was previously believed. Through this experience, I learned that not all research requires a lab coat, as my work often consisted of mathematical modeling and mapping of neuronal activity. This research also gave me insight into the larger impact that research can have, as my work will help scientists to better understand human hearing and create more effective hearing aids.

### **Cued Speech: Translating the Spoken to Visual and Promoting Better Literacy for the Deaf**

*Esther L. Rimer '07, Anthropology*

Advisor: *James Wice, Disability Services*

What is the best path to literacy in American English? Spoken language. So how might deaf children best become literate if they cannot hear or/and are more fluent in a visual language? A system called Cued Speech may provide one of the best routes to literacy for deaf and hard of hearing children because it translates the spoken sounds of language into visual cues. Since I benefited greatly from Cued Speech

as a child, I felt a need to get involved and help promote its growth; and so, from November 2005 to August 2006, I worked as a teaching intern with the Deaf Children's Literacy Project, created by the National Cued Speech Association. I would like to reflect on those ten months when I learned to teach my native communication mode to others at workshops and camps, and had rewarding meetings with many others touched by the influence of Cued Speech, as well.



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, some 50 percent of Wellesley College juniors participate in semester or full-year international-study programs in some 35 countries. Roughly 40 percent 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

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 52 internship programs in 33 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 30 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

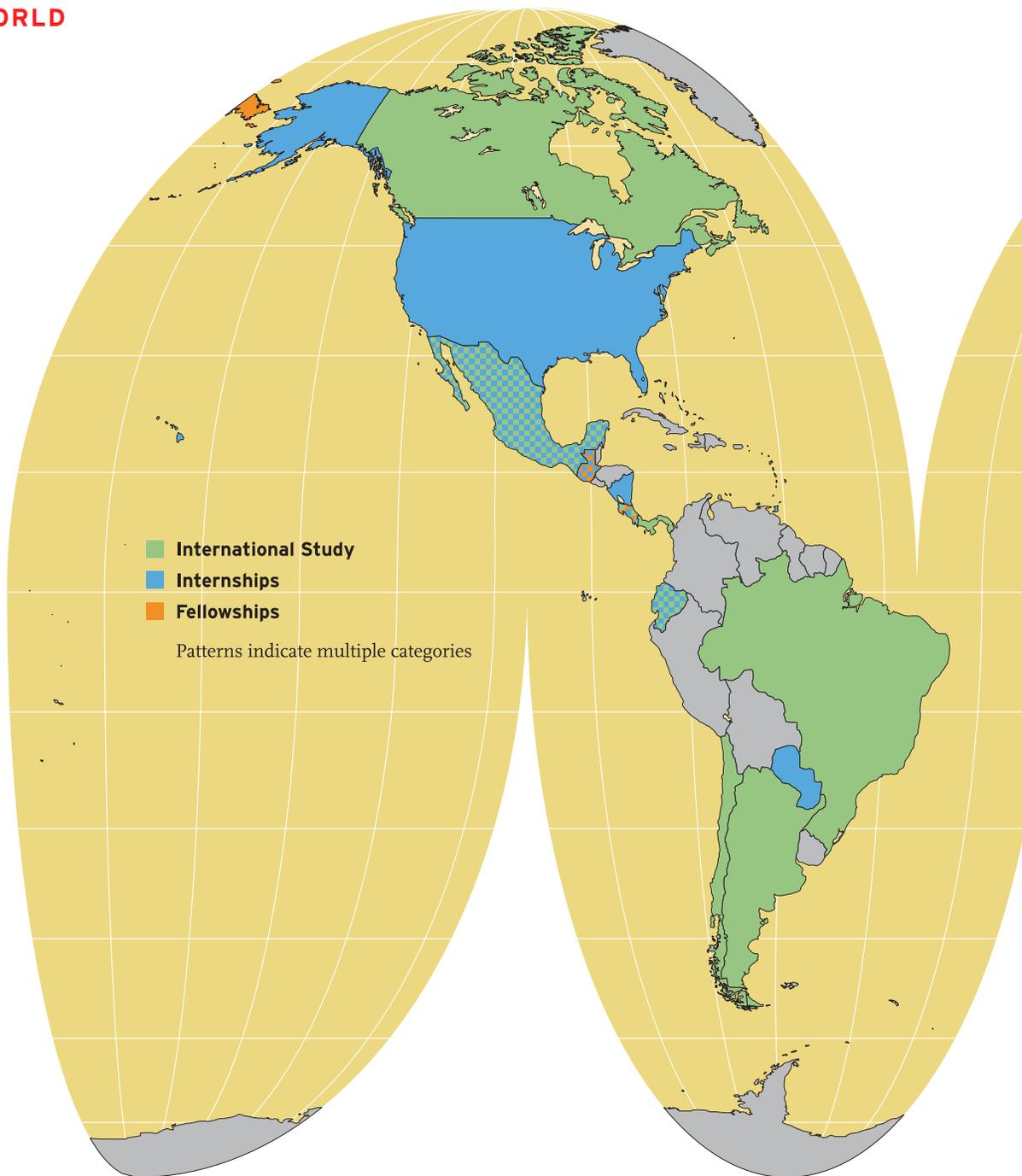
Argentina	Greece
Australia	Hungary
Austria	India
Brazil	Ireland
British West Indies	Israel
Canada	Italy
Chile	Japan
China	Korea
Costa Rica	Mexico
Czech Republic	Morocco
Denmark	New Zealand
Ecuador	Panama
Egypt	Scotland
England	Senegal
France	South Africa
Germany	Spain
Ghana	Switzerland
	Turkey

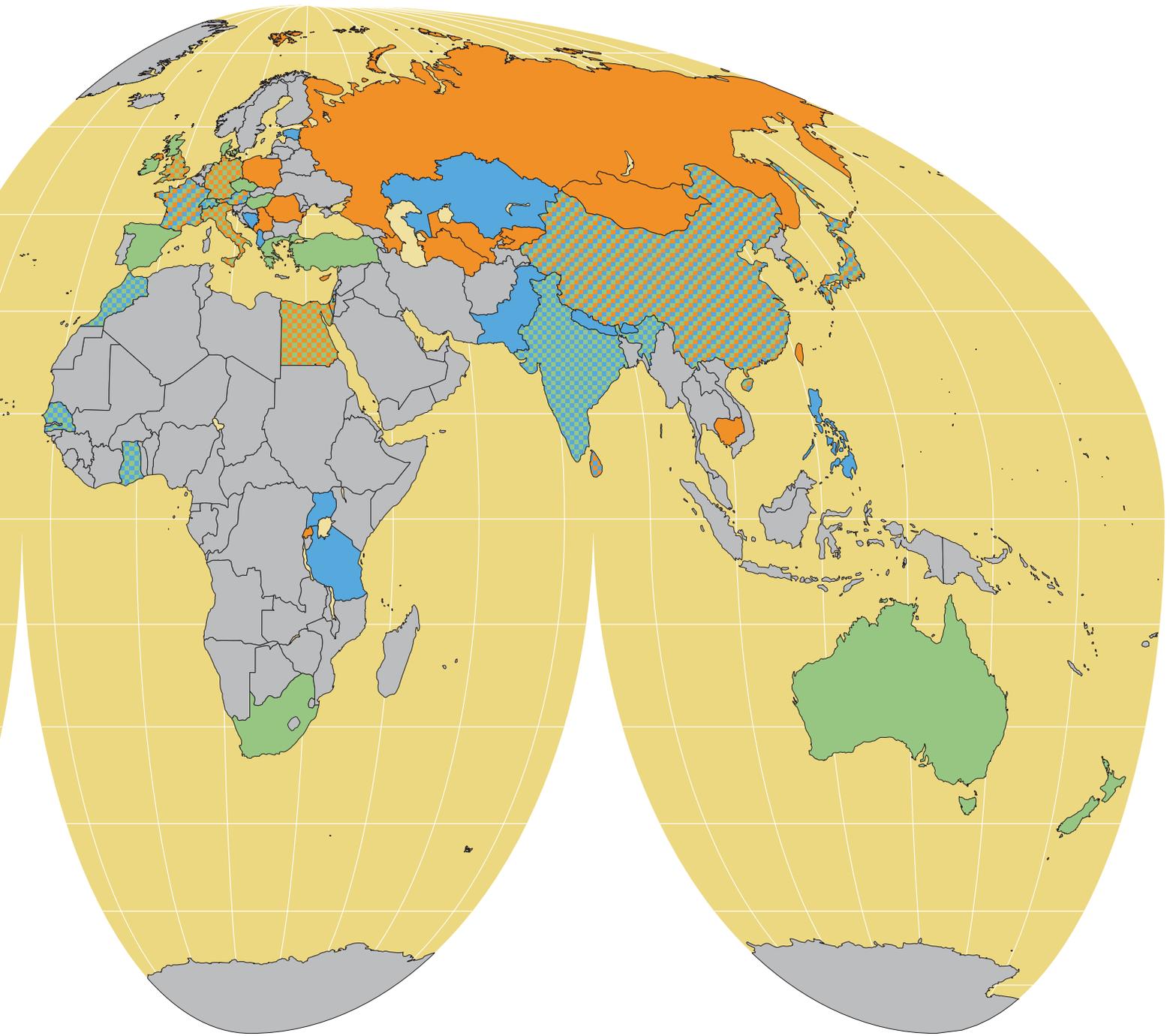
## Internships

Albania	Mexico
Austria	Morocco
Bosnia and Herzegovina	Nepal
Bhutan	Nicaragua
China	Pakistan
Costa Rica	Paraguay
Ecuador	Philippines
Estonia	Republic of Kazakhstan
France	Senegal
Ghana	Singapore
Guatemala	Sri Lanka
Hong Kong SAR	Switzerland
India	Tanzania
Israel	Trinidad and Tobago
Japan	Uganda
Kenya	United States
Korea	

## Fellowships

Austria	Korea
Azerbaijan	Kyrgyzstan
Cambodia	Mongolia
China	Northern Ireland
Costa Rica	Poland
Cyprus	Romania
Egypt	Russia
England	Rwanda
France	Serbia
Guatemala	Sri Lanka
Germany	Taiwan
Hong Kong SAR	Tibet
Israel	Turkmenistan
Italy	Uzbekistan
Japan	





## 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 term or one-year 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 (e.g., art history, Italian language).

For more information on these programs, visit: [http://www.wellesley.edu/ClassicalStudies/CLSTWWW/Study\\_abroad/study\\_abroad.html](http://www.wellesley.edu/ClassicalStudies/CLSTWWW/Study_abroad/study_abroad.html)

### Department of East Asian Languages and Literatures

#### Associated Kyoto Program—Kyoto, Japan

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

#### Ewha Womans University—Seoul, Korea

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

#### 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 Waseda University's International Division (in English) at no additional expense. Students live in homestays.

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

### Department of French

#### Wellesley-in-Aix

Wellesley-in-Aix offers an exciting and challenging course of study 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 coursework and cultural excursions in Paris. In Aix, students are fully matriculated at the University of Provence (Aix-Marseille) and take the same courses as French students. Participants share studio apartments in the centre-ville; a few homestays with selected families are also available.

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

### Department of German

#### Wellesley-in-Vienna

The Department of German sponsors a junior-year-abroad program at the University of Vienna. Founded in 1365, the University of Vienna is the oldest university in a German-speaking country and enrolls students in more than 180 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 Internship Program with application through the Center for Work and Service.

<http://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, approximately 50 percent of the junior class pursues academic coursework abroad for at least one semester. Of those, some 40 percent enroll in a Wellesley-administered or consortium program in Argentina, Austria, France, Italy, Japan, Korea, Mexico, 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 the sophomore year.

<http://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 yearlong courses in Bologna. Students enjoy ECCO courses as well as the opportunity to follow University of Bologna courses.

<http://www.wellesley.edu/Italian/bologna.html>

## Department of Spanish

### Program for Mexican Culture and Society in Puebla—Puebla, Mexico

Wellesley College (together with Oberlin College, Smith College, and Wheaton College, 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 University. Students build an individually tailored curriculum in collaboration with an on-site resident director who is a faculty member of one of the sponsoring consortium institutions. Offerings are particularly strong in the humanities (art; history; performing arts, including dance, music, and theatre; philosophy; language; and literature), and in social sciences (economics; political science; psychology; sociology; and anthropology). Supplemental tutoring in both language and subject matter is provided. As bona-fide students of the BUAP, students enjoy full access to university facilities and services. Students live with host Mexican families. An extensive cultural activities program and excursions (Mexico City, Oaxaca, and Tlaxcala) complement the curricular offerings. The program is available in both Fall (early August through mid-December) and/or Spring (early January through late May). Each term offers a student 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.

<http://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 humanities, social sciences, and fine arts. Academic study in the PRESHCO program is centered around (1) a variety of courses specially developed for students in American colleges and universities taught by regular faculty of the University of Córdoba, and (2) direct matriculation in offerings 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.

<http://www.wellesley.edu/Spanish/Welcome.html>

## Internships

### Center for Work and Service Directed Internship Programs

#### American Cities Internship Program

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

<http://www.wellesley.edu/CWS/students/amccitiesintern.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. For 2006, two students will be selected to work with the Iran Human Rights Documentation Center (IHRDC) in New Haven, Connecticut. The IHRDC is dedicated to recording human rights abuses by the Iranian government from 1979 to the present.

<http://www.wellesley.edu/CWS/students/ihrdc.html>

#### Los Angeles Film Internship Program

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

<http://www.wellesley.edu/CWS/students/laFilm.html>

#### The Elisabeth Luce Moore Summer Internships in Asia

The College's most comprehensive international internship program, The Elisabeth Luce Moore Summer Internships in Asia aims to prepare students for lives and careers in a global economy. Through rigorous summer internships in East Asian business, government, and not-for-profit organizations, students gain knowledge of local business and cultural norms that inform their liberal arts education and prepare them for professions in an interconnected world. The Elisabeth Luce Moore Summer Internships in Asia, which currently sponsors internships in China, Hong Kong SAR, Japan, and 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 nineteenth century.

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

#### Lumpkin Summer Institute for Service Learning

Designed for students with a demonstrated commitment to service, the Lumpkin Summer Institute for Service Learning allows students to acquire a deep understanding of social change in the Greater Boston area through a 10-week program that integrates traditional classroom learning with service-based internships. Students live together in Boston while interning and studying the roles of Boston's public and not-for-profit institutions. They also participate in academic seminars designed to analyze, contextualize, and reflect on their service experiences. The Institute involves Wellesley College faculty, staff, and students, as well as practitioners from the organizations in which the students serve. Together, they explore the value and philosophy of service learning in a liberal arts context.

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

#### The Emily Cohen MacFarquhar '59 Internship for International Journalism

The Emily Cohen MacFarquhar '59 Internship for International Journalism has been established to encourage and support Wellesley College students with a demonstrated interest in journalism or photojournalism. This stipend will provide the recipients with the opportunity to learn about journalism through an internship at an international news organization and to travel in order to document a foreign culture outside of the United States. (Note: This internship does not apply to creative writing.)

<http://www.wellesley.edu/CWS/students/macfarquhar.html>

### **Wellesley Internships in Africa**

Through Wellesley Internships in Africa, students undertake 10-week summer internships in Morocco and Uganda. Placements are available to students from a variety of academic backgrounds in organizations ranging from an international educational program to a local non-governmental organization working to create stronger cross-cultural relationships. These education and community development-based projects enable students to encounter the diversity, creative dynamism, and humanity of the continent.

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

### **Wellesley Internships in Costa Rica**

The Wellesley Internships in Costa Rica program provides an ideal environment for the student of political and environmental sciences, economics, the politics and history of Latin America, biology, 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 an array of options for study and work to Wellesley students. In addition to internships, a seminar series provides Wellesley students access to an insider's perspective from some of the most interesting and important figures in Costa Rica, including the editor-in-chief of the country's leading daily newspaper, the lead negotiator of the Central American Free Trade Agreement, and the president of Café Britt, the country's first gourmet coffee roaster.

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

<http://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 experience in business or economics. This program provides stipends for internships in not-for-profit or for-profit organizations.

#### **Blessing Way Summer Public Service Internship**

This fellowship supports a Wellesley College student committed to making a difference in her community. The fellowship will support a student who is interested in working with a not-for-profit or a public organization and in building a long-term commitment to service. The fellowship also supports 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, environment, education, healthcare, 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 not-for-profit organization.

#### **The Wei Fong Chu Chao Endowed Fund for Global Education: International Internships**

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

### **Class of 1969 Community Service Internship Fund**

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

### **Class of 2005 Internships for the Environment**

This fund supports a Wellesley College senior seeking summer internship experience in a not-for-profit organization dedicated to preserving and protecting the environment.

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

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

### **Susan Todd Horton 1910 Internship Fund**

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

### **Susan Rappaport Knafel '52 Internship Program**

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

### **O'Meara Student Internship Fund**

This fund supports a Wellesley College student committed to making a difference in her state and/or local community by working directly with a woman involved in any aspect of state or local government in the United States. The stipend enables the student to take an unpaid internship and learn more about state or local government and the important role that women play in the governmental process.

### **Parents' Internship Program**

This fund provides unpaid summer career development internships in not-for-profit or for-profit organizations, with a focus on the career development and exploration of the applicants. Emphasis is placed on first-time experiences within an industry and/or 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 not-for-profit, for-profit, or public-service organization in the United States.

### **Public Service Internship Fund**

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

### **Service Opportunity Stipend**

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

### **Beth K. Smith Award**

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

### **SoundWaters Summer Internship Program**

This program funds a student to work as a head educator/deckhand/mate aboard *SoundWaters*, an 80-foot three-masted schooner docked in Stamford, Connecticut. The Floating Classroom Program offers a multidisciplinary environmental curriculum for children and adults in Westchester,

Nassau, and Suffolk Counties in New York, and in Fairfield County in Connecticut. Educators will live and teach aboard *SoundWaters*.

### **The Helen Wallace Health Sciences Internship Fund**

This fund supports an unpaid summer career development internship in the health professions, 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 not-for-profit social-service organization. The award honors the important connection between Oprah Winfrey's speech at the Commencement of the Class of 1997 and the College's motto, "Not to be ministered unto, but to minister." Each year, this award will enable a student to follow Ms. Winfrey's example of service.

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

### **Davis Museum and Cultural Center**

The Davis Museum and Cultural Center, along with the Center for Work and Service, offers Wellesley College students an array of opportunities in the arts on campus, throughout America, 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 a wide range 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, public relations to fundraising, independent study to assisting curators, and technology-based initiatives to

educational programming. Through working at other museums, auction houses, printmaking studios, and galleries, student interns gain exposure to other areas of the art world in cities that offer incredible opportunities for exploration.

For more information on these programs, visit: [http://www.davismuseum.wellesley.edu/information/student\\_internships.html](http://www.davismuseum.wellesley.edu/information/student_internships.html)

### **Office of the Dean of the College**

#### **National Science Foundation Research Experiences for Undergraduates (NSF-REU) in Social Sciences**

This program provides awards to work with Wellesley faculty on research projects related to the social roles of women.

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

### **Department of Economics**

#### **Audrey Freedman '51 Endowed Fund for Students in Economics**

This fund encourages and supports students who are interested in the study of economics. The internship supports students seeking experience in the field of domestic or international economics.

<http://www.wellesley.edu/CWS/students/econoint.html>

### **Department of 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 2006, one editorial summer internship was offered at the *Boston Review*, one at *AGNI Magazine*, and one at Knopf Publishers.

For more information on these programs, contact the Department of English at 781-283-2590.

### **Department of French**

#### **French House Fellows Program**

This program funds students pursuing internships in a Francophone country in the field of their choice. The program is open to junior French majors who have completed a year or a semester of study in France through the Wellesley-in-Aix program. Priority will be given to students who have spent the entire year in France.

<http://www.wellesley.edu/French/info.html#French%20House%20Fellows%20Program>

### **Department of German**

#### **Wellesley-in-Vienna Internships**

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

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

### **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 are selected without regard to academic major; only juniors are eligible. The program runs for 10 weeks. In addition to the internship placement, the

program involves weekly seminars and a mentor program with the Wellesley Club of Washington. The Department of Political Science has run this program since 1943.

The program is supported through the following endowed funds:

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

<http://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.

[http://www.wellesley.edu/Psychology/Psych/Psych\\_Internships/internships.html](http://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

This fund supports students who wish to pursue summer internships in ministry and/or in human services. A variety of humanitarian and social action programs sponsored by religious institutions, government projects, or charitable organizations may qualify for the internship. Alternatively, students may apply for an "academic internship" to study religion and/or its role in society. Applications are reviewed by a departmental committee. Preference will be given to religion majors.

<http://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.

<http://www.wellesley.edu/Computing/IT/internDescript.html>

## Peace and Justice Studies

### Emily Greene Balch Summer Internship

This fund supports a student conducting a summer project that analyzes the ways in which injustice is linked to conflict and that encourages the study of the relationships 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.

[http://www.wellesley.edu/Peace/Peace\\_justice\\_internships/peace\\_justice\\_intern.html](http://www.wellesley.edu/Peace/Peace_justice_internships/peace_justice_intern.html)

### Science Center Summer Research Awards

#### BellSouth Mentoring in the Sciences Awards

Funded by the BellSouth Corporation, these awards are given to students from underrepresented minorities to do research under the supervision of a Wellesley College faculty member.

#### Brachman Hoffman Fund Awards

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 Grants

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.

### **Anabel Boyce James Fund for Summer Research in the Sciences**

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

### **Sara Langer Awards for Research in the Geosciences**

These awards are provided by the Sara Langer Fund to support Wellesley College students doing summer research in the geosciences. The award may be for work on or off campus, and the work may be under the supervision of a Wellesley faculty member or a faculty member of another institution. It is expected that this summer work will culminate in a Geosciences 350 or 370 course in the following academic year.

### **Janina A. Longtine Fund for Summer Research in the Natural Sciences Awards from the Office of the Dean of the College**

Named for Janina A. Longtine '76, these awards are given to students doing research in the natural sciences under the supervision of a Wellesley College faculty member.

### **Massachusetts Space Grants Awards**

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

### **Georganne Miller Mulhern Summer Research Awards from the Office of the Dean of the College**

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-year students are eligible to apply; graduating seniors are not eligible. Applicants must be U.S. citizens or permanent residents. Those planning to teach science at the pre-college 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.

### **Marie and John Zimmermann Foundation Awards**

These awards are funded by the Marie and John Zimmermann Foundation in New York. Eligible students are rising juniors and seniors registered with the Medical Professions Advisory Committee. The recipient may work at any site (including Wellesley College) in a laboratory or clinical setting on a project related to her interest in medicine.

For more information on these programs, visit: <http://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 to shape the world through research and action. WCW has been a driving force, both behind the scenes and in the spotlight, promoting positive change for women, children, and families through its leading-edge work for more than 30 years. The following five WCW student research internships are awarded each academic year:

### **The Class of '67 Internship**

### **The Anne Murray Ladd Student Internship Fund**

Wellesley Centers for Women provides student interns with a comprehensive work/research experience on a variety of cutting-edge topics. WCW offers the unique opportunity to play a central role in the Center's work through firsthand engagement in policy-oriented research.

### **The Linda Coyne Lloyd Student Research Internship**

### **The Morse Fellowship**

### **The Shirley R. Sherr Student Research Internship**

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

## Fellowships

### For Wellesley College Graduating Seniors Only

#### **Jacqueline Krieger Klein '53 Fellowship**

This award encourages graduating seniors to pursue further education in the field of Jewish studies. Application information is available from Professor Frances Malino, Program in Jewish Studies and Department of 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. It should be understood that study will not be supported at an institution in the United States or in the candidate's country of citizenship or residence.

#### **Susan Rappaport Knafel '52 Traveling Fellowship**

This fellowship 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. It should be understood that travel will not be supported in the country of the candidate's citizenship or residence.

#### **Trustee Scholarship**

This scholarship is awarded on a competitive basis to graduating seniors who are currently applying to graduate school. 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 Graduating Seniors and Graduates of Wellesley

#### **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 will be 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 income 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 social science, political science, or literature.

#### **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.

**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 only required 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 approximately 12 to 14 hours each week, with office hours three to four times a week.

**Wellesley–Yenching Graduate Fellowship at the National Palace Museum, 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:

*<http://www.wellesley.edu/CWS/students/fellowships.html>*



**WELLESLEY COLLEGE  
SUPPORTED  
INTERNSHIPS 2006**

**NATIONAL  
FELLOWSHIP  
COMPETITIONS 2006**

**WELLESLEY COLLEGE  
GRADUATE  
FELLOWSHIP  
COMPETITIONS 2006**

## WELLESLEY COLLEGE SUPPORTED INTERNSHIPS 2006

### Center for Work and Service Directed Internship Programs

#### American Cities Internship Program

##### Atlanta

Kathleen A. Kelley '07, *High Museum of Art, Atlanta, GA*

##### Chicago

Julie F. Fischer '07, *WTTW, Network Chicago, Chicago, IL*

Cynthia H. Harris '07, *YMCA of Metropolitan Chicago, Chicago, IL*

Elizabeth M. Kronick '07, *The Field Museum, Chicago, IL*

Sue Y. Rim '07, *Morningstar, Inc., Chicago, IL*

Megan Y. Shum '07, *Morningstar, Inc., Chicago, IL*

Mariel H. Smith '07, *Children's Memorial Institute for Education and Research, Chicago, IL*

Alison H. VanVolkenburgh '08, *Anchor Graphics, Chicago, IL*

##### New Orleans

Christina L. Alvarez '08, *New Orleans Habitat for Humanity, New Orleans, LA*

Mimi An '08, *New Orleans Habitat for Humanity, New Orleans, LA*

Sejal A. Babaria '09, *New Orleans Habitat for Humanity, New Orleans, LA*

Danielle E. Briggs '09, *New Orleans Habitat for Humanity, New Orleans, LA*

Ana Phakhin '06, *New Orleans Habitat for Humanity, New Orleans, LA*

Kristin K. Smith DS, *New Orleans Habitat for Humanity, New Orleans, LA*

##### San Francisco

Petrina C. Chan '07, *Global Business Network, San Francisco, CA*

Elizabeth H. Eiseman '07, *The Judah L. Magnes Museum, Berkeley, CA*

Sarah J. Ohle '07, *Episcopal Community Service, San Francisco, CA*

Kathleen C. Smith '07, *Alameda County Child Care Center, Oakland, CA*

Beverly Steele '07, *University of California Press, Berkeley, CA*

Sarah R. Swanbeck '07, *California Public Utilities Commission, San Francisco, CA*

#### Internships in International Human Rights Organizations

Robin N. Miller '07, *Iran Human Rights Documentation Center, New Haven, CT*

#### Los Angeles Film Internship Program

Lynn A. Sternberger '07, *Zucker Productions, Santa Monica, CA*

Vanessa A. Wiegel '07, *Davis Entertainment Co., Los Angeles, CA*

#### The Elisabeth Luce Moore Summer Internships in Asia

Miranda E. Brintnell '07, *Korean National Commission for UNESCO, Seoul, Korea*

Jenny Chan '07, *Orbis, Shanghai, China*

Christina S. Chang '08, *Kim & Chang, Seoul, Korea*

Casey A. Fan '08, *Asia Art Archive, Hong Kong SAR*

Jamie C. Graham '07, *Civic Exchange, Hong Kong SAR*

Heather A. Hausladen '07, *The New York Times, Shanghai, China*

Junie Y. Lee '07, *The Chosun Ilbo, Seoul, Korea*

Angela J. Lin '07, *Morgan Stanley, Tokyo, Japan*

Lisa J. Miao '07, *MADA s.p.a.m., Shanghai, China*

Michelle M. Song '08, *Orbis, Shanghai, China*

Sui Lin Yap '08, *Keidanren, Tokyo, Japan*

Sue J. Yun '08, *Korea Foundation, Seoul, Korea*

Rindy P. Zhang '07, *Tokyo Broadcasting System, Tokyo, Japan*

#### Lumpkin Summer Institute for Service Learning

Alexandra Allukian '07, *St. Francis House, Boston, MA*

Kelsey D. Bundy '07, *Boston Center for Refugee Health and Human Rights, Boston, MA*

Beatrice P. Hunt '07, *Neponset River House, Riverside Community Care, Norwood, MA*

Sanja Jagesic '08, *Teen Voices, Women's Express, Inc., Boston, MA*

Kendall D. LaSane '09, *St. Francis House, Boston, MA*

Anna Matsuo '07, *Asian Community Development Corporation, Boston, MA*

Jessica L. Rickards '07, *Boston Area Rape Crisis Center, Cambridge, MA*

Malina C. Swiatek '08, *Boston Area Rape Crisis Center, Cambridge, MA*

Diana C. Tubbs DS, *The Women's Union, Boston, MA*

Elyssa B. Weber '08, *International Rescue Committee, Boston, MA*

Kendall L. White '07, *Day Treatment, Riverside Community Care, Newton, MA*

Nicole E. Williams '07, *Day Treatment, Riverside Community Care, Newton, MA*

### **The Emily Cohen MacFarquhar '59 Internship for International Journalism**

Kiira K. Gustafson '06, *The Business Times Editorial, Toa Payoh, Singapore*  
Gladys P. Onyango '07, *Accra Daily Mail, Accra, Ghana*  
Patsy C. Wilson '06, *Trinidad Guardian, Port of Spain, Trinidad and Tobago*

### **Wellesley Internships in Africa**

Caroline C. Blayney '07, *The Center for Cross-Cultural Learning, Rabat, Morocco*  
Christina J. Dorobek '08, *Aga Khan Education Service, Kampala, Uganda*  
Bai N. Kamara '08, *The Center for Cross-Cultural Learning, Rabat, Morocco*  
Cymyrrah G. Mohammed '07, *Aga Khan Education Service, Mumbai, India*  
Amara J. Nwosu '08, *Aga Khan Education Service, Kampala, Uganda*  
Helena V. Pylvainen '08, *Aga Khan Education Service, Mumbai, India*

### **Wellesley Internships in Costa Rica**

Gabrielle D. Aoulosleman '08, *Fundación Paniamor, San José, Costa Rica*  
Carmen E. Arguedas '08, *La Nación, San José, Costa Rica*  
Amy C. Booth '07, *Organization for Tropical Studies, La Selva, Costa Rica*  
Lillian E. Nin '08, *Fundación Arias, San José, Costa Rica*  
Emily H. Pighetti '07, *Organization for Tropical Studies, La Selva, Costa Rica*  
Karla P. Reyes '09, *El Financiero, San José, Costa Rica*

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

Deepti Jain '08, *Framingham Public Schools, Framingham, MA*

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

#### **The Paul B. Beal and Mona Phillips Beal Internship**

Amy N. Iseppi '08, *Office of U.S. Senator Edward M. Kennedy, Boston, MA*

#### **Carolyn Shaw Bell Internship**

Evadne I. Cokoh '07, *Opportunity International, Hefei, China*  
Aigerim B. Kabdiyeva '09, *TengizChevroil, Atyray, Republic of Kazakhstan*  
You Na Kim '07, *U.S. Commercial Service, Seoul, Korea*  
Elira Kuka '09, *Instituti I Sigurimeve Shoqerore, Tirane, Albania*  
Tammy J. McGavock '08, *Opportunity International, Hefei, China*  
Kahini K. Ranade '07, *National Community Reinvestment Coalition, Washington, D.C.*  
Heather J. Romani '07, *Federal Reserve Board and The American Enterprise Institute, Washington, D.C.*

#### **Barbara Bush Award for Volunteerism**

Jessica J. Desvarieux '06, *AHOPE for Children, Vashon, WA*  
Kathryn A. Germer '08, *Down Syndrome Connection of the Bay Area, Danville, CA*  
Agnes E. Hahn '07, *Surfers Healing, San Juan Capistrano, CA*  
Kristin J. Jochems '09, *Frontier Hospice, Bethany, OK*  
Makeda T. Ricketts '06, *AHOPE for Children, Vashon, WA*  
Jacquelyn B. Stone '06, *HIV/AIDS Initiative, Clinton Foundation, Dar es Salaam, Tanzania*

#### **The Wei Fong Chu Chao Endowed Fund for Global Education: International Internships**

Sookyung Kang '09, *International Parliamentarians' Coalition for North Korean Refugees and Human Rights, Seoul, Korea*

#### **Class of 1962 Student Internship Fund**

Aysha R. Gregory '09, *Office of the Delegate to Congress, Donna Christensen, Washington, D.C.*

#### **Class of 1969 Community Service Internship Fund**

Lam Mai P. Huynh '07, *National Alliance of Vietnamese American Service Agencies, Silver Spring, MD*  
Rebecca S. Katzman '07, *American Red Cross of Southeastern Pennsylvania, Philadelphia, PA*  
Sarah L. Krongard '09, *Association for Supervision and Curriculum Development, Alexandria, VA*

#### **Class of 2005 Internships for the Environment**

Lisa A. McDonald '06, *Department of Biology, Indiana University, Bloomington, IN*

#### **Susan Todd Horton 1910 Internship Fund**

Carolena C. Betta '09, *Behavioral Health Care, Alhambra Hospital, Rosemead, CA*  
Meghan M. Burland '08, *U.S. Department of State, Washington, D.C.*  
Abigail G. Dalton '08, *McCormick & Williams, New York, NY*  
Melissa J. Foley '07, *Office of the Senate President, Robert E. Travaglini, Boston, MA*  
Katherine E. Green '08, *Office of U.S. Senator Edward M. Kennedy, Boston, MA*  
Kelly M. Matayoshi '08, *U.S. Court of Appeals, Judge Leslie Kobayashi, Honolulu, HI*  
Emily McDonald '07, *Department of Archaeology, University of York, York, United Kingdom*  
Adelaide E. Polk-Bauman '08, *New Line Cinema, New York, NY*

Victoria L. Vallejo '08, *Cognitive Neuroscience and Addiction Laboratory, Department of Psychiatry, University of Illinois at Chicago, Chicago, IL*

### **Susan Rappaport Knafel '52 Internship Program**

Lauren N. Buck '08, *Wellesley-in-Vienna, Vienna, Austria*

Rovaira C. Dasig '09, *Third World Studies Center, University of the Philippines, Quezon City, Philippines*

Erica M. Harmon '08, *Wellesley-in-Vienna, Vienna, Austria*

Pamela P. Hu '07, *United Nations Environment Programme, Geneva, Switzerland*

SeongEun Kim '09, *Nano Medical Laboratory, Department of Polymer Science and Engineering, Sungkyunkwan University, ChunChun-Dong, Korea*

Lindsay H. Kua '08, *Wellesley-in-Vienna, Vienna, Austria*

Stephanie Landers '07, *Sarvodaya, Moratuwa, Sri Lanka*

Mija Nenezic '08, *Wellesley-in-Vienna, Vienna, Austria*

Sabina Sayeed '09, *Nrityanjali Academy, Andhra Pradesh, India*

Julia Shalnova '08, *Wellesley-in-Vienna, Vienna, Austria*

Hannah D. Sholder '09, *Association for Promoting Social Action, Karnataka, India*

Vanessa S. Troiano '08, *Wellesley-in-Vienna, Vienna, Austria*

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

Karla P. Reyes '09, *El Financiero, San José, Costa Rica*

### **The Lumpkin Family Internships for the Environment**

Amy C. Booth '07, *Organization for Tropical Studies, La Selva, Costa Rica*

Catherine M. Foley '08, *The Student Conservation Association, Charlestown, NH*

Yeatso Lhamo '08, *National Environmental Commission, Thimphu, Bhutan*

Emily H. Pighetti '07, *Organization for Tropical Studies, La Selva, Costa Rica*

### **Lupton Scholarship**

Tara M. Augenstein '08, *Music Therapy Gateway in Communications, Signal Mountain, TN*

### **O'Meara Student Internship Fund**

Mariel L. Dela Cruz '08, *The League of Women Voters of Massachusetts, Boston, MA*

Kimberly J. Geronimo '08, *The League of Women Voters of Massachusetts, Boston, MA*

### **Parents' Internship Program**

Marielle E. Allschwang '08, *Riverhouse Editions, Steamboat Springs, CO*

Habiya A. Beg '08, *Aurat Foundation, Lahore, Pakistan*

Andreea Cojocar '06, *Pace Gallery, New York, NY*

Allison M. Dwyer '08, *Massachusetts Superior Court, Springfield, MA*

Meagan L. Froemming '08, *Americans for Democratic Action, Washington, D.C.*

Liise Lehtsalu '09, *Eesti Paevaleht, AS, Tallinn, Estonia*

Ariel B. Levine '08, *Levine Greenberg Literary Agency, Inc., New York, NY*

Tarini Mohan '08, *Government of Rajasthan, Jaipur, India*

Choni Ome '08, *Ministry of Health, Thimphu, Bhutan*

Carmel D. Shachar '07, *New York Weill Cornell Medical Center, New York, NY*

### **The Barbara Scott Preiskel '45 Endowed Fund for Internships**

Elizabeth T. Borne '09, *The Oxford American, Conway, AR*

Mattie A. Fitch '08, *Sun Watch Indian Village, Archaeological Park, Dayton, OH*

Haley B. Organ '07, *Juvenile Detention Center and House Arrest, Johnson County Department of Corrections, Olathe, KS*

### **Public Service Internship Fund**

Jessica F. Saunders '07, *Laboratory for Developmental Studies, Harvard University, Cambridge, MA*

Kelima V. Yakupova '09, *Habitat for Humanity Kyrgyzstan, Bishkek, Republic of Kyrgyzstan*

### **Service Opportunity Stipend**

Gabrielle D. Abousleman '08, *Fundación Paniamor, San José, Costa Rica*

Megan G. Aebi '09, *American Red Cross of Knox County, Mt. Vernon, OH*

Naa-Sakle Akuete '08, *Global Learning, Santa Ana Maya, Mexico*

Carmen E. Arguedas '08, *La Nación, San José, Costa Rica*

Dafna Ashkenazi '08, *Bnei Arazim, Rishon Le'Zion, Israel*

Janhavi S. Athale '08, *AIDS Community Service of Western New York, Inc., Buffalo, NY*

Mehroz Baig '08, *Support and Preparation Services, Sonoma State University, Rohnert Park, CA*

Megan L. Briggs '09, *Global Learning, Liberia, Costa Rica; Michoacan, Mexico; and Rivas, Nicaragua*

Elizabeth S. Brown '09, *Camp Sunshine, Casco, ME*

Cassandra A. Campbell '09, *Global Learning, Liberia, Costa Rica*

Amanda L. Carlson '07, *National Immigrant Justice Center, Chicago, IL*

Elena Cestero '07, *Habitat for Humanity Mexico, Mexico City, Mexico*

- Jung Hyun Cho '08, *Boston City Lights*, Boston, MA
- Suzanne D. Conwell '07, *Funding Exchange*, New York, NY
- Kristen H. Cuneo '07, *Girls' LEAP*, Cambridge, MA
- Erin M. Doty '07, *Habitat for Humanity Mexico*, Puebla, Mexico
- Carly M. Fair '07, *Germaine Lawrence, Inc.*, Arlington, MA
- Lindsey N. Fix '07, *Pitt County AIDS Service Organization*, Greenville, NC
- Alexa A. Fong '08, *The Community Clinic of Maui*, Kahului, HI
- Pengying Hao '09, *Boston Health Care for the Homeless Program*, Boston, MA
- Zandile Kabayadondo '09, *Global Learning*, Liberia, Costa Rica
- Lindsay N. Karloff '07, *Phillips Brooks House Association*, Cambridge, MA
- Sahr Khan '09, *Fatima Memorial Hospital*, Shadman, Lahore, Pakistan
- Rita K. Kuwahara '07, *Ghana Police Hospital*, Accra, Ghana [placed through *Projects Abroad*, New York, NY]
- Graciela D. Lima Coto '09, *Fundación Contexto*, Guatemala City, Guatemala
- Nayna A. Lodhia '09, *Vittala International Institute of Ophthalmology*, Bangalore, India
- Melanie K. Lum '07, *Asian Community Development Corporation*, Boston, MA
- Kaitlyn D. Marmarou '07, *Boys & Girls Club of Camden County*, Camden, NJ
- Caitlin M. McGraw '09, *Global Learning*, Liberia, Costa Rica
- Patricia M. Morris '08, *The Center for Peace Building*, Sanski Most, Bosnia and Herzegovina [placed through *Global Youth Connect*, Woodstock, NY]
- Elishibah W. Msengeti '09, *Carmelvale Catholic Primary School*, Nairobi, Kenya
- Karen N. Mwaniki '09, *The Center for Peace Building*, Sanski Most, Bosnia and Herzegovina [placed through *Global Youth Connect*, Woodstock, NY]
- Yuki Nakayama '08, *Wildlife Rescue & Rehabilitation, Inc.*, Kendalia, TX
- Lillian E. Nin '08, *Fundación Arias*, San José, Costa Rica
- Sara E. Ohadi-Hamadani '09, *Global Learning*, Liberia, Costa Rica and Michoacan, Mexico
- Rebecca W. Pisarski '08, *Girls' LEAP*, Cambridge, MA
- Amber N. Platt '09, *American Cancer Society*, Weston, MA
- Sarah K. Richardson '08, *Planned Parenthood of Metropolitan Washington*, D.C., Washington, D.C.
- Courtney F. Richter '09, *Opportunity House*, Reading, PA
- Berenice M. Rodriguez '08, *Centro de Acceso a Servicios Sociales y Aprendizaje*, Guanajuato, Mexico
- Natalie J. Ross '09, *Community Action Program Legal Services, Inc.*, Boston, MA
- Mary E. Ryder-Kenna '08, *YOUTHINK*, Portland, ME
- Jennifer M. Shrull '07, *International Rescue Committee*, Boston, MA
- Sara F. Stein '07, *Amigos de las Americas*, Oaxaca, Mexico
- Erisha S. Suwal '08, *Lumanti Support Group for Shelter*, Kathmandu, Nepal
- Shin Bin Tan '07, *Youth Challenge*, China Court, Singapore
- Leah K. Tran '09, *Minnesota Advocates for Human Rights*, Minneapolis, MN
- Mercedes D. Tran '09, *Phillips Brooks House Association*, Cambridge, MA
- Ying Wang '09, *The World Food Prize Foundation*, Des Moines, IA
- Edlyn R. Yuen '09, *Adventure-Ship, Ltd.*, Aberdeen, Hong Kong SAR
- Yelizaveta L. Zenchenko '08, *Springfield Public School*, Los Angeles, CA
- Beth K. Smith Award**
- Sahar Z. Bandial '08, *AGHS Legal Aid Cell*, Lahore, Pakistan
- Amethyst R. Beaver '08, *Conservation Laboratory*, Arizona State Museum, Tucson, AZ
- Laura C. Beckerman '08, *Bet Tzedek Legal Services*, Los Angeles, CA
- Paola M. Boettner '09, *Kuna Aty*, Asunción, Paraguay
- Gabriela Cestero '09, *DeWitt Historical Society of Tompkins County*, Ithaca, NY
- Hana S. Freymiller '07, *Social Accountability International*, New York, NY
- Heather L. Geilhufe '07, *Lambda Legal*, New York, NY
- Madeline B. Harms '08, *Laboratory for Developmental Studies*, Harvard University, Cambridge, MA
- Lauren E. Holmes '07, *Fine Arts Work Center*, Provincetown, MA
- Joyce Kim '08, *Children's Hospital Boston*, Boston, MA
- Maria J. Nassen '08, *American Anti-Slavery Group*, Boston, MA
- Leah A. Robins '08, *U.S. Capitol Historical Society*, Washington, D.C.
- Abby L. Saul '08, *Family Shelter Services*, Wheaton, IL
- Shabnam Sharbatoghlie '08, *Iranian Alliances Across Borders*, Springfield, VA
- Samantha S. Yeung '09, *Social Accountability International*, New York, NY
- SoundWaters Summer Internship Program**
- Renee A. Chu '07, *SoundWaters*, Stamford, CT
- The Helen Wallace Health Sciences Internship Fund**
- Regina E. Edifor '09, *Narh-Bita Hospital*, Tema, Ghana
- Rosa-Lynne B. Fernando '08, *Department of Health*, Bureau of Health Devices and Technology, Manila, Philippines

### **Oprah Winfrey Award for Volunteerism**

Nooshin Hosseini '06, *Iranian Alliances Across Borders, Springfield, VA*

### **Davis Museum and Cultural Center**

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

### **Anchor Graphics Internship, Columbia College**

Alison H. VanVolkenburgh '08, *Anchor Graphics, Chicago, IL*

### **Robert Blackburn Printmaking Workshop**

Joo Hee Kim '08, *Robert Blackburn Printmaking Press, New York, NY*

### **Davis Museum Summer Internship Program**

Ashley N. Boulden '09  
Bethany L. Cooper '06  
Christina L. Costello '08  
Erin R. Doherty '07  
Jessica Y. Kwan '07  
Zsuzsa Moricz '06  
Joanna M. Muenz '06  
Tamara S. Park '06  
Samantha L. Tackeff '08  
Amy K. Wright '06

### **Eleanor P. DeLorme Museum Internship**

Nicole C. Paxton '06

### **High Museum of Art Internship**

Kathleen A. Kelley '07, *High Museum of Art, Atlanta, GA*

### **Pace Gallery Summer Internship**

Andreea Cojocaru '07, *Pace Gallery, New York, NY*

### **Riverhouse Editions Internship in Printmaking**

Marielle E. Allschwang '08, *Riverhouse Editions, Steamboat Springs, CO*

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

Tamara S. Park '06, *Musée du Louvre, Paris, France*

### **Office of the Dean of the College**

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

### **National Science Foundation Research Experiences for Undergraduates (NSF-REU) in Social Sciences**

Cristin B. Bates '08  
Sarah R. Beaudette '08  
Diana Betz '07 *student of Drew University*  
Madeleine Child '08 *student of Emory University*  
Lauren R. Gritzke '07  
Megan C. Gross '07  
Hillary Hampton '07 *student of Sarah Lawrence College*  
Joan J. Huang '07  
Blair Kleiber '06 *student of University of Washington*  
Yukari Koya '08  
Cindy C. Kung '08  
Analucia Martinez '07  
Rachel L. Prottas '07  
Ashley E. Quach '07  
Elian A. Rosenfeld '07  
Rebekah Rosenfeld '07 *student of Swarthmore College*

### **Department of Economics**

#### **Audrey Freedman '51 Endowed Fund for Students in Economics**

Marie D. Reyes '09, *British Chamber of Commerce of the Philippines, Makati City, Philippines*

### **Department of English and Writing Program**

#### **Department of English and Writing Program Summer Internships**

Katherine M. Miller '06, *Boston Review, Boston, MA*

Leah Rabinowitz '07, *Knopf Publishers, New York, NY*

Beth L. Romano '08, *AGNI Magazine, Boston University Writing Program, Boston, MA*

### **Department of French**

#### **French House Fellows Program**

Rachel A. Mak-McCully '07  
Shiveh R. Reed '07

### **Department of German**

#### **Wellesley-in-Vienna Internships**

Lauren N. Buck '08, *Wellesley-in-Vienna, Vienna, Austria*  
Erica M. Harmon '08, *Wellesley-in-Vienna, Vienna, Austria*  
Lindsay H. Kua '08, *Wellesley-in-Vienna, Vienna, Austria*  
Mija Nenezic '08, *Wellesley-in-Vienna, Vienna, Austria*  
Julia Shalnova '08, *Wellesley-in-Vienna, Vienna, Austria*  
Vanessa S. Troiano '08, *Wellesley-in-Vienna, Vienna, Austria*

### **Department of Political Science**

#### **Washington Summer Internship Program**

Katharine F. Barach '07, *Office of U.S. Senator Patty Murray, Washington, D.C.*  
Samantha M. Brewer '07, *Bread for the City, Washington, D.C.*  
Mariel A. Cabral '07, *Grameen Foundation USA, Washington, D.C.*  
Kayla Y. Calkin '07, *Choice USA, Washington, D.C.*

Julia R. Curtis-Burnes '07, *District of Columbia Health Department, Washington, D.C.*

Kate M. Dale '07, *Democratic Congressional Campaign Committee, Washington, D.C.*

Katherine A. Ellis '07, *Office of U.S. Senator Hillary Rodham Clinton, Washington, D.C.*

Mahnaz Islam '07, *International Food Policy Research Institute, Washington, D.C.*

Aliya S. Khalidi '07, *Offices of D.C. Superior Court Judges Ann Keary and Zoe Bush, Washington, D.C.*

Megan E. Mitchell '07, *Center for American Progress, Washington, D.C.*

Emily L. Montgomery '07, *Judiciary Committee Staff, Office of U.S. Senator Edward M. Kennedy, Washington, D.C.*

Carolina M. Nevin '07, *Offices of D.C. Superior Court Judges Ann Keary and Zoe Bush, Washington, D.C.*

Kathleen E. Scorza '07, *NASA History Division, Washington, D.C.*

Lisa M. Selker '07, *Washington Health Advocates, Washington, D.C.*

Lindsey B. Silver '07, *National Association of Women Judges, Washington, D.C.*

Catherine A. Silvey '07, *World Wildlife Federation, Washington, D.C.*

Tiffany A. Sirc DS '07, *Office of U.S. Senator Frank Lautenberg, Washington, D.C.*

Dana K. Stelmokas '07, *HELP Committee Staff, Office of Senator Edward M. Kennedy, Washington, D.C.*

Gabrielle H. Weber '07, *Clinical Psychology, George Washington University and Women's Health Division, National Institutes of Health, Washington, D.C.*

Christine J. Yang '07, *National Republican Senatorial Committee, Washington, D.C.*

## Department of Psychology

### Psychology Practicum Program

Aislyn K. Cangialose '06, *Children's Hospital Boston, Boston, MA*

Rachel E. Davenport '07, *Early Intervention Program at Needham, Riverside Community Care, Needham, MA*

Carly M. Fair '07, *Germaine Lawrence, Inc., Arlington, MA*

Lindsey V. Holiday '06, *Neponset River House, Riverside Community Care, Norwood, MA*

Beatrice P. Hunt '07, *Germaine Lawrence, Inc., Arlington, MA*

Courtney Jacobs '06, *Riverside Community Care, Dedham, MA*

Joyce M. Lo '06, *Newton-Wellesley-Weston Committee for Community Living, Inc., Newton, MA*

Marissa E. Martinez '07, *Spelke Developmental Lab, Harvard University, Cambridge, MA*

Suzanne D. Morgen '06, *Center for Information and Study on Clinical Research Participation, Dedham, MA*

Natalia M. Topik '06, *Day Treatment, Riverside Community Care, Newton, MA*

## Department of Religion

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

Elizabeth L. Bierman '07, *International Rescue Committee, Washington, D.C.*

Kelsey M. Hanf '09, *New Life Foundation, Quito, Ecuador*

Grace L. Seol '08, *Independent Study in South Korea, Seoul, Korea*

## Knapp Technology Internship Program

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

### Summer Internships in Instructional Technology

Er-Si An '09

Emily C. Arauz '07

Marie D. Ayabe '08

Annie Choi '07

Sarah A. Coutlee '07

Adilia E. James '07

Jenny S. Lee '09

Juliana A. Martinez '09

Brenda A. Montes '08

Suh-Mii Yi '08

## Peace and Justice Studies

### Emily Greene Balch Summer Internship

Stephanie L. Abbott '06, *Barefoot College, Rajasthan, India; Guria Swayam Sevi Sansthan, Varanasi, India; and NIR-MAN, Varanasi, India*

Luzon A. Pahl '07, *Tostan, Dakar-Yoff, Senegal*

## Science Center Summer Research Awards

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

### American Chemical Society Petroleum Research Fund

Linda M. Guiney '09

### BellSouth Mentoring in the Sciences Awards

Nuriesya S. Abu Bakar '09

Ka Yi Ngai '09

### Brachman Hoffman Fund Awards

Adelaide M. de Guillebon '09

Anne A. Madden '06

Yang Song '08

## **Faculty Grants**

Debra M. Hausladen '09  
Maria A. Lopez Gomez '08  
Linda M. Guiney '09  
Anastasia Vedenko '07

## **Howard Hughes Medical Institute Summer Research Grants**

Rachel M. Buglione-Corbett '07  
Naema Chowdhury '08, *College of  
Physicians and Surgeons, Columbia  
University, New York, NY*  
Eleanor Fleming '08  
Monica Fung '08  
Maria C. Genco '06  
Maua Herme '06  
Elizabeth H. Kelley '07  
Kathryn A. Lipford '08  
Kaitlyn S. Lucey '08  
Elizabeth D. Marlow '08  
Michelle M. Nguyen '07  
Ursela Siddiqui '08, *Children's Hospital  
Boston, Boston, MA*  
Manisha Sijapati '06  
Theodora J. Stewart '07, *Swiss Federal  
Institute of Aquatic Science and  
Technology, Dubendorf, Switzerland*  
Erika T. Uyterhoeven '08  
Theresa T. Vo '08  
Mai K. Vuong '08, *University of Arkansas for  
Medical Sciences, Little Rock, AR*  
Naomi S. Wells '07  
Mackensie A. Yore '08  
Lin L. Zhu '08, *Beth Israel Deaconess  
Medical Center, Boston, MA*

## **Anabel Boyce James Fund for Summer Research in the Sciences**

Katherine A. Ciurej '08  
Marina Pellon Consunji '09  
Koko Takatori '07

## **Sara Langer Awards for Research in the Geosciences**

Mei Ai Khoo '08  
Catherine H. Kunce '08

## **Janina A. Longtine Fund for Summer Research in the Natural Sciences Awards from the Office of the Dean of the College**

Cynthia K. Crosswhite '07  
Emily A. Jones '07

## **Wellesley Centers for Women**

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

## **The Class of '67 Internship**

Rosa M. Fernandez '07

## **The Anne Murray Ladd Student Internship Fund**

Radhika Nayar '06

## **The Linda Coyne Lloyd Student Research Internship**

Choni Ome '08

## **The Morse Fellowship**

Sharon Lee '06

## **The Shirley R. Sherr Student Research Internship**

Elizabeth B. Breese '06

## NATIONAL FELLOWSHIP COMPETITIONS 2006

### **Jack Kent Cooke Scholarship**

Paulina Ponce de Leon Barido '05, *United States*

### **Freeman-ASIA Award for Study in East and Southeast Asia**

Patricia Chen '08, *China*

Angela Y. Choi '08, *Japan*

Christina Lam '09, *China*

Joanne Wong '08, *China*

### **Fulbright Student Program**

Sandra Ahn '06, *Fulbright Full Grant, Egypt*

Amanda M. Cotterman '06, *Fulbright Full Grant, China*

Esther Han '06, *Fulbright Full Grant, China*

Cheryl E. Hojnowski '05, *Fulbright Full Grant, Russia*

Jenny Kim '06, *Fulbright Full Grant, Korea*

Jennifer Young Sohn '06, *Fulbright English Teaching Assistantship, Korea*

Maria K. Zade '06, *Fulbright English Teaching Assistantship, Korea*

Jessica L. Urban '06, *Fulbright Full Grant, Costa Rica*

Celina Kyung Lee '06, *finalist*

### **Gates Cambridge Scholarship**

Adrien I. Smith '05, *England*

### **Benjamin A. Gilman International Scholarships**

Christin Ho '08, *Japan*

### **Barry M. Goldwater Scholarship**

Merideth A. Frey '07, *United States*

Margaret W. Thompson '08, *United States*

### **Mellon Mays Undergraduate Fellowship**

Shayla D. Adams '08, *United States*

Rosa M. Fernandez '07, *United States*

### **National Science Foundation Graduate Research Fellowship**

Ellyn R. Boukus '00, *United States*

Maria Farkas '00, *United States*

Aimee E. Kessler '98, *United States*

Suzanne M. Moellendorf '03, *United States*

Sarah J. Van Driesche '03, *United States*

Stacey E. Wirt '03, *United States*

Amy L. Gower '01, *Honorable Mention*

Elizabeth A. Hirshorn '03, *Honorable Mention*

Dana J. Huebert '03, *Honorable Mention*

Jessica M. Silver '03, *Honorable Mention*

Ingrid E. Swanson '03, *Honorable Mention*

### **NSEP David L. Boren Graduate Fellowship**

Aimee E. Kessler '98, *Mongolia*

### **NSEP David L. Boren Undergraduate Scholarship**

Kirstin L. Neff '08, *alternate*

### **NSEP National Flagship Language Program Fellowship**

Hannah Kang '06, *United States*

### **Rhodes Scholarship**

Monique T. Abrishami '06, *finalist*

Karen Ka-Ling Chan '06, *finalist*

### **Rockefeller Brothers Fund Fellowship**

Julia R. Curtis-Burnes '07, *United States*

Melanie Rose Carter '07, *United States*

### **Morris K. Udall Scholarship**

Anita Yung Ling Yip '07, *Honorable Mention*

### **Thomas J. Watson Fellowship**

Nandita Dinesh '06, *Cambodia, Guatemala, Northern Ireland, Rwanda, and Sri Lanka*

### **Sally Whitcher Award**

Meagan L. Froemming '08, *Israel*

**Anne Louise Barrett Fellowship**

Karen K. Chan '06, *United States*

**Margaret Freeman Bowers Fellowship**

Margaret Y. Lee '02, *United States*

**Eugene L. Cox Fellowship**

Marlena E. Whiting '05, *United States*

**Professor Elizabeth F. Fisher Fellowship**

Brenna E. Vredeveld '05, *United States*

**Ruth Ingersoll Goldmark Fellowship**

Emily Petermann '99, *United States*

**Horton-Hallowell Fellowship**

Emily D. Heaphy '97, *United States*

Emily C. Nacol '99, *United States*

Si-Yi Wang '04, *United States*

Julie A. Wright '04, *United States*

**Peggy Howard Fellowship in Economics**

Dubravka Čolić '06, *United States*

So-Hyung Park '03, *United States*

**Jacqueline Krieger Klein '53 Fellowship**

Abigail L. Bob '06, *United States*

**Edna V. Moffett Fellowship**

Dorottya K. Mozes '06, *United States*

Alexandra C. Yannias '05, *United States*

**Alice Freeman Palmer Fellowship**

Cara A. Rabik '02, *United States*

**Kathryn Conway Preyer Fellowship, formerly the Thomas Jefferson Fellowship**

Sara B. First '99, *United States*

**Mary McEwen Schimke Scholarship**

Heather Fisher '93 graduate of the  
University of Arizona, *United States*

**Vida Dutton Scudder Fellowship**

Giffen M. Maupin '04, *United States*

**M.A. Cartland Shackford Medical Fellowship**

Abigail L.Y. Carlson '05, *United States*  
Susan C. Lipsett '02 graduate of Haverford  
College, *United States*

**Harriet A. Shaw Fellowship**

Sonal Khullar '00, *United States*

**Mary Elvira Stevens Traveling Fellowship**

Miriam G. Greenbaum '75, *Austria, Germany, and Poland*

Kelly Horan '92, *France and Italy*

Jacqueline Briggs Martin '66, *Tibet*

Anne-Laure Py '02, *Azerbaijan, China, Kyrgyzstan, Turkmenistan, and Uzbekistan*

**Trustee Scholarship**

Karen K. Chan '06, *United States*

Erica I. dela Cruz '06, *United States*

Yu-Tzu Liu '06, *United States*

Allie L. Thompson '06, *United States*

**Sarah Perry Wood Medical Fellowship**

Wannasiri Lapcharoensap '04, *United States*

**Fanny Bullock Workman Fellowship**

Angelica M. Bernal '98, *United States*

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**Susan Rappaport Knafel '52 Scholarship for Foreign Study**

Daphne Francois '06, *England*

**Susan Rappaport Knafel '52 Traveling Fellowship**

Nicole C. Paxton '06, *Cyprus, France, Israel, Romania, Russia, and Serbia*

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

Eleanor E. Bastian '06, *Wellesley-Yenching Graduate Fellow at Ginling College, Nanjing, China*

Nicole Kwoh '06, *Wellesley-Yenching Graduate Fellow at the National Palace Museum, Taipei, Taiwan*

Meredith E. Riley '05, *Wellesley-Yenching Graduate Fellow at Chung Chi College, Hong Kong SAR*

Rachael C. Ward '04, *Wellesley-Yenching Graduate Fellow at Ginling College, Nanjing, China*





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

The Tanner Conference Committee gratefully acknowledges staff in the following departments for their commitment to the Tanner Conference: Auxiliary Services, Campus Police, Communications and Publications, Custodial Services, Distribution Center, Food Service, Grounds, Instructional Technology, Lulu Chow Wang Campus Center, Mail Services, Media Services, Motor Pool, Pendleton Hall, Printing Services, Resources, Special Events, and the Wellesley College Club.

