

**THE TANNER  
CONFERENCE**

**TUES  
NOV 6  
2007**

**WELLESLEY  
IN THE  
WORLD**

new  
directions  
in liberal  
education

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## THE TANNER CONFERENCE

It is our privilege to invite your participation in the 2007 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 2007 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 2007 Tanner Committee

Judith B. Black  
*Department of Art*

Angela C. Carpenter DS ’99  
*Office of the Class Deans and  
Office of the Dean of Students*

David J. Ellerby  
*Department of Biological Sciences*

Stacie E. Goddard  
*Department of Political Science*

Melissa A. Hawkins  
*Center for Work and Service*

Erin L. Herzeelle ’03  
*Center for Work and Service*

Amy M. Keir  
*Class of 2010*

David L. Lindauer  
*Department of Economics*

Alexa R. Miller  
*Davis Museum and Cultural Center*

S. Joanne Murray ’81  
*Center for Work and Service*

Jennifer Thomas-Starck  
*Office of International Study*

Brian C. Tjaden  
*Department of Computer Science*

Margaret E. Ward  
*Department of German*

Cara L. Williams  
*Class of 2008*

Paul M. Wink  
*Department of Psychology*

Adele J. Wolfson  
*Office of the Dean of the College*

## THEMATIC OVERVIEW

### Cross-Cultural Interaction

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My Language, My Self	individual presentations	9:15 A.M.	Pendleton West 117
Religion in a Shrinking World	individual presentations	9:15 A.M.	Pendleton East 339
Found in Translation: The Importance of Cultural Intermediaries	individual presentations	10:45 A.M.	Pendleton West 117
Personal or Communal: How Is a Pilgrimage Defined?	individual presentations	10:45 A.M.	Lulu Chow Wang 210
Ricocheting through Life: Wellesley's Road Map	panel	10:45 A.M.	Pendleton West 220
Exclusions or Inclusions: The "isms" That Define Us	individual presentations	1:30 P.M.	Lulu Chow Wang 413
The Rewards, Challenges, and Responsibilities of Globalization	individual presentations	1:30 P.M.	Pendleton East 127
Unexpected Outcomes from Teaching and Learning Abroad	individual presentations	1:30 P.M.	Pendleton East 139
A Matter of Trust: Defending Cultures at Home and Abroad	panel	3:00 P.M.	Lulu Chow Wang 210
Fellowship Travels	panel	3:00 P.M.	Pendleton West 220
<i>¡Oy, Caramba!</i> : Jewish and Latina Dialogue in Puerto Rico	panel	3:00 P.M.	Lulu Chow Wang 104
The Multicultural Requirement: Can Exposure Be Measured?	roundtable	3:00 P.M.	Newhouse Center

### Learning, Service, and Youth

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Crossing Social Boundaries: Service Learning in the Dominican Republic	panel	9:15 A.M.	Pendleton West 116
Educational Opportunity or Lack Thereof	individual presentations	9:15 A.M.	Pendleton East 127
Discovering the Self: The Value of an Internship	individual presentations	9:15 A.M.	Pendleton East 129
Luck of the Draw: Access to Supplemental Education	individual presentations	10:45 A.M.	Lulu Chow Wang 413
Perceptions of Progress: Working with Developing Countries	individual presentations	10:45 A.M.	Lulu Chow Wang 104
Primary Sources: Learning through Artifacts	individual presentations	10:45 A.M.	Pendleton East 127
Grunt Work or Course Work?: The Culture of Internships in the College Setting	roundtable	10:45 A.M.	Newhouse Center
<i>Juntos Podemos</i> : The Educational Power of Diversity	panel	1:30 P.M.	Pendleton West 212
Connecting the Campus: Getting Oriented in Leadership	roundtable	1:30 P.M.	Newhouse Center
In the Spotlight: The Seamlessness of Stage Production	individual presentations	1:30 P.M.	Pendleton West 220
Challenging Expectations: The Importance of Mentorship	panel	3:00 P.M.	Pendleton East 139
Distribution of Resources: Where's the Money? Where Are the People?	individual presentations	3:00 P.M.	Pendleton East 127
Investing Time and Knowledge in India's Youth	panel	3:00 P.M.	Pendleton East 339
Post-Katrina New Orleans: The Road to Reconstruction	panel	3:00 P.M.	Pendleton West 116

## Politics, Economics, and Activism

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Ready for Change: Hillary for President	panel	9:15 A.M.	Pendleton West 212
The Power of Connecting People	panel	9:15 A.M.	Pendleton East 239
Promoting Political Change in Argentina, Peru, and Russia	individual presentations	10:45 A.M.	Pendleton East 339
The Politics of Providing Media Content	individual presentations	10:45 A.M.	Pendleton West 212
What Really Happens in Washington	individual presentations	10:45 A.M.	Pendleton West 116
Applying the Social Sciences	individual presentations	1:30 P.M.	Pendleton East 339
Standing Up for Others	individual presentations	1:30 P.M.	Pendleton East 239
Microcredit on the Move	individual presentations	3:00 P.M.	Pendleton East 239
The Business of Politics	individual presentations	3:00 P.M.	Pendleton West 212

## Science, Medicine, and Public Health

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<i>Gray's Anatomy</i> : From the Classroom to the Emergency Room	panel	9:15 A.M.	Pendleton West 220
Frontline Battles in the War Against Cancer	individual presentations	9:15 A.M.	Pendleton East 139
Study Abroad and the Scientist: Why Would She? How Could She?	roundtable	9:15 A.M.	Newhouse Center
Keeping the Seas Blue with Green Science	individual presentations	10:45 A.M.	Pendleton East 139
Nervous Excitement: Understanding the Brain	individual presentations	10:45 A.M.	Pendleton East 239
From the Laboratory to the Bedside: Understanding Diseases and Their Treatments	individual presentations	1:30 P.M.	Pendleton West 117
International Health Care	individual presentations	1:30 P.M.	Pendleton West 116
Saving the Planet: One Footprint at a Time	individual presentations	1:30 P.M.	Lulu Chow Wang 104
Back to Basics: Foundational Science	individual presentations	3:00 P.M.	Lulu Chow Wang 413
Too Much Information?: Technological Innovations in the Information Age	individual presentations	3:00 P.M.	Pendleton West 117
Keeping the Public Healthy	individual presentations	3:00 P.M.	Pendleton East 129

## CONFERENCE SCHEDULE

8:30–9:15 A.M.

### Continental Breakfast

*Pendleton Atrium*

9:15–10:25 A.M.

### Cross-Cultural Interaction

#### My Language, My Self (individual presentations)

*Pendleton West 117*

*Savanna F. Johnson and Katelyn M. Ching, Pourquoi Parler Français?: Why Am I Learning to Speak French?*

*Nancy N.D. Pontius, Music As an International Language: Studying Percussion in France*

*Courtney E. Wilson, Walking Contradiction: What It Means to Be Both a Wellesley Woman and an Army Soldier*

#### Religion in a Shrinking World (individual presentations)

*Pendleton East 339*

*Simone G. Seol, Studying Faiths: Comparative Religion in Secondary Education*

*Naema Chowdhury, Where's the Violence?*

*Jessica Z. Forde, "Get thee to a nunnery!": Volunteering with Religious Orders*

*Catherine D. Jaffee, Christ, Homosexuality, and Eggplants: Studying Religion through Experiential Living*

### Learning, Service, and Youth

#### Crossing Social Boundaries: Service Learning in the Dominican Republic (panel)

*Pendleton West 116*

*Liannette A. Perez, Gayle M. Guilford, and Cassandra A. Campbell*

#### Educational Opportunity or Lack Thereof (individual presentations)

*Pendleton East 127*

*Halimatou Hima Moussa Dioula, "No Child Left Behind": Filling in Accumulated Gaps with Summer Programs*

*Maria J. Bybee, Whole Child, Broken World*

*Katherine E. Stone, College Bound: The Fight for Educational Equity*

#### Discovering the Self: The Value of an Internship (individual presentations)

*Pendleton East 129*

*Katherine M. Kinnaird, More Than a Side-Dish Major: Undergraduate Mathematics Outside the Wellesley Bubble*

*Rosie A. Osire, In Pursuit of a Passion: Teacher? Program Coordinator? Ward Assistant?*

*Jaelyn Leeds, Working with the Disabled: An Invaluable Experience*

### Politics, Economics, and Activism

#### Ready for Change: Hillary for President (panel)

*Pendleton West 212*

*Katherine E. Chanpong, Nicole K. Strand, Sarah M. Odell, ZhanTao Yang, and Jennifer A. Willis*

### The Power of Connecting People (panel)

*Pendleton East 239*

*Eileen T. Crehan, Amanda Akerley, Maria J. Nassen, Sarah M. Hoban, and Abigail G. Dalton*

### Science, Medicine, and Public Health

#### Gray's Anatomy: From the Classroom to the Emergency Room (panel)

*Pendleton West 220*

*Megan E. Friedman, Natalie R. Harrington, Sara N. Teichholtz, Martha M. McGilvray, Samantha E. Bellach, and Alexandra C. Kuykendall*

#### Frontline Battles in the War Against Cancer (individual presentations)

*Pendleton East 139*

*Azal Ahmadi, From Mayo to Makkah*

*Anika M. Lucas, Sleep Deprivation and Increased Breast Cancer Risk in African American Women*

*Holly A. Yuan, Pink Ribbon Wars: How Women Band Together to Fight Breast Cancer*

*Heather M. Haines, Metabolic Engineering in Action: Development of Cancer Diagnostic Tools*

*Sherry S. Zhou, Soy and Breast Cancer*

#### Study Abroad and the Scientist: Why Would She? How Could She? (roundtable)

*Newhouse Center, Green Hall 240*

*H. Kim Bottomly, Sheila P. Brachfeld-Child, Theodore W. Ducas, David Ellerby, Richard G. French, Panagiotis T. Metaxas, Kaye T. Peterman, and Jennifer Thomas-Starck*

10:25–10:45 A.M.

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**Break**

*Refreshments will be served in the Pendleton Atrium.*

10:45–11:55 A.M.

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**Cross-Cultural Interaction**

**Found in Translation:  
The Importance of Cultural Intermediaries  
(individual presentations)**

*Pendleton West 117*

*Dafna Ashkenazi*, Language for Coexistence: A Summer Project for Peace

*Sookjin S. Wang*, Why Is Adoption in Korea So High?: Interpreting Birth-land Tours

*Lisa M. Wiley*, The Holism of Healing

**Personal or Communal:  
How Is a Pilgrimage Defined?  
(individual presentations)**

*Lulu Chow Wang 210*

*Emma M. Tosch*, “Foreing Remember: You Are NO in Spain”: Walking the Economics of a Pilgrimage

*Lillian E. Nin*, A Pilgrim’s Story: My 1100-Kilometer Journey to Santiago de Compostela on Foot

*Alia A. Radman*, My Escape to the Far East

**Ricocheting through Life:  
Wellesley’s Road Map (panel)**

*Pendleton West 220*

*Martha A. Ortiz ’04 and Elizabeth A. Phelps ’04*

**Learning, Service, and Youth**

**Luck of the Draw: Access to Supplemental Education (individual presentations)**

*Lulu Chow Wang 413*

*Gloria Rosales and Shayla D. Adams*, Reducing the Achievement Gap: Bringing Teachers of Color into Classrooms

*Angeles Garcia*, Helping Foreigners Become Self-Sufficient: Working Together to Obtain Literacy and Career Goals

*Catherine E. Walline*, Painting with Purpose: Creating an After-School Arts Service Program in Costa Rica

**Perceptions of Progress:  
Working with Developing Countries  
(individual presentations)**

*Lulu Chow Wang 104*

*Alana L. Nelson*, The Other Side: Human Migration in Veracruz, Mexico

*Amanda J. Tai*, Learning among Lemurs: Creating Social and Environmental Change in Southern Madagascar

*Angela Xiong*, Learning to Appreciate Food

*Michelle W.T. Wong*, When Assumptions Do Not Hold: Volunteering in Guizhou, China

*Claire S. De La Mothe Karoubi*, Volunteer Work in Rural Madagascar: Giving, Teaching, and Learning

**Primary Sources: Learning through Artifacts (individual presentations)**

*Pendleton East 127*

*Sarah A. Vickery*, Place, Personality, and Passion: The Creation of the Ipswich Women’s Heritage Trail

*Elinor C. Marboe*, Plastic Flowers and Carved Marble: Experiences with Modern and Ancient Cemeteries

*Amy L. Damon*, Reconstructing Cultures: Exploring Archaeological Excavation in Peru

**Grunt Work or Course Work?:  
The Culture of Internships in the College Setting (roundtable)**

*Newhouse Center, Green Hall 240*

*Judith B. Black, Eileen T. Crehan, Kenneth S. Hawes, Sylvia S. Hiestand, Beth A. Hennessey, Michelle L. Lirtzman, Ashley M. Morris, S. Joanne Murray ’81, and Margaret E. Ward*

**Politics, Economics, and Activism**

**Promoting Political Change in Argentina, Peru, and Russia (individual presentations)**

*Pendleton East 339*

*Danielle T.O. Brown*, Action Starts with Education: Promoting Participatory Democracy in Córdoba, Argentina

*Kirstin L. Neff*, Environmental Activism and Russian Democracy: Lessons in Translation

*Stephanie C. DeAlmeida and Leslie J. Kim*, A Simple Life

**The Politics of Providing Media Content (individual presentations)**

*Pendleton West 212*

*Jeanine Navarrete*, “Rock and Roll Is Here to Stay”: Popular Music in Academia

*Kara A. Hadge*, From Party Pictures to Politicians: The Magazine As a Cultural Mirror

*Courtney A. White*, Information Overload: How Consumers Determine Printed Periodical Content

*Katherine J. Robart*, Who’s Watching What?: Researching Television Viewer Habits in the Greater Boston Area

*Evgenia P. Karelina*, Changing Pace: Finding My Identity As a Journalist in Costa Rica

**What Really Happens in Washington (individual presentations)**

*Pendleton West 116*

*Cassie H. Chambers*, Health Care on the Hill: My Summer in Public Policy

*Rakeen S. Mabud and Madison M. Duff*, Myths vs. Realities: Misconceptions of the United States Senate

*Bai N. Kamara*, How Are Your Tax Dollars Being Used?

**Science, Medicine, and Public Health**

**Keeping the Seas Blue with Green Science (individual presentations)**

*Pendleton East 139*

*Claire J. Marana and Catherine M.R. Foley*, Everyone Needs a Seat at the Table: Collaborative Marine Conservation in the United States and Abroad

*Asha G. Stenquist*, Environmentalism on a Post-Navy Island: Exploring the Effects of U.S. Navy Activity in Vieques

*Marisa D. Villarreal*, A Wormy Mollusk's Tropical Paradise: Marine Field Biology on a Central American Coral Reef

**Nervous Excitement: Understanding the Brain (individual presentations)**

*Pendleton East 239*

*Cecilia A. Flatley*, Confessions of a Lab Intern: One Woman's Relationship with the Crooked-Tail Mouse

*Veronica Cole*, Babies and Brains: What Infant Research Can Tell Us about the Mind

*Hoi See Tsao*, An Investigation into Spinal Cord Regeneration Using Combinatorial Drug Treatments

*Ka Yiu Alice Kwan*, How Bright Are You?: Investigating Depression at the Cellular Level with Fluorescent Immunohistochemistry

*Christina M. Tognoni*, You Are What Your Mother Eats: Prenatal Events Affect Adult Brain Plasticity

**12:00–1:30 P.M.**

**Tanner Conference Exhibition and Luncheon**

*Lulu Chow Wang Campus Center*

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

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

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

**1:30–2:40 P.M.**

**Cross-Cultural Interaction**

**Exclusions or Inclusions: The "isms" That Define Us (individual presentations)**

*Lulu Chow Wang 413*

*Mehroz Baig*, Confronting Diversity

*Kathryn L. Heffernan and Ona A. Keller*, Social Pyramids: On Social Stratification and Discrimination in Contemporary Egypt

*Christin Ho*, Green Tea: Experiences Assimilating to Culture and Life in "Homogeneous Japan"

**The Rewards, Challenges, and Responsibilities of Globalization (individual presentations)**

*Pendleton East 127*

*Tina Yen*, Lost in Translation: My Experiences in Cities of the Twenty-first Century

*Whitney L. Walker*, The West and the Rest: Evaluating Transnational Relationships among Women

*Elisa J. Lee*, The Changing Image of South Korea: Another Cultural Revolution or a Catastrophe?

**Unexpected Outcomes from Teaching and Learning Abroad (individual presentations)**

*Pendleton East 139*

*Dana C. Britt*, Do the Toilets Flush in the Opposite Direction? Ugandan Myths and Misunderstandings

*Kaitlin E. Staudt and Rebekah P. Altug*, Recycling, Jellibons, Galatasaray, and Water Balloons: Perspectives on Teaching English in Turkey

**Learning, Service, and Youth**

*Juntos Podemos:*

**The Educational Power of Diversity (panel)**

*Pendleton West 212*

*Alison Harrington, Tu-Phuong T. Tran, Maša Đikanović, Hope A. Lewis, and Joy M. Napier*

## **Connecting the Campus: Getting Oriented in Leadership (roundtable)**

*Newhouse Center, Green Hall 240*

*Victoria T. Charoonratana, Clara E. Peterson, and Lori Tenser*

## **In the Spotlight: The Seamlessness of Stage Production (individual presentations)**

*Pendleton West 220*

*Sarah M. Merrill, Behind the Curtain: Trade Secrets of a Quick-Change Artist*

*Kristina L. Szilagy, The Development of a Repertoire Theatre Company*

*Ashley A.M. Gramolini, Summer Theatre: The Magic behind the Curtain*

*Mary T. Plant-Thomas, Nine Summers of Theatre Produced by Kids!*

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

### **Applying the Social Sciences (individual presentations)**

*Pendleton East 339*

*An Zhou, Let's Talk about Leverage: The Crash of Subprime Residential Mortgage-Backed Securities*

*Amanda J. Davis, Another View of Africa: Evaluating Changes in Capital Flows*

*Virginia C. Wittman, Keeping America Rolling: Science and Economics in the Oil Field Service Industry*

*Magdalena I. Naydekova, Designing a New Office Type*

### **Standing Up for Others (individual presentations)**

*Pendleton East 239*

*Victoria M. Starrett, From Disabilities to Evictions: Making the Connection between Social Work and Law*

*Racquel L. Armstrong, Diversity in the Workplace: The Challenge of Minorities in Executive Leadership*

*Dahuy Tran, Ending the Cycle of Pain: ATASK's Mission to Stop Domestic Violence*

*Divya Sood, Dwindling Daughters: India's Declining Child Sex Ratio*

*Christina N. Filipp, Helping People Help Themselves: No Easy Task for Progressive Nonprofits*

*Emily R. Buss, The International Labor Organization: Is It Effective in the Twenty-first Century?*

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

### **From the Laboratory to the Bedside: Understanding Diseases and Their Treatments (individual presentations)**

*Pendleton West 117*

*Jessica J. Kim, Getting Down to the Facts: Who's Dying?*

*Zehra B. Omer, Help! My Shoes No Longer Fit...and Neither Does My Heart!*

*Ilene K. Tsui, Consider It a Complement*

*Laura C. Murphy, The Front Lines of the Battle with Autism*

### **International Health Care (individual presentations)**

*Pendleton West 116*

*Alexandria J. Bear, Mountains Beyond Mountains: Providing Medical Relief to the People of Honduras*

*Alejandra Ellison-Barnes, Mud, Mosquitoes, and Medicine: Providing Health Care in Uganda*

*Christine I. Nichols, Tobacco and Alcohol in Thailand: Working with the ThaiHealth Promotion Foundation*

*Yang Qiu, Seeing Is Believing: National Health Care Is Becoming International in China*

### **Saving the Planet: One Footprint at a Time (individual presentations)**

*Lulu Chow Wang 104*

*Mehjabeen Rahman, Debra M. Hausladen, and Tyler S. Blangiardo, Rigors of Tropical Research: Dirty Conservation in Costa Rica*

*Phoebe A. Poole and Courtney C. Stepien, Humans, Hippos, and Hawkmoths: Conducting Research in the World's Largest National Park*

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**2:40–3:00 P.M.**

### **Break**

*Refreshments will be served in the Pendleton Atrium.*

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**3:00–4:10 P.M.**

### **Cross-Cultural Interaction**

#### **A Matter of Trust: Defending Cultures at Home and Abroad (panel)**

*Lulu Chow Wang 210*

*Maura C. Atwater, Laura E. Falender, and Emily M. Bogue*

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

*Pendleton West 220*

*Annie Chu '03, Anne-Laure Py '02, Laure-Anne Ventouras '05, and Tracy Johnston Zager '95*

**¡Oy, Caramba!: Jewish and Latina Dialogue in Puerto Rico (panel)**

*Lulu Chow Wang 104*

*Yaël E. Misrahi, Madeline B. Harms, Margie A. Levin, Nancy Gonzalez, and Sharline Madera*

**The Multicultural Requirement: Can Exposure Be Measured? (roundtable)**

*Newhouse Center, Green Hall 240*

*Barbara R. Beatty, Angela Carpenter DS '99, T. James Kodera, Malhar Nabar, and Karen Shih*

**Learning, Service, and Youth**

**Challenging Expectations:**

**The Importance of Mentorship (panel)**

*Pendleton East 139*

*Josephine C. Corlett, Ariel B. Levine, Kristy H. Liu, Ivana Rodriguez, and Sheri L. Stewart*

**Distribution of Resources:**

**Where's the Money? Where Are the People? (individual presentations)**

*Pendleton East 127*

*Shirley N. Nah, Teaching the Children of the Taiwanese Bunun Tribe: Learning How to Overcome the Effects of Poverty in Education*

*Courtney E. Pelley, "Head, Shoulders, Knees, and Toes": Teaching English Abroad without Resources or Materials*

*Hsiao-Song Xi, The Case for Our National Parks*

**Investing Time and Knowledge in India's Youth (panel)**

*Pendleton East 339*

*Nayna A. Lodhia, Prachee M. Gujarathi, Shivani Kaul, and Chindhuri Selvadurai*

**Post-Katrina New Orleans: The Road to Reconstruction (panel)**

*Pendleton West 116*

*Terry S. Kim, Jae-Young Paek, and Charlene C. Chong*

**Politics, Economics, and Activism**

**Microcredit on the Move (individual presentations)**

*Pendleton East 239*

*Erisha S. Suwal, Research for Grassroots Development: Working in Semi-Urban Villages in South India*

*Afia Tasneem, Helping the Poor Help Themselves: Assessing the Effectiveness of Microcredit in Alleviating Poverty*

*Rupsha Biswas, Surviving the South: Eradicating Poverty in South India*

*Edlyn R. Yuen, Loans That Change Lives: Modernizing Microfinance through the Internet*

**The Business of Politics (individual presentations)**

*Pendleton West 212*

*Deborah L. Moldover, Seeing the Full Picture: A Look at Opposition Research in Electoral Politics*

*Gabriella A. Soto, The Role of Think Tanks in the Washington Power Structure*

*Vanessa A. Arslanian, When Our Representatives Won't Be Heard: Business and Politics on Long Island*

*Ashley M. Benner, Playing God: The Organization and Influence of the Christian Fundamentalist Movement*

*Vivian J. Chang, Constructing Homophobia: Experiences with a Progressive Think Tank*

**Science, Medicine, and Public Health**

**Back to Basics: Foundational Science (individual presentations)**

*Lulu Chow Wang 413*

*Julieann Freitas, Engineering Immunity: Antibody Production and Its Role within Scientific Research*

*Jessica B. Weng, The Quest for Better Pest Control Using Baculovirus Fibroblast Growth Factors*

*Andrea P. Johnston, Shaking Up Crystal Lattices and Cultural Barriers to Improve Flat-Panel Displays*

*Bilin Zhuang, From Billions of Tiny Atoms to What We See and Touch: Algorithms in Molecular Dynamics Simulations*

*Adria E. Schlemme, Animal Tales: Patient Care at Tufts Wildlife Clinic*

*Madeline H. Elkins, Human- and Pet-Safe Pesticides: "There Ain't No Bugs on Me..."*

**Too Much Information?: Technological Innovations in the Information Age (individual presentations)**

*Pendleton West 117*

*Chloe Fan and Catherine R. Grevet, Reinventing Our Future at Virginia Tech: Exploring Graduate School through Research in Human-Computer Interaction*

*Nandini R. Dookeran*, The TWiki™  
Revolution: A Multi-Enterprise Tool

*Ayla C. Solomon*, Helping Biologists  
Help Themselves: Experience in an  
Interdisciplinary Lab

**Keeping the Public Healthy  
(individual presentations)**

*Pendleton East* 129

*Jamie L. Bence*, From the Clinic to the  
Headlines: Abortion in the U.S. Media

*Porsha L. Eden*, Advocating Equitable  
Women's Health Care in Massachusetts'  
Health Care Reform

*Mehreen Iqbal*, All for the Children, Right?

*Erin M. Freeman*, Deputizing America:  
Are Sex Offender Registries and  
Notifications Effective or Are the Offenders  
Becoming Victims?

9:15–10:25 A.M.

**Cross-Cultural Interaction**

**My Language, My Self  
(individual presentations)**

*Pendleton West 117*

**Pourquoi Parler Français?: Why Am I  
Learning to Speak French?**

*Savanna F. Johnson '09, International  
Relations and Katelyn M. Ching '09, Music  
Advisor: Michèle Respaut, French*

*Pourquoi apprenez-vous le français?* was the number-one question people asked us this past summer. Why are you learning French? The answer turns out to be “for more reasons than we had thought.” Through the intensive summer language program at Middlebury College, we learned more than how to say, “I like to play tennis” in French. In struggling to express ourselves in another language while trying to learn it, we began to comprehend how culture informs and shapes language. As Middlebury students, we observed how the experience of an intensive immersion environment can facilitate learning both language and society together. We now see that learning French teaches us to appreciate differences in culture and to recognize how these differences affect our communication with the world and with those around us. Why am I learning French? To know the French better—and to know myself better.

**Music As an International Language:  
Studying Percussion in France**

*Nancy N.D. Pontius '09, Music  
Advisor: Claire Fontijn, Music*

This past spring, I attended the Conservatoire de Strasbourg in France as a full-time student. Not only did I experience the musical intensity common to conservatories, but I also participated in an environment sculpted by French artistic values. The emphasis was on knowing what you want to do professionally before entering. However, while I sometimes did not understand and occasionally felt out of place, I knew that I was surrounded by a love for the arts. As a Conservatoire student, I was accepted as another fellow musician, even though French was not my first language. Despite this barrier, I quickly learned that “fa la do fa” was an F chord, and was never criticized for my slow response. The lessons I learned—the differences between American and French percussion styles, and the strength of musical appreciation across cultural boundaries—taught me that music truly is an international language.

**Walking Contradiction: What It Means  
to Be Both a Wellesley Woman and an  
Army Soldier**

*Courtney E. Wilson '08, Spanish  
Advisor: Sarah Wall-Randell '97, English*

As a cadet in the U.S. Army ROTC program, I’ve been preparing to commission as a second lieutenant officer since my freshman year. After studying battle drills, learning leadership skills, and participating in countless field training exercises, the culmination of my training occurred

this past summer at Warrior Forge. Located in Fort Lewis, Washington, Warrior Forge is an intensive five-week military camp. There, I shot anti-tank weapons, rappelled down 37-foot walls, flew in Chinook helicopters, survived gas chambers, threw live hand grenades, and spent 10 days in the field performing real-world missions. With no showers, little sleep, and constant stress, Warrior Forge tests cadets as soldiers and future leaders. As one of the few females in training, and one of fewer cadets from an elite college, I will discuss how Warrior Forge forced me to reconcile what it means to be both a Wellesley woman and an Army soldier.

**Religion in a Shrinking World  
(individual presentations)**

*Pendleton East 339*

**Studying Faiths: Comparative Religion  
in Secondary Education**

*Simone G. Seol '08, Philosophy  
Advisor: T. James Kodera, Religion*

In an increasingly globalized society, one of the most important steps toward meaningful dialogue and peaceful coexistence is understanding the world’s different religions. However, the study of comparative religion seems to be available only at the university setting. At the MIT campus this past summer, I designed and taught a course titled “Introduction to Asian Religions” to a group of students at the secondary level. Rethinking the learning material and methods, with which I was familiar as a religion major at Wellesley College, to suit the needs and capacities of high school students was a special challenge and learn-

ing experience. I will address two key questions: How could the study of comparative religion benefit students in secondary education? How should religion be taught so as to encourage cross-cultural understanding and constructive debate?

### **Where's the Violence?**

*Naema Chowdhury '08, History*

Advisor: *Sea Ling Cheng, Women's Studies*

As a Muslim woman, I am often confronted with the question, "How can you practice a religion that oppresses women?" The media has focused on this aspect of the Muslim community, repeatedly showing women with head scarves and burqas. On the other side of the spectrum, many members of the Muslim community staunchly refute the existence of abuse and oppression toward women. However, both sides are wrong. U.S. newspapers have gravely mistaken the oppressed, portraying the wrong type of women as abused. Muslim community leaders, mostly men, fail to recognize abuse, fearing that admitting it shows a weakness on their part. A day at Turning Point for Women and Families would easily open the eyes of these two groups. While domestic violence occurs in all communities regardless of race, religion, or class, the Muslim community is the least helped. Because of our own self-denial and the insistence of the American social infrastructure to tie our beliefs with violence, Muslim women, whether immigrant or American, continue to suffer. At Turning Point, I have met many women who have slowly learned to break through these barriers by first admitting that our community has a problem and then using our religion to fix it. I will introduce the proud women who have undertaken this major task, and will continue my mission to raise awareness of the prevalence of domestic violence.

### **"Get thee to a nunnery!": Volunteering with Religious Orders**

*Jessica Z. Forde '08, Political Science*

Advisor: *Sharon Elkins, Religion*

This past summer, I decided not to work with professionals who had high-powered careers with large bonuses. Instead, I worked with people who chose a life of service without money or possessions—the Missionaries of Charity (MC), the Community of Franciscans of the Renewal (CFR), and the Sisters of Life (SV). I was impressed with the MC's strict interpretation of poverty. With the SVs, I saw how service work lacks glamour when sitting at a desk in the oppressive heat of July and talking on a headset with a pregnant teenager. I found the CFRs to be a paradox—mendicant rock stars traveling the world, giving lectures, performing on stage, and skateboarding in between ministering to residents of their homeless shelter. I will describe how these communities differ despite their common calling.

### **Christ, Homosexuality, and Eggplants: Studying Religion through Experiential Living**

*Catherine D. Jaffee '08, Political Science and Religion*

Advisor: *T. James Kodera, Religion*

If you practiced Buddhism and lived in a Buddhist monastery, would you identify as Buddhist? If before every meal, you sang Christian hymns and worked for an institution rooted in the message of Jesus Christ, would you be Christian? Through studying in a Burmese Buddhist monastery in India and interning at an international Christian farm in Japan, I struggled to balance my personal beliefs with my desire to be an active member of these communities. Sitting safely in a classroom studying religion versus living and working in a reli-

gious environment poses many ethical and moral dilemmas. I will review the experiential learning that took place in different religious situations—such as 72-hour meditations or discussions on homosexuality and Christianity while harvesting eggplants. These experiences taught me about the challenges and rewards of recognizing some boundaries while hurdling over others. Simply being a student can serve as a visa to another way of living and believing.

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

#### **Crossing Social Boundaries: Service Learning in the Dominican Republic (panel)**

*Pendleton West 116*

*Liannette A. Perez '09, Political Science;*

*Gayle M. Guilford '08, Spanish; and*

*Cassandra A. Campbell '09, Peace and Justice Studies*

Advisor: *Joy Renjilian-Burgy, Spanish*

We will discuss our service at the Sister Island Project, a nonprofit organization dedicated to fostering respectful international friendship and cultural, educational, and technical exchange between people of the United States and people of the Dominican Republic. During our stay, we were confronted with issues concerning internal racism, sexual education, and identity. Most importantly, we addressed how a rich culture is capable of sustaining a diverse group of people for generations, while influencing others to respect their legacy. We will share how we first became enlightened and then committed to finding opportunities that will make a difference in developing nations.

## **Educational Opportunity or Lack Thereof (individual presentations)**

*Pendleton East 127*

### **“No Child Left Behind”: Filling Accumulated Gaps with Summer Programs**

*Halimatou Hima Moussa Dioula '10, Undeclared*

Advisor: *Kenneth S. Hawes, Education*

“Education is the key to success; it opens so many doors.” Good education, however, is just an abstract idea to some students whose dreams of success are constantly threatened by the inequalities that still exist in the U.S. educational system. To tackle that problem, the BELL program is giving inner-city school children the opportunity to enhance their educational achievement. This past summer, with my young scholars involved some struggle, but—more importantly—it provided much reciprocal teaching. I learned from my students how their immediate neighborhood and family situations affected their abilities to effectively gain knowledge. Although the “No Child Left Behind” policy shapes the school system, are some children’s needs unfulfilled by that policy? My presentation will highlight how an unexpected internship strengthened my desire to study economic development and policy making, but left me still jostling many questions within my mind.

### **Whole Child, Broken World**

*Maria J. Bybee '10, Undeclared*

Advisor: *Ann Velenchik, Economics*

Even in the United States, children born into impoverished families have limited opportunities to do better than their parents. Extreme poverty is also a major factor in child abuse and neglect. The Relief

Nursery is a nonprofit organization working with at-risk children from low-income families. In 2005, 76 percent of the families they served had no employed adult and 43.9 percent had a history with child protective services. The Relief Nursery works to build strong children by nurturing their creativity, imagination, and self-esteem, while encouraging the children’s families to do the same. I will discuss the different obstacles I saw these children face, as well as the techniques employed to help them overcome these barriers. At times, I was overcome with sadness and anger at how these children were being treated. However, the children were so resilient that, ultimately, I was filled with hope.

### **College Bound: The Fight for Educational Equity**

*Katherine E. Stone '09, History*

Advisor: *Barbara R. Beatty, Education*

Education is not the sole proprietorship of any single race, class, or creed, but rather the right of all students who seek it. Yet today’s low-income, minority, and first-generation immigrant students face tremendous disadvantages wrought in part by our public school systems. Through my summer internship with the Marin Education Fund, I not only researched the most recent articles on these topics, but also helped plan and implement a summer institute aimed at preparing underprivileged high school students to attend and succeed in higher education. In priming these students for the challenges they will face in college, I simultaneously learned about the difficult decisions and situations they face in their schools and in their lives. The institute provided insight into inequalities in our school system, and led me to ask questions about the role and capability of public education in the creation of an

equal and just society. I will address these questions through this case study and the evaluation of a model summer enrichment program.

### **Discovering the Self: The Value of an Internship (individual presentations)**

*Pendleton East 129*

### **More Than a Side-Dish Major: Undergraduate Mathematics Outside the Wellesley Bubble**

*Katherine M. Kinnaird '08, Mathematics*

Advisor: *Stanley S. Chang, Mathematics*

Undergraduate mathematics is much more than just a side dish to an economics or science major. But it takes time outside the Wellesley Bubble to understand how broad undergraduate mathematics truly can be. Leaving Wellesley to study math in Hungary and to conduct biomath research at North Carolina State University (NCSU), I experienced firsthand that undergraduate math can be much more than just problem sets and integrals. I will explore how my experiences from Hungary and NCSU each broadened my answer to the question: “So what are you going to do with that math major?” This talk will be of interest to math lovers and loathers alike.

### **In Pursuit of a Passion: Teacher? Program Coordinator? Ward Assistant?**

*Rosie A. Osire '10, Undeclared*

Advisor: *Kristin F. Butcher '86, Economics*

Volunteering in a developing country sometimes forces one to suspend personal goals and expectations in order to attend to more pressing concerns. I went to Ghana on an HIV/AIDS program and expected to spend my time in a hospital caring for patients. Instead, I ended up being a teacher, an assistant coordinator, and a lab and ward assistant. In a world filled with varied problems, all urgent and all demand-

ing our attention, it can be challenging to find one's place in the whole puzzle. What career best suits my personality and talents? In what way can I make the most impact in my community with maximum personal satisfaction? My presentation will be a testimony of how useful an internship can be in attempting to answer these questions. I will talk about the challenges I faced, each of which worked together to help me discover my true passion.

### **Working with the Disabled: An Invaluable Experience**

*Jaclyn Leeds '10, Undeclared*

Advisor: *Andrea Matthews, Music*

How is it possible to have a whole conversation with someone who cannot speak? I spent my summer working with nonverbal, severely disabled 12- and 13-year-olds who taught me far more about facing adversity and finding the joy in living than I could have ever learned from anyone who merely explained these concepts to me with words. Spending time with disabled children proved to be an invaluable hands-on experience. No textbook could have better prepared me for the emotional learning I encountered and embraced on the job.

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

#### **Ready for Change: Hillary for President (panel)**

*Pendleton West 212*

*Katherine E. Chanpong '10, Undeclared; Nicole K. Strand '10, Undeclared; Sarah M. Odell '10, Undeclared; ZhanTao Yang '10, Undeclared; and Jennifer A. Willis '09, Political Science*  
Advisor: *Nancy Scherer, Political Science*

As the first viable female candidate for president of the United States, Hillary Clinton excites women across the country.

Yet how do women in individual states take action? How do individual voters' actions transcend into national campaign momentum? Early state primaries, fundraising, and caucuses—how do all the pieces fit together to form a national presidential campaign? We will discuss our campaign-trail experiences after spending a summer working for Hillary Clinton for President in the finance, communications, political, and field departments in Boston, Las Vegas, New Hampshire, New York, and Washington, D.C. We also will share a glimpse of this historic campaign and unprecedented election cycle as we look back and compare how each region's individual role contributes to Hillary Clinton's presidential campaign momentum. By sharing our unique opportunities and quirks of working on a major presidential campaign, we hope to provide broader insight into this monumental campaign.

#### **The Power of Connecting People (panel)**

*Pendleton East 239*

*Eileen T. Crehan '08, Mathematics and Psychology; Amanda Akerley '08, Sociology; Maria J. Nassen '08, International Relations and Political Science; Sarah M. Hoban '08, French and International Relations; and Abigail G. Dalton '08, English and History*  
Advisor: *Wilbur C. Rich, Political Science*

Personal and professional contacts are integral to facilitating relationships in the working world. Representing five diverse Washington, D.C., internships, we came to recognize the importance of building connections in different ways. Each of us developed skills to communicate with our bosses and coworkers who had vast experience in their fields. Working for the Grameen Foundation (GF), Sarah

Hoban observed the distinction between the Foundation and Grameen Bank and learned how local microfinance organizations linked up with GF to help effect change in the lives of the poor. Maria Nassen, as an intern on Capitol Hill, learned the importance of understanding the political hierarchy in order to progress professionally. At *Newsweek*, Abby Dalton developed skills to connect with people from all walks of life to conduct interviews. In the Office of Research on Women's Health at the National Institutes of Health, Eileen Crehan worked to implement methods for attracting more women and minorities into biomedical careers through cross-institutional committees. Networking within and beyond the Wellesley community not only can lead to a first job, but also can be a valuable tool to facilitate change.

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

#### **Gray's Anatomy: From the Classroom to the Emergency Room (panel)**

*Pendleton West 220*

*Megan E. Friedman '08, Biological Sciences; Natalie R. Harrington '09, Cognitive and Linguistic Sciences; Sara N. Teichholtz '09, Neuroscience; Martha M. McGilvray '10, Undeclared; Samantha E. Bellach '10, Undeclared; and Alexandra C. Kuykendall '10, Undeclared*  
Advisor: *Connie Bauman, Physical Education and Athletics*

"No pain, no gain. Wait! That could be a sprain." This panel will help you recognize when the pain you experience in exercise or sports is more than the normal result of overdoing it. You will learn when to see a doctor and when to just work through it. We will cover a variety of injuries, such as shin splints, ankle sprains, and tendonitis.

Additionally, we will discuss predisposing factors, preventive methods, and treatments for these injuries. As participants in the Sports Medicine 205 class, we will share our experiences in emergency rooms, a cadaver lab at Harvard Medical School, a clinical internship in the athletic training facility, and working with Wellesley College varsity athletes as student athletic training aides.

### **Frontline Battles in the War Against Cancer (individual presentations)**

*Pendleton East 139*

#### **From Mayo to Makkah**

*Azal Ahmadi '09, Philosophy*  
Advisor: *Ifeanyi A. Menkiti, Philosophy*

This past summer at the Mayo Clinic, I studied virotherapy for the treatment of various cancers, investigating two conditionally replicating adenoviruses in which a key regulating gene is driven by the prostate-specific promoter probasin or the tumor-specific promoter MUC-1, the latter of which targets breast cancer cells. Working in an endocrinology lab in the Undergraduate Research Fellowship, we studied the effect of these two viruses on various cancer cell lines, including breast, ovarian, prostate, and pancreatic cancers. Using the MTS assay/Coomassie Blue staining, we established that the viruses target specific cancers. Contrasting this experience, I also interned at a hospital in Banda Aceh (Makkah), Indonesia, the city worst hit by the 2004 Indian Ocean tsunami. There, I witnessed the devastating clinical effects of cancer and other diseases, inspiring me to pursue a career in medicine in hopes of helping people from Mayo to Makkah.

#### **Sleep Deprivation and Increased Breast Cancer Risk in African American Women**

*Anika M. Lucas '08, Neuroscience*  
Advisors: *Barbara S. Beltz, Neuroscience*  
and *Thomas Mellman, Howard University Medical School*

The highest breast cancer mortality rates are among African American women. This past summer, I obtained pilot data on the sleeping patterns of African American breast cancer survivors, a group seldom studied. Although the specific function of sleep is unclear, many studies have reported that sleep loss reduces immune response and alters metabolic processes. For example, sleep loss is associated with obesity, which increases cancer risk and reduces cells that play a role in tumor recognition and destruction. We evaluated the prevalence of insomnia and short sleep, assessing the relationship between them in breast cancer survivors in the D.C. Metropolitan area. We found that over 50 percent of the breast cancer survivors within our study slept for six hours or less, while 80 percent of subjects who slept for six hours or less had insomnia. We will discuss how sleep behavior may place African American women at greater risk for cancer development or recurrence.

#### **Pink Ribbon Wars: How Women Band Together to Fight Breast Cancer**

*Holly A. Yuan '08, Women's Studies*  
Advisor: *Susan Reverby, Women's Studies*

One in eight women in the United States will face breast cancer in their lifetime. In the last several decades, the silence about this disease has been lifted and groups of women have vowed to fight for its eradication. As an intern at Susan G. Komen for the Cure, the world's leading grassroots organization for this cause, I was able to observe how women use common experi-

ences and goals to spread awareness, raise funds, and create a network for breast cancer activists and survivors. I helped prepare for Komen's annual Race for the Cure and worked with outreach to target communities. I will discuss how the campaign to fight breast cancer has made an impact on the women's health movement and on the problems that nonprofits such as Komen face in this mission.

#### **Metabolic Engineering in Action: Development of Cancer Diagnostic Tools**

*Heather M. Haines '08, Chemistry*  
Advisor: *Nolan T. Flynn, Chemistry*

Over the last decade, scientists' understanding of cancer-related changes in the cell has increased substantially. This influx of knowledge has paved the way for the development of new tools to detect small changes in the levels of certain serum proteins implicated in cancer. While working this past summer in Dr. Carolyn Bertozzi's lab at the University of California, Berkeley, I improved upon a system specifically targeted at detecting levels of glycoproteins, which are proteins attached to sugar molecules. The Bertozzi lab's metabolic engineering process of tagging glycoproteins with a nonreactive chemical label became the cornerstone of my project. I will discuss how this research opened my eyes not only to the medical applications of metabolic engineering, but also to scientific research at a graduate-level institution.

## **Soy and Breast Cancer**

*Sherry S. Zhou '10, Undeclared*

*Advisor: Martina Königer, Biological Sciences*

At the Cancer Institute of New Jersey, we studied the effects of the soy component genistein on Mdm2, a key negative regulator of the tumor suppressor gene p53. Since naturally occurring DNA base variations can increase Mdm2 expression, genotypic variants in Mdm2 in three breast cancer cell lines were studied. Several dietary factors exhibit estrogenic effects, and estrogen can increase Mdm2 expression. A particular concern for breast cancer patients is the consumption of soy products, which contain genistein, since they are hypothesized to have estrogenic effects. We found that genistein displays either estrogenic or anti-estrogenic effects on Mdm2, depending on the genotypic variation present in the cells. This suggests that soy may be used in chemoprevention in some, but not all women. In my presentation, I will discuss how this experience not only has given me an opportunity to work rather independently in a cancer research lab, but also has further motivated me to pursue a career in the health professions.

## **Study Abroad and the Scientist: Why Would She? How Could She? (roundtable)**

*Newhouse Center, Green Hall 240*

*H. Kim Bottomly, Office of the President;  
Sheila P. Brachfeld-Child, Psychology;  
Theodore W. Ducas, Physics; Richard G.  
French, Astronomy; Panagiotis T. Metaxas,  
Computer Science; and Kaye T. Peterman,  
Biological Sciences*  
*Organizers: David Ellerby, Biological Sciences  
and Jennifer Thomas-Starck, Office of  
International Study*

Wellesley College is, and has been for some time, very supportive of study abroad. Students from almost every major can and do spend a semester or year abroad. However, as is true nationally, students in the sciences are less well represented than their classmates in the humanities and social sciences. When science majors study abroad, they are more likely to have shorter experiences and to take fewer courses in their majors. There is clearly still the perception that, while international study may be a valuable part of a liberal arts education, study abroad and science do not mix. This roundtable is an opportunity for faculty in the sciences to discuss how study abroad is viewed in their respective departments and to explore ways of making the study abroad experience more relevant for the science student and her home department.

## Cross-Cultural Interaction

### Found in Translation: The Importance of Cultural Intermediaries (individual presentations)

*Pendleton West 117*

#### Language for Coexistence: A Summer Project for Peace

*Dafna Ashkenazi '08, Psychology*  
Advisor: *Jonathan Cheek, Psychology*

What would you do if you were granted \$10,000 to carry out your own Project for Peace? In my home country of Israel, I organized weekend-long Arabic workshops in the Arab village of Arara. Despite its official status as a Jewish state, almost 20 percent of Israeli citizens are Muslim and Christian Arabs. While Israel's official languages are Hebrew and Arabic, few Israeli Jews speak Arabic, whereas most Israeli Arabs speak Hebrew. My presentation reviews how this project aimed to promote knowledge of Arabic among Hebrew-speaking Israelis, and, in the process, to create a meaningful cultural exchange between the Jewish and Arab residents of Israel. Questions that I will address include: How does one convince Israeli Jews to spend a weekend in an Arab village? How did Arab residents respond to the unprecedented number of Israeli Jews strolling around their village? To what extent did members of these communities transcend cultural stereotypes?

#### Why Is Adoption in Korea So High?: Interpreting Birth-land Tours

*Sookjin S. Wang '09, Economics*  
Advisor: *Sun-Hee Lee, East Asian Languages  
and Literatures*

This past summer, I worked as a translator for Korean adoptive families on a birth-land tour to Korea. Raised in both countries and cultures, my role was mainly to help families overcome the language barrier and to explain the cultural differences between Korea and the United States. For some, the birth-land tour was a quest to find one's identity. For others, it was to better understand one's cultural heritage and history. As a liaison, I had a chance to learn in-depth about the international adoption process and to identify the issues within Korean society that lead to such high numbers of international adoptions every year—including the lack of both sexual education in schools and government support for single mothers, societal prejudice rooted from Confucian beliefs, and a widening gap between modernization and traditional values. Through my presentation, I hope to raise awareness by sharing my thoughts on this experience, particularly as a young female citizen of both countries.

#### The Holism of Healing

*Lisa M. Wiley '08, Religion*  
Advisor: *T. James Koderer, Religion*

Yin and yang sprang of the same essence, and yet grew to embody this bond with complete opposition. Similarly, while traditional Chinese medicine (TMC) and modern biomedical philosophy have taken

on contrary countenances, in comparing their roots one finds that both not only startlingly resemble each other, but also stem from the same fundamental drive to heal. Over the course of a monthlong independent study session with a barefoot doctor in the Yunnan Province of China, the interdependent relationship between yin and yang began to reveal itself in the rapport between TCM and conventional medicine. If one method is employed discretely of the other, complete fulfillment of the ambition to heal is impossible, while collaboration creates the potential for health in its entirety. My presentation will explore how these opposing natures work mutually in a holistic approach toward healing, functioning harmoniously to restore and achieve balance within the human frame.

#### Personal or Communal: How Is a Pilgrimage Defined? (individual presentations)

*Lulu Chow Wang 210*

#### “Foreing Remember: You Are NO in Spain”: Walking the Economics of a Pilgrimage

*Emma M. Tosch '08, English*  
Advisor: *John T. O'Keefe, Office of the  
Class Deans*

El Camino de Santiago, or the Way of St. James, is one of the most renowned pilgrimages made in Europe. A Christian route for over a millennium, by the twelfth century its traversing had become a highly formal affair. Although the route's popularity had diminished during later centuries

of political strife across the continent, in the past 20 years it has enjoyed an unprecedented resurgence. Francisco Franco's death and the later introduction of the euro have made El Camino what it is today—a crossroads of cultures. As *peregrinos* from Brazil to Japan walk through rural Spain, they bring a sometimes unsettling combination of faith, commerce, and tourism to a demographic that does not always want them there. I will share how I walked 500 miles across Spain this past summer, knowing little about the culture or language, but learning a great deal about this intersection of the medieval and the modern.

### **A Pilgrim's Story: My 1100-Kilometer Journey to Santiago de Compostela on Foot**

Lillian E. Nin '08, *Religion*

Advisor: Sharon Elkins, *Religion*

What is a pilgrimage, who are the pilgrims, and what are their motivations? This past summer, I sought the answers to these questions by taking part in the millennium-old Santiago de Compostela pilgrimage. Starting in Moissac, France, and arriving in Santiago, Spain, over a month later, I immersed myself in the culture of the modern pilgrim. Within days, I realized that I had entered a surprisingly secular and spontaneous voyage of long and lonely days in the French and Spanish countryside, and overfull and uproarious nights in the pilgrim lodging, with incredibly diverse and unique international companions. Join me as I explain the lifestyle of the modern pilgrim, recount anecdotes from my journey, and tell why the age-old riddle, "Why did the chicken cross the road?" is indeed hilarious.

### **My Escape to the Far East**

Alia A. Radman '10, *Undeclared*

Advisor: Sylvia S. Hiestand, *Slater International Center*

This presentation will focus on the journey of self-discovery. I was on the verge of leaving Wellesley, only to find out that it was the perfect place for me. However, in order to come to this realization I had to escape to the Far East. I took a two-year leave of absence and found myself living in the motorbike-infested streets of Ho Chi Minh City (Saigon), Vietnam. After several months, I owned my own moped, wore *ai-dais* (traditional clothes), and ate *pho* religiously. I taught English and circus acts to children of diplomats and orphans alike. After a year of work, and play, I traveled through Vietnam and other Southeast Asian countries exploring cities such as Bagan, Hanoi, Ko Tai, Kuala Lumpur, Palau Penang, Phnom Penh, Siem Riep, and Yangon, among others. When I was staying with the H'mong tribes in the Sapa region of Vietnam, I was inspired to return to Wellesley to become a documentarist. This session will present some of the adventures that I experienced in this region of the world, which helped me to discover a new dimension of my identity.

### **Ricocheting through Life: Wellesley's Road Map (panel)**

Pendleton West 220

Martha A. Ortiz '04, *Chinese and Elizabeth*

A. Phelps '04, *History and Political Science*

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

It is a truth universally acknowledged that two people who serve as Wellesley-Yenching fellows must be in want of an adventure. Since completing our time as teachers of English and partners at Ginling Women's College in Nanjing, China, our

paths have diverged, yet we have remained united throughout. Between the two of us, we studied Mandarin for a year, traveled around the globe, worked in a bookstore, tried law school, and helped a new generation of Americans discover China. Now in graduate school, our first postgraduate experiences in China are shaping our career interests in cross-cultural communication, education, and international development. As we look back on our time in China and our varied experiences since then, we recognize that we could not have predicted our courses to date while at Wellesley. We have come to understand that our lives, and those of others, rely on the small corners of each experience we go through, ping-ponging us on a new and exciting path. We will share our post-Wellesley experiences in the world under an overarching theme: life consists of unexpected and exciting opportunities. We hope that by hearing about our paths, others will contemplate their own future lives.

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

#### **Luck of the Draw: Access to Supplemental Education (individual presentations)**

Lulu Chow Wang 413

#### **Reducing the Achievement Gap: Bringing Teachers of Color into Classrooms**

Gloria Rosales '08, *Spanish and Latin*

*American Studies; and Shayla D. Adams '08, Urban Studies*

Advisors: Barbara R. Beatty, *Education and Joy Renjilian-Burgy, Spanish*

How important is it for students of color to have teachers of color, and why? What can teachers of color do to help students of color and close achievement gaps? How can teachers of color help white teachers help students of color? Shayla Adams

combined her interest in urban and global education by comparing the educational experiences of elementary school children in the Baltimore Public Schools with the Global Learning Program in Santa Ana Maya, Michoacan, Mexico. Gloria Rosales worked with low-income students in the Breakthrough Collaborative Summerbridge program in Cambridge, Massachusetts, where she taught literature and geography skills. This presentation will address how summer enrichment programs can help close achievement gaps; it will also explore the role of teachers of color in both the United States and other countries.

### **Helping Foreigners Become Self-Sufficient: Working Together to Obtain Literacy and Career Goals**

*Angeles Garcia '09, Political Science*

Advisors: *Christopher Candland, Political Science and Nancy Scherer, Political Science*

What do lottery winners and refugees have in common? Both the winners of the U.S. State Department's Diversity Immigrant Visa and people who have lived in refugee camps for about seven years need help not only to obtain employment, but also to learn how to read, write, and speak English in the United States. The International Institute of Boston is a nonprofit organization dedicated to helping immigrants, refugees, and asylees in the Boston area establish security and stability. While my internship with the Institute allowed me to be both a teacher and a job developer, my most significant lessons came from the clients—people who had left behind half-started professional careers and those who could lose nothing more. This experience helped me appreciate my own opportunities and allowed me to see how powerful and influential this country is.

### **Painting with Purpose: Creating an After-School Arts Service Program in Costa Rica**

*Catherine E. Walline '08, Sociology and Spanish*

Advisor: *Markella B. Rutherford, Sociology*

Children in many parts of Costa Rica lack the opportunity to engage their artistic abilities. Arte para Llevar, the service project I was asked to create for Einstein Learning & Prep in San José, aims to provide art materials and training to children in schools that do not normally offer arts education. Bringing student volunteers to local elementary schools increases interaction and understanding between privileged and underserved populations, fostering a continued interest among the volunteers in reaching out to those in need. I left behind a blueprint with the understanding that it will be implemented in the coming months. Preliminary research of potential areas of service informed the development of an appropriate curriculum and a mission statement with which to attract donations required for the program's effective implementation. I will relate how, through my work on this project, I learned about the combination of personal zeal and collective resources required for successful grassroots initiatives.

### **Perceptions of Progress: Working with Developing Countries (individual presentations)**

*Lulu Chow Wang '04*

### **The Other Side: Human Migration in Veracruz, Mexico**

*Alana L. Nelson '10, Undeclared*

Advisor: *Julie Chu, Anthropology*

An overwhelming majority of students attending the schools of Agua Dulce, Mexico, have at least one immediate family member living and working in the United

States. This past summer, I constructed a program to understand how this mass migration affects the youths' perceptions of the United States in comparison to their own town, as well as how these perceptions develop and change as these children near adulthood and take on adult responsibilities. A colleague and I experimented independently with group discussions, photo voice, interviews, participatory workshops, and different art forms to gather data. In addition to experiencing the pressures and satisfactions of entering a secluded community, I improved my interviewing, data organizing, and computer skills, as well as my oral and written Spanish and personal patience. This talk will address how my internship in fieldwork strengthened my desire to work in community development, and how the difficulties that I encountered also influenced my academic choices.

### **Learning among Lemurs: Creating Social and Environmental Change in Southern Madagascar**

*Amanda J. Tai '09, Environmental Studies*

Advisor: *Beth DeSombre, Environmental Studies and Political Science*

This past summer, I worked in southern Madagascar as an intern for the U.K. nongovernmental organization (NGO) Azafady. Having never traveled outside the United States, my goals were to expand my environmental and cultural horizons. My internship focused on building a school and a teacher's house in the village of Tsialanga, building stoves for families in the town of Hovatra, and packing bags of soil for planting trees. Being immersed in a culture unaccustomed to foreigners and trying to live their lifestyle was a challenging but eye-opening and humbling experience. I will discuss how, through establishing communication and trust,

relations with other countries can form to create social, political, economic, and environmental improvements for Madagascar. Entering the program, I knew that I would be improving people's lives in these communities. However, I could not have predicted how simply providing people with the tools to help themselves would have such positive and far-reaching results.

### **Learning to Appreciate Food**

*Angela Xiong '09, English and Religion*

Advisor: *T. James Kodera, Religion*

Last summer, I spent my time thinking about food at the Asian Rural Institute, an organic sustainable farm in Japan. Fresh from the farm, arranged in visually pleasing displays in the produce aisle, packaged, enriched, processed, frozen, slow, fast—in our society today, food comes to us easily and in countless forms. We spend hours reading labels in the supermarket, yet sometimes spend mere minutes wolfing down a fast-food meal on the road. What has food, our source of life and our direct connection to the earth, come to mean to us today? I hope to make others more aware of what they eat and what significance it bears—and to remind ourselves that food and life are inextricably connected.

### **When Assumptions Do Not Hold: Volunteering in Guizhou, China**

*Michelle W.T. Wong '10, Undeclared*

Advisors: *Panagiotis T. Metaxas, Computer Science and Martin Brody, Music*

A province located in southwestern China, Guizhou is one of the least developed regions in the country. This past summer, I worked in the province as a volunteer for Dream Corps for Harmonious Development International. We served the community by manually reorganizing

the local primary school's library, launching reading programs to raise interest and awareness in reading, visiting local families, and distributing financial assistance to those who demonstrated the need. Meanwhile, we lived for three weeks without electricity or running water. The tension between our idealistic assumptions and the local reality has fundamentally shaken my belief in the meaning of volunteering. Can we make a difference? Who gives us the authority to define progress for a community to which we do not belong? I will describe how my identity as a volunteer was redefined through the process of vigorous self-reflection.

### **Volunteer Work in Rural Madagascar: Giving, Teaching, and Learning**

*Claire S. De La Mothe Karoubi '10,*

*Undeclared*

Advisor: *Lori Tenser, Office of the Class Deans*

After a French nonprofit organization accepted me in their program, I was assigned to the rural village of Ambohimandry, Madagascar. Last summer, I traveled to this underdeveloped country and set up a summer camp. Along with eight other volunteers, I raised money for the project before we left the United States, which allowed us to provide food for the children. We also financed the construction of a well, the purchase of locks for the local clinic and school, equipment for the clinic, new blackboards, benches, desks, and a library. The children ranged from the ages of 3 to 18. We taught them courses in the morning, fed them lunch, and played games in the afternoons. I will present on how the divide between my perception of these children and their perception of us enabled me to better understand human interactions and to think about how to bring aid in the most effective way.

### **Primary Sources: Learning through Artifacts (individual presentations)**

*Pendleton East 127*

#### **Place, Personality, and Passion: The Creation of the Ipswich Women's Heritage Trail**

*Sarah A. Vickery '10, Undeclared*

Advisor: *Nathaniel Sheidley, History*

How do you make history matter? How do you transform the written records of our past into a relevant and lasting experience? How do you make public history truly public? As coauthor of the forthcoming guidebook about the Ipswich Women's Heritage Trail in Ipswich, Massachusetts, it was my job to take history out of the classroom and onto the streets, where visitors and locals alike could engage with both the man-made and natural landscapes, making connections seldom found in textbooks. Even a short walk along the Ipswich River contains layers upon layers of life and activity, from the wolf-filled wilderness into which poet Anne Bradstreet walked in 1635, to the immigrant community clustered around the hosiery mills, to the isolated, ivory-tower world of Mary Lyon and Zilpah Grant's Ipswich Female Seminary. Through my research, I learned about the thrills, challenges, and hands-on work of "doing" public history.

#### **Plastic Flowers and Carved Marble: Experiences with Modern and Ancient Cemeteries**

*Elinor C. Marboe '08, Classical Civilization*

Advisor: *Neelima Shukla-Bhatt, South Asia Studies*

How does one come to terms with death? If cemeteries and funeral rites were more present in one's thoughts and daily life, would death be less frightening? To explore

these questions, I took a semester off and traveled in Greece and Israel observing tombs dating from 1400 BCE to the present day. After spending time in Attica, the Peloponnese, and the Ionian islands, I worked at an excavation of a Herodian palace at Tiberias. During this time, the professor in charge of the excavation passed away from stroke complications. Suddenly, my interest in mortality seemed both trite and vulgar. I will discuss how I ultimately continued with the project, gaining some insight into how other cultures coped with death, and certainly acquiring a greater understanding of the limits of academic research.

### **Reconstructing Cultures: Exploring Archaeological Excavation in Peru**

*Amy L. Damon '09, Anthropology and French*  
Advisor: *Philip Kohl, Anthropology*

How can exhuming ancient tombs help archaeologists understand the daily activities of their inhabitants? How does pottery help prove the existence of trade between two cultures? In a society which left no written records, how do we begin to reconstruct a culture? To answer these questions, I traveled to Marcajirca, an archaeological site atop the Andean mountains in Peru. The group spent a month sifting through dirt, searching for bones, artifacts, and foundation walls that would provide insight into the people who inhabited this site 800 years ago. This presentation will explore the process of prehistoric site excavation, particularly the challenges and advantages of excavating in a site which contains human remains. I will also explain how this experience has fostered my interest in osteology, the study of bones, and how I plan to explore this interest at Wellesley and in the future.

### **Grunt Work or Course Work?: The Culture of Internships in the College Setting (roundtable)**

*Newhouse Center, Green Hall 240*

*Eileen T. Crehan '08, Mathematics and Psychology; Kenneth S. Hawes, Education; Sylvia S. Hiestand, Slater International Center; Beth A. Hennessey, Psychology; Michelle L. Lirtzman '09, Economics; Ashley M. Morris '08, Psychology; and S. Joanne Murray '81, Center for Work and Service*

Organizers: *Judith B. Black, Art and Margaret E. Ward, German*

The expectations of the outside world in relation to internships presents Wellesley College with a host of questions about who benefits and how these experiences are acknowledged in our academic setting. In addition to general questions about the relationship between experiential learning and academic course work, this roundtable will explore specific questions related to internships and credit at Wellesley. We will discuss the following questions: What models currently exist at Wellesley, in which an internship is a significant part of course work? What should the role of faculty be in the oversight of credit-bearing internships? How might issues of supervision at internship sites be handled if credit were to be awarded? What specific problems are students facing vis-à-vis companies that expect that credit will be given for unpaid work? What are the specific problems for our international students with regard to visa requirements and internships? How do internships function as part of study abroad programs? Has the time come to revisit Wellesley's long-standing policy of not granting credit for internships?

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

#### **Promoting Political Change in Argentina, Peru, and Russia (individual presentations)**

*Pendleton East 339*

#### **Action Starts with Education: Promoting Participatory Democracy in Córdoba, Argentina**

*Danielle T.O. Brown '10, Undeclared*  
Advisor: *William Joseph, Political Science*

In the aftermath of the 2001 economic crisis, a wave of indifference swept across Argentina leading to widespread apathy in matters concerning local politics. One group in Córdoba, Argentina, has recognized this trend and has set out to correct it through education. They are promoting citizen participation amongst their youth with the hopes that, as that generation matures, they will remain politically active. I spent my summer shadowing members of the Group to Promote Citizen Participation in Córdoba (GPPC), observing their efforts as they worked to achieve their dream of seeing Argentinean youth commanding their destinies by taking a more active role in the governing of their localities. This experience challenged my own complacency and urged me to become more informed and, ultimately, more active in my hometown of Montego Bay, Jamaica.

#### **Environmental Activism and Russian Democracy: Lessons in Translation**

*Kirstin L. Neff '08, Political Science and Russian*

Advisor: *Thomas P. Hodge, Russian*

Environmentalism has played a unique role in the history of Soviet and now Russian civic activism. One author termed the Soviet environmental movement "a little corner of freedom" in which citizens were permitted to dissent from govern-

ment policies without grave retribution. After experiencing the grandeur of Russia's unspoiled wilds on a Wellesley expedition to Lake Baikal and camping trips outside of St. Petersburg, I was eager to learn about contemporary environmental activism in Russia. As an intern at Greenpeace in Moscow, while translating press releases and conference documents into English, I was exposed to the small successes and great defeats of that organization. What I discovered in observing Greenpeace's campaign against the 2014 Winter Olympics in Sochi reveals much about not only the state of Russian democracy, but also the world at large, which is still trying to comprehend this new reality.

### **A Simple Life**

*Stephanie C. DeAlmeida '09, Psychology and Leslie J. Kim '08, Biological Chemistry and English*

Advisor: *David R. Haines, Chemistry*

In the early 1990s, Ayacucho, Peru, found itself in the international spotlight as the birthplace of the Shining Path, a communist uprising seen as one of the greatest humanitarian crises in history. While the Peruvian democracy survived, the people of Ayacucho are still struggling to lift themselves out of the aftermath of the Shining Path, which reduced the city's population by half. Regardless of Peru's current state of democratic stability, political problems continue to be rampant in the Andean cities across Peru. As volunteers for Cross-Cultural Solutions, we participated in public and private social institutions responsible for the city's progress. In addition, we witnessed the ramifications of having the city's public institutions shut down for six weeks as the result of a strike. Our experiences in Ayacucho have shed light

on the sheer complexity of poverty. While there is a sense of hopelessness reflected in the everyday, we will share the stories of small successes that inspire hope in Ayacucho's future.

### **The Politics of Providing Media Content (individual presentations)**

*Pendleton West 212*

#### **"Rock and Roll Is Here to Stay": Popular Music in Academia**

*Jeanine Navarrete '10, Undeclared Advisor: Lawrence A. Rosenwald, English*

Popular music is often dismissed as disposable entertainment for the masses. In the last decade, however, an academic movement has arisen that utilizes rock and roll as a powerful means of social and historical analysis, as well as a way to bridge the generational gap in U.S. classrooms. My internship in the education department of the Rock and Roll Hall of Fame and Museum in Cleveland, Ohio, enabled me to put these methods into practical use and to gain invaluable insight into the administration of one of the most visited museums in the United States. This experience also reaffirmed my interest in American Studies and public history as a possible career path. I will discuss the inextricable connections between rock and roll, the post-war U.S. experience, and the difficulties, and triumphs, of preserving the United States' most rebellious pastime.

#### **From Party Pictures to Politicians: The Magazine As a Cultural Mirror**

*Kara A. Hodge '08, Art History and English Advisor: Winifred Wood, Writing Program*

*Vanity Fair* strives to be a mirror of our time as we live it, an ambitious claim backed by its wide-ranging subject matter. With a circulation of over one million, *Vanity Fair* has the power not only to

reflect its readers' lives, but also to influence their ideas. As an editorial intern at the magazine, I conducted research for stories as they were developed. The varied subjects and comprehensive nature of my research allowed me quickly to gain a clear picture of people and places of which I knew little. Even in researching seemingly nonacademic subjects, I observed cultural manifestations of my studies in subjects such as art and Italian. I will explore what I learned about becoming a published writer, a conveyor of culture to the masses, and how one must have diverse passions and a willingness to learn everything there is to know about a subject to report responsibly.

#### **Information Overload: How Consumers Determine Printed Periodical Content**

*Courtney A. White '09, English and Environmental Studies Advisor: Winifred Wood, Writing Program*

The average Bostonian is exposed to several different periodicals each day, and the number of news sources is only growing. In turn, the value of information is constantly decreasing. Consumers are not sure where to pay attention. As an editorial intern at *The Improper Bostonian* magazine, a complimentary, bi-weekly, printed periodical, I witnessed how a magazine adapts to fill a social niche and how paid announcements translate into the best-selling editorial content. I will discuss the forces of the marketplace, why social obligation is a fading principle in contemporary journalism, and why we need magazines now more than ever before. Additionally, by applying my experiences as a newspaper reporter for the *Sun Sentinel*, South Florida's most widely read newspaper, and *The Wellesley News*, I will bring into focus why printed journalism must be preserved and how consumers can drive exceptional editorial content to the forefront.

### **Who's Watching What?: Researching Television Viewer Habits in the Greater Boston Area**

*Katherine J. Robart '08, Psychology and Economics*

Advisor: *Linda Carli, Psychology*

This past summer, I interned at WCVB-TV, Boston's ABC affiliate, as a research assistant in the sales and marketing department. My job consisted of organizing ratings data, both from our station and our competitors, and putting the data into a format that could be presented to advertisers. I was also responsible for constructing PowerPoint presentations using language and graphics that would best sell our programs to clients. In particular, I focused on how gender and age differences relate to viewer preferences. By studying a range of demographics, I was able to help determine on which programs advertisers should spend their money, depending on their target audience. This internship allowed me to apply my knowledge of statistics and social psychology.

### **Changing Pace: Finding My Identity As a Journalist in Costa Rica**

*Evgenia P. Karelina '10, Undeclared*

Advisors: *Jill Syverson-Stork, Spanish and Madeline Kiser, RíoArte Coordinator*

Nestled between the mountains of central Costa Rica, Volcán is a rural town seemingly untouched by the outside world. In recent years, a division of Del Monte Produce has transformed the environment and local economy by planting thousands of acres of pineapple and employing locals. This summer, I traveled with RíoArte, a program that promotes cross-cultural sharing to stimulate dialogue about these changes. While I arrived as a journalist searching for a provocative spin on pineapple, I soon realized that to truly learn

and thrive I needed to let go of these ambitions and move with the pace of the town. Attending meetings and promoting an environmental program for youth, I also spent hours at the dinner table and on the soccer field. I asked questions and listened, explored and experimented, observed and absorbed. I felt the sense of economic imprisonment and nostalgia for the environmental richness of the past. I found myself lost in the magical atmosphere of the village, a natural journalist, living moment by moment.

### **What Really Happens in Washington (Individual Presentations)**

*Pendleton West 116*

#### **Health Care on the Hill:**

#### **My Summer in Public Policy**

*Cassie H. Chambers '10, Undeclared*

Advisor: *Nancy Scherer, Political Science*

Health care reform is the biggest issue facing our nation today, and most Americans are not even aware of it. This past summer, I had the chance to work for Congressman Ben Chandler (D-KY) on health care policy. Somewhere amidst the many briefings on State Children's Health Insurance Programs (CHIP) reauthorization, Medicare Advantage restructuring, and various other health care bills, I realized the dire state of health care in the United States and how dramatically it must change in coming years. I also understood how little the average American comprehends this complex, convoluted system. Fortunately, I have had the opportunity to see past the present health care system and into the proposed future. I will shed light on the complicated, winding path that our society must take to ensure the health of its citizens. Indeed, both a healthy democracy and a healthy society depend on the awareness of its citizens.

### **Myths vs. Realities: Misconceptions of the United States Senate**

*Rakeen S. Mabud '09, Political Science and Madison M. Duff '09, Africana Studies and Economics*

Advisor: *Wilbur C. Rich, Political Science*

The United States Senate is a venerable body of 100 women and men who represent all the states in the Union. The views of senators are cited every day in newspapers, magazines, and on television, but behind every senator are many staffers—writing everything from senators' personal letters to their press statements and speeches. As interns working on the staffs of two U.S. senators on opposing sides of the Republican-Democrat divide, we handled issues ranging from constituent relations to the spate of summer political scandals, to the politics of committee work. These experiences challenged some of our previously held perceptions of the United States Senate and its institutional functions.

### **How Are Your Tax Dollars Being Used?**

*Bai N. Kamara '08, International Relations and Political Science*

Advisor: *Filomina Steady, Africana Studies*

The Africa Education Initiative (AEI) is a \$600 million presidential, multiyear commitment, with the purpose of improving basic education in sub-Saharan Africa. AEI is run by the education department in the Africa Bureau of the United States Agency for International Development (USAID). This initiative addresses the high numbers of children not attending school, low quality of learning, inadequate numbers of trained teachers, and insufficient learning materials—all exacerbated by the impact of HIV/AIDS on the educational systems in Africa. To achieve the goal of improving basic education in Africa by 2010, AEI will: provide 550,000 scholarships for

African children, mostly girls; train more than 920,000 new and existing teachers and administrators; and support partnerships between minority-serving educational institutions in the United States and educational institutions in Africa to provide 15 million textbooks and other learning materials for children in Africa. This presentation explores how, as a result of AEI, more than 80 million African children will benefit from this initiative.

## Science, Medicine, and Public Health

### Keeping the Seas Blue with Green Science (individual presentations)

*Pendleton East 139*

#### Everyone Needs a Seat at the Table: Collaborative Marine Conservation in the United States and Abroad

*Claire J. Marana '08, Neuroscience and Catherine M.R. Foley '08, Biological Sciences and Psychology*

Advisor: *David Ellerby, Biological Sciences*

Lack of collaboration between conservationists and the community creates a mutual distrust that cripples conservation efforts, leaving endangered species in a perilous situation. Last summer, we became involved in conservation efforts here and abroad that dealt with endangered whales and sea turtles. Although collaborative efforts in Mexico are gaining ground, some local fishers still worry for their economic security. In New England, the recent collapse of several fisheries has brought environmental issues to the forefront of public consciousness, yet a lack of information has led to the oversimplification of complex situations. By comparing our experiences working with conservationists, effective and ineffective conservation techniques were illuminated. In both situations, education and collaboration appear to be the key to protecting our environmental resources.

Through our experiences, we outgrew our myopic and naïve preconceptions, and learned to balance environmentalism with economic concerns—ensuring everyone has a seat at the table.

#### Environmentalism on a Post-Navy Island: Exploring the Effects of U.S. Navy Activity in Vieques

*Asha G. Stenquist '09, Geosciences*  
Advisor: *Brittina A. Argow, Geosciences*

Until 2001, the U.S. Navy owned most of the island of Vieques, located just east of Puerto Rico. The Navy's test bombing dramatically altered and contaminated portions of the island, yet its ownership simultaneously protected most of Vieques from development. This past summer, I worked with a small nonprofit organization that promotes environmental remediation and protection. I assisted with educational programming, conducted research, and designed policies for local governments. Additionally, I began a field and laboratory study of Vieques beaches. I measured and sampled beaches upshore and downshore of the 1.5-mile long pier built by the U.S. Navy in the 1940s. This pier interrupts longshore transport on an open coast, causing deposition on the upshore beach, erosion of the downshore beach, and variations in grain size. I will present my experiences living in Puerto Rico, doing fieldwork on the beach, and working for environmental change.

#### A Wormy Mollusk's Tropical Paradise: Marine Field Biology on a Central American Coral Reef

*Marisa D. Villarreal '08, Biological Sciences*  
Advisor: *Martina Königer, Biological Sciences*

Coral reefs are one of the most biologically diverse ecosystems and are rivaled only by tropical rainforests. Home to over 25 percent of all marine life, they are also

one of the world's most fragile and endangered ecosystems. Last January, through Wellesley's Tropical Ecology Wintersession program, I was able to witness firsthand the spectacular beauty and diversity of coral reef life. Located 28 miles off the coast of Belize, on the tiny quintessential tropical island of Middle Caye, another Wellesley student and I studied how the distribution of a sessile worm is influenced by coral density and depth. Despite the difficulties and realities of fieldwork—jellyfish stings, rain storms, turbulent seas, and clunky snorkel gear—this independent research experience strengthened my passion to continue to study, and deepened my commitment to explore and work toward conserving our planet's oceans and ecosystems.

#### Nervous Excitement: Understanding the Brain (individual presentations)

*Pendleton East 239*

#### Confessions of a Lab Intern: One Woman's Relationship with the Crooked-Tail Mouse

*Cecilia A. Flatley '10, Undeclared*  
Advisor: *Marc J. Tetel, Neuroscience*

My experience interning in the Laboratory of Neurogenetics and Development at the Weill Cornell Medical College in New York City taught me as much about science as it did about myself. The laboratory is devoted to the prevention of human birth defects, making the hours spent closed off doing experiments feel worthwhile. My research project focused on studying the lipoprotein receptor-related protein 6 (Lrp6), a gene involved in skeletal development and spina bifida. In mice, mutations of the Lrp6 gene result in crooked tails. I studied the differences in bone density between normal and mutated mice. By analyzing bone-imaging data, I found that the osteoclast count, cells involved in bone remodeling, was altered

in mice with an Lrp6 mutation. I will discuss how being faced with new experimental procedures and responsibilities taught me much about the laboratory lifestyle, and gave me a new perspective on my future as a scientist.

### **Babies and Brains: What Infant Research Can Tell Us about the Mind**

*Veronica Cole '09, Cognitive and Linguistic Sciences*

Advisor: *Catherine Wearing, Philosophy*

As adults, we possess a fully formed understanding of a complex world. However, in order to explain how this understanding is possible, it is vital to examine when and how it begins. This is the goal of the researchers at the Harvard Laboratory for Developmental Studies. During my summer internship at the lab, I worked with 6-, 9-, and 12-month-olds, studying their early understandings of causality. My project allowed me to participate in the process of designing and running experiments to achieve this end; thus, I was able to see firsthand the amount of creativity and patience that goes into research in cognitive development. My experience helped me to learn what cognitive science is truly about: drawing connections between different disciplines—from psychology to philosophy—to answer our questions about the mind. I hope to provide a glimpse into the real-world process involved in answering these theoretical questions.

### **An Investigation into Spinal Cord Regeneration Using Combinatorial Drug Treatments**

*Hoi See Tsao '09, Neuroscience*

Advisor: *Barbara S. Beltz, Neuroscience*

Due to the high incidence of paralysis resulting from spinal cord injuries in young adults, spinal cord regeneration research is of paramount importance.

Normally, the spinal cord does not regenerate due to the nonexpression of genes required for axon outgrowth and the presence of extracellular inhibitory factors in the axonal environment. Maximum spinal cord regeneration may be achieved using combinatorial drug treatments targeting both of these factors. The corticospinal tract (CST), which is responsible for fine motor function, was used as the model for these studies. My project investigated the functional recovery and CST fiber regeneration of male Sprague-Dawley rats with severed CSTs using the combinatorial treatment of inosine and C3 transferase. I will relate how this project enabled me to learn how to perform neurosurgery on rats and to understand the nature of in-vivo studies. Data from this study and other combinatorial treatment studies will hopefully lead to clinical trials.

### **How Bright Are You?: Investigating Depression at the Cellular Level with Fluorescent Immunohistochemistry**

*Ka Yiu Alice Kwan '11, Undeclared*

Advisor: *Barbara S. Beltz, Neuroscience*

Ten million Americans suffer from major depression; one in five of us is mildly depressed. Hundreds of millions have taken antidepressants, but nobody knows how they work. More than half a century after the serendipitous discovery of antidepressants, I joined Professor Deisseroth's research team at Stanford University to gain a better understanding of the etiology and treatment of depression. Using rat models, we investigated behavioral and neurological changes brought upon by stress and antidepressants. Among the valuable lessons was the important distinction between medical research and practice, especially when it comes to subtle diseases like depression. Research with scientific method minimizes individual dif-

ferences, so that the causation established would be valid. I will focus on how medical practice, despite its close association with research, can only be effective if physicians can see beyond similar outward symptoms to dig out the individual differences that deny half of all depression patients relief. Medicine requires personalization.

### **You Are What Your Mother Eats: Prenatal Events Affect Adult Brain Plasticity**

*Christina M. Tognoni '09, Neuroscience and Spanish*

Advisor: *Marc J. Tetel, Neuroscience*

This past summer, I joined a lab at Duke University that studies how events early in development can affect how the adult brain responds to environmental factors, aging, and injury. My project focused on the neurological response to seizure by rats that had prenatal choline deficiency. Choline is an essential nutrient found in foods such as eggs and soy, and plays a critical role in both gene regulation and cell communication. Previous experiments have found that the amount of choline fed to pregnant rats affected the memory and birth of new neurons, or neurogenesis, of their offspring. For example, prenatal choline-supplemented rats did not experience the age-related memory decline seen in controls (and in some of our aging friends, family, and faculty). I will present on how the Duke Mechanisms of Behavior summer research program, which consisted of 12 undergrads nationwide, complemented my desire to pursue graduate work in the field of neuroscience.

1:30–2:40 P.M.

## Cross-Cultural Interaction

### Exclusions or Inclusions: The “isms” That Define Us (individual presentations)

*Lulu Chow Wang 413*

#### Confronting Diversity

*Mehroz Baig '08, Spanish*

Advisor: *Joy Renjilian-Burgy, Spanish*

While spending a year abroad in Córdoba, Spain, and traveling to Morocco, I realized that my peers and I took the diversity we had been exposed to in the United States for granted, and that we subconsciously expected the same circumstances to be true in a completely different part of the world. Wellesley is an extremely diverse community—and after living here, we hold the rest of the world to the same standards, expecting people to be equally tolerant and aware of the many differences and similarities that reside within us as human beings. I will discuss how we failed to realize that, as visitors living in Spain, we brought our knowledge and experience to the places where we studied, and also helped to further the diversity we craved in places that had never before experienced it so dramatically.

#### Social Pyramids: On Social Stratification and Discrimination in Contemporary Egypt

*Kathryn L. Heffernan '08, Middle Eastern Studies and Spanish; and Ona A. Keller '08, Political Science*

Advisors: *Yasmeen Hanoosh, Middle Eastern Studies and Lynne Viti, Writing Program*

Before embarking on our semester in Egypt last spring, our conceptions of the country were limited to mysterious images

of pyramids, tombs, and hieroglyphics. Upon our arrival, however, we were confronted with a modern metropolis and a diverse population. Immigrants, refugees, and foreigners mixed with Egyptian locals to form a complex culture with extreme social stratification. We will focus on the forms of discrimination that we both witnessed and personally experienced during our semester studying at the American University in Cairo. In particular, we will look at the racial, sexual, political, and socioeconomic discrimination that results from these social divisions. We will emphasize our personal experience as foreign women living alone in Egypt, as well as our interactions with Cairene residents from all walks of life. Our semester in Egypt gave us a new way of looking at discrimination, both in the Muslim world and at home in the United States.

#### Green Tea: Experiences Assimilating to Culture and Life in “Homogeneous Japan”

*Christin Ho '08, East Asian Studies and Political Science*

Advisor: *T. James Kodera, Religion*

What is it like to be Japanese, but not actually be Japanese? In Japan, many people believe that their nation is the only nation in the world where all the citizens are of one people, one culture, and one history. Everyone else who just happens to reside in the country is considered a foreigner. Being a foreigner in Japan where I could pass as a native, however, gave me a unique opportunity to see both perspectives: being one of “Us” and being one of “Them.” So, who are foreigners in Japan? What are the advantages of being one of the insiders?

What happens to personal identity? Are there advantages to being foreign? What is life like in Kyoto, Japan? I will explore the search for identity as a foreigner in Japan, the interesting outcomes of stereotypes, and the impressions of being Japanese.

### The Rewards, Challenges, and Responsibilities of Globalization (individual presentations)

*Pendleton East 127*

#### Lost in Translation: My Experiences in Cities of the Twenty-first Century

*Tina Yen '08, Urban Studies*

Advisor: *Nikhil Rao, History*

The world is urbanizing rapidly, with more buildings going up and more people flocking to urban centers. By 2010, more than half the world's population will be living in cities. While the urban population increases, more and more people are finding themselves at the bottom of the socioeconomic ladder. As a result, many of the world's growing cities are caught between the hope of modernity and striking social inequities. These tensions opened my eyes as I traveled and studied in Bangalore, Beijing, Buenos Aires, and Shanghai, raising questions of access, power, and conception of space. How are cities defined and experienced? Who determines how a city is shaped? What are cities trying to erase? In thinking about these questions, I was forced to reexamine my beliefs and how I was socialized. I will share how, ultimately, I stumbled upon my new self as a multilingual Asian, U.S. passport-holding global citizen.

## **The West and the Rest: Evaluating Transnational Relationships among Women**

*Whitney L. Walker '08, Economics*

Advisor: *Sea Ling Cheng, Women's Studies*

This past summer, I interned with an organization committed to the global economic empowerment and political participation of women. Throughout my internship with Vital Voices, I worked on their strategic planning team organizing their various leadership trainings and networking summits. Vital Voices serves as an example of some U.S. women's active engagement with other women from around the world with an emphasis on collaboration. This internship experience allowed me to critically apply and examine some of the concepts that I learned from my course, Global Feminism. One such concept is how women from the West could constructively work with women from the rest of the transnational feminist movement. How does the sense of mission that advocates at Vital Voices help facilitate, and also undermine, the ability to connect? Does the work of Vital Voices help with sustainable development? Or, does it generate a patron-client relationship that reproduces the first world-third world division?

## **The Changing Image of South Korea: Another Cultural Revolution or a Catastrophe?**

*Elisa J. Lee '10, Undeclared*

Advisor: *Sun-Hee Lee, East Asian Languages and Literatures*

Imagine being lost and frustrated in a chaotic city with few people willing to stop to give directions to a foreigner; a place where the city limits separate the playgrounds of wealthy urbanites and the fields of the rural poor desperately holding onto traditional lifestyles. This past summer, I traveled

to Seoul to further my Korean studies, but achieved an experience more remarkable than gaining language proficiency. I experienced culture shock and revulsion, astonishment at Korea's development over the past decade, and motivation to pursue studies in the country's language and history. What is the role of Americans in Korea, and what can we do to resolve current socioeconomic conflicts? Learn about my experiences as a traveler wanting to go back to my cultural roots, a student taking courses in the Korean language, and an aspiring businesswoman wanting to compete and be taken seriously in the East Asian economy.

## **Unexpected Outcomes from Teaching and Learning Abroad (individual presentations)**

*Pendleton East 139*

### **Do the Toilets Flush in the Opposite Direction? Ugandan Myths and Misunderstandings**

*Dana C. Britt '09, English*

Advisor: *Kenneth S. Hawes, Education*

When I first found out that I had been selected to teach for 10 weeks at the Aga Khan School in Kampala, Uganda, I started jumping up and down, screaming happily. Then, questions and doubts started flooding my mind, like Ugandan mosquitoes engulfing rooms. I had never been to Africa, and I did not know much more about Uganda than the average viewer of *The Last King of Scotland*. How much do Americans really know about Africa, and why is it that we are content to look the other way? How many readers will keep flipping past this abstract to find a more "pleasant" topic? For those of you who cannot, or will not, look away, please join me as I look back on my experiences this past

summer, which opened my eyes, touched my heart, and tied my future teaching career to Uganda.

## **Recycling, Jellibons, Galatasaray, and Water Balloons: Perspectives on Teaching English in Turkey**

*Kaitlin E. Staudt '08, English and French;*

*and Rebekah P. Altug '08, Sociology*

Advisors: *Adam Schwartz, Writing Program*  
*and Lee Cuba, Sociology*

Our eight weeks spent in Istanbul working at an English immersion camp for Turkish children demonstrated the importance of global education. The campers belonged to the upper class of Turkish society and were global citizens in many senses. Most spoke three languages by the time they reached middle school, many had two or more passports, and the majority could recite Shakira by heart. This presented unique circumstances in which to teach English. While campers had been exposed to the English language at an early age, they were by no means fluent. We will discuss how we arrived expecting to correct their grammar and introduce new vocabulary, but soon realized the necessity of the task before us: broadening their view of the social world around them. Everything from recycling to water shortages to everyday tasks like standing in line soon became our focus, and reinforced how much privilege can influence one's perspective of the world.

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

### **Juntos Podemos: The Educational Power of Diversity (panel)**

*Pendleton West 212*

*Alison Harrington '10, Undeclared;*

*Tu-Phuong T. Tran '10, Undeclared;*

*Maša Đikanović '10, Undeclared;*

*Hope A. Lewis '10, Undeclared; and*

*Joy M. Napier '10, Undeclared*

Advisor: *Verónica Darer, Spanish*

Global Learning is a nonprofit organization in which local and foreign volunteers create dynamic and interactive lessons for students in developing communities in Costa Rica, Mexico, and Nicaragua. The volunteers at Global Learning are diverse in every sense, including race, ethnicity, religious beliefs, socioeconomic background, and age. We will discuss how we were able to weave our diverse backgrounds and unique experiences to achieve moments of educational inspiration for both volunteers and students. As teachers, we witnessed each lesson change and grow, reflecting the diversity of the participants within the classroom. Teachers became students, and students became teachers as we successfully promoted student-centered education. Reflecting on our experiences working for Global Learning, we gained an understanding of the educational challenges that developing communities face. We will present our understanding of these challenges and how we have grown to become compassionate activists for a diverse global community.

### **Connecting the Campus: Getting Oriented in Leadership (roundtable)**

*Newhouse Center, Green Hall 240*

*Victoria T. Charoonratana '09, Biological Chemistry and Clara E. Peterson '08, Political Science*

*Organizer: Lori Tenser, Office of the Class Deans*

The mission of Wellesley College is to educate women who will make a difference in the world. How well are we actually preparing students for future leadership? This summer, we had the opportunity to serve in a recently developed leadership position on campus as Student Involvement Coordinators. In this capacity, we devel-

oped projects focusing on First-Year Orientation. With this job came not only responsibility, but also opportunity for innovation, creativity, and personal development. In designing and implementing our orientation creations, we interacted with administrators throughout campus, met student orientation leaders at other institutions, wrote on-line articles for incoming students, and directed a team of "Ask-Me" volunteers. While Wellesley life abounds with leadership opportunities, structured leadership training remains underdeveloped. Learn more about our experience, watch the *Welcome to Wellesley* video that we created for the incoming class, and share your views in a discussion about enhancing the quality of leadership on campus.

### **In the Spotlight: The Seamlessness of Stage Production (individual presentations)**

*Pendleton West 220*

### **Behind the Curtain: Trade Secrets of a Quick-Change Artist**

*Sarah M. Merrill '10, Undeclared*  
Advisor: *Nora Hussey, Theatre Studies*

What really goes on behind the curtain? While many dream of being on the stage, most never wonder about the work that takes place behind the scenes to make the magic you see on stage seamless and flawless before your eyes. It is a fast-paced whirlwind of creativity that the audience must never see. To experience the magical transformation that theatre can bestow, spectators must be transported from their seats to a new place and a different time. This past summer, I took part in the action at a professional theatre as a costumer and quick-change artist. I will reveal all the insights that audience members are

not supposed to know about, as well as all the excitement that happens behind the curtain.

### **The Development of a Repertoire Theatre Company**

*Kristina L. Szilagyi '09, Theatre Studies*  
Advisor: *Nora Hussey, Theatre Studies*

As a member of a professional theatre troupe in western Maryland, I acted, built sets, constructed costumes, and assisted with the marketing efforts. Our company produced a show for children, *Fledgling and the Forest of Things Forgotten*, Shakespeare's *A Midsummer Night's Dream*, and a musical, *The Secret Garden*. Personally, I further developed a character that I had originated last year, performed in my first Shakespeare play, and sang in a vocally complex musical. Although one of my greatest personal achievements of the summer was learning to use and thread a Serger sewing machine, I will focus on my experiences and observations of successful (and unsuccessful) decisions, the practices of a fledgling theatre troupe, and how my experience this past summer changed the direction of both my education here and my life after Wellesley.

### **Summer Theatre: The Magic behind the Curtain**

*Ashley A.M. Gramolini '10, Undeclared*  
Advisor: *Nora Hussey, Theatre Studies*

When one thinks of going to the theatre, images of flashing lights, colorful scenery, and beautiful actors and actresses are usually the first that come to mind. But what is it that makes that world go 'round? As an interning stage manager for the professional theatre company, Wellesley Summer Theatre, I was let in on the secret of this captivating art. I will discuss the world off the stage of rigorous scheduling, list making, props, costumes, and rehearsals, as

well as all the weeks of work and patience that go into staging a two-hour play. This presentation is designed for theatre technicians, actors, or the occasional theatre-goer curious about how theatre comes to life.

### **Nine Summers of Theatre Produced by Kids!**

*Mary T. Plant-Thomas '10, Undeclared*  
Advisor: *Nora Hussey, Theatre Studies*

During the past nine summers, I have spent my time at the end of the cul-de-sac of Cranbrook Court working on theatrical productions. These summers began in 1999 when Emily Bookstein and I, at the ages of 10 and 11, respectively, got a group together to produce *James and the Giant Peach*; it was the founding summer of the Cranbrook Court Theatre Company (CCTC). This past summer, I yet again found myself at the end of the cul-de-sac in a production of *Smash*. With the CCTC, I have learned much about the varying aspects of mounting a production, including managing financial aspects, directing, acting, and creating costumes and sets. The CCTC has always been led solely by “kids,” and thus, once Emily and I graduated high school, our sisters became directors. This past summer was a new learning experience, as I saw the CCTC from the other side: from the perspective of an actress.

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

#### **Applying the Social Sciences (individual presentations)**

*Pendleton East 339*

#### **Let's Talk about Leverage: The Crash of Subprime Residential Mortgage-Backed Securities**

*An Zhou '08, Economics*  
Advisors: *Karl E. Case, Economics and  
Akila Weerapana, Economics*

Wall Street turned frantic in the second half of July 2007. “Subprime” became a word that struck fear in many hearts. Hedge fund managers saw a loss of billions within days and lost their jobs. Economists debated furiously about the crash's ripple effect on the world economy. Ben Bernanke lowered the Fed's discount rate, but people still stopped borrowing. As an intern with the Residential Mortgage-Backed Securities (RMBS) group of Fitch Ratings in the middle of this crisis, I learned about the role of rating agencies in the world of fixed-income investments, as well as the history and development of RMBS. What is this monster called Subprime? How does it relate to us as students and soon-to-be graduates? How does it affect our parents as homeowners and investors? Let us all participate in a discussion of how much we as individuals, and we as an economy, can and should leverage.

#### **Another View of Africa: Evaluating Changes in Capital Flows**

*Amanda J. Davis '08, Economics*  
Advisor: *Eric Hilt, Economics*

The AIDS epidemic, conflicts, and famine in Africa are regularly portrayed in the media. While these are certainly important issues, an underlying economic story exists that illustrates the potential in the developing economics of Africa. Through the Development Entrepreneurship Program at MIT, I spent last summer gathering information on developing economics in Africa. My focus was on developing a resource to identify variations among financial capital movements. The Millennium Goals, set forth by the United Nations, are on track for partial completion by 2015 in less than one-third of the African countries. Yet improvements in foreign direct investment, an increase in the number of venture capital funds, and positive growth or sta-

bilization for most countries have already been seen. I will discuss how these positive achievements in the region of Africa have not received public attention, yet will have a major influence on the quality of life for individuals in this region.

#### **Keeping America Rolling: Science and Economics in the Oil Field Service Industry**

*Virginia C. Wittman '10, Undeclared*  
Advisor: *Bruce Watson, Economics*

People often take the availability of gasoline for granted. They have little appreciation of the intricate processes and complex industrial structure that allow them to fill their tanks. Over the past two summers, I learned both chemistry and economics while working in the Fluids Laboratory of Halliburton, one of the two premier oil field service companies. The oil field service industry evolved precisely to handle the specialized chemical processes entailed in petroleum extraction, and was one of the first instances of corporate outsourcing. I found that many of the concepts I learned last year in microeconomics were essential in understanding both the functioning of my lab and the economics of the oil industry as a whole. I will discuss how science and economics interact in the oil field service industry, as well as the complicated market structure within which that interaction occurs.

#### **Designing a New Office Type**

*Magdalena I. Naydekova '08, Architecture*  
Advisor: *Lara Tohme, Art*

In the summer of 2007, a group of young designers at the architectural firm of MADA s.p.a.m. Shanghai challenged the bulk-type office building and its omnipresence. We produced a design for the headquarters of the Southern Airports Corporation in Ho Chi Minh City, Vietnam.

The building is responsive to the hot and humid climate of Southern Vietnam, relevant in the context of the vernacular green tradition of the broader metropolitan area of Ho Chi Minh City, and accommodating of the economic demands of the Tân Sơn Nhân International Airport, whose domestic and international significance continues to increase. I will discuss the design of the Southern Airports Corporation Office Building as a cooperative work of undergraduate interns. Furthermore, I will explain how the new concept of porosity of mass—alternation of solids and voids in the building volume (stacked tubes)—works to facilitate air flow and respond effectively to heat, humidity, and change of wind direction. I also will clarify how voids in the building mass improve natural cross-ventilation, provide solar shading, and result in a design that saves energy resources and reduces the environmental load of a building.

### **Standing Up for Others (individual presentations)**

*Pendleton East 239*

### **From Disabilities to Evictions: Making the Connection between Social Work and Law**

*Victoria M. Starrett '09, Political Science and Philosophy*

Advisor: *Nancy Scherer, Political Science*

This past summer, I interned in the Housing Unit of Greater Boston Legal Services, where I worked to stop evictions, secure specialized agreements for disabled clients, and ultimately save the subsidies and housing for all of our clients. Before I began my internship, I thought the cases I handled would mostly involve clients who lived in unimaginable conditions under slum lords. Yet I encountered more than

routine housing matters. For example, I worked with clients who had mental and physical disabilities and who were unable to understand the court processes affecting their rights. By creatively solving our clients' problems before trial became necessary, I realized that our preliminary social work was often more crucial in reaching a desirable outcome for our clients than the typical jury trials portrayed on television. Ultimately, I concluded that people can impact the outcome of a legal case without even necessarily having a law degree.

### **Diversity in the Workplace: The Challenge of Minorities in Executive Leadership**

*Racquel L. Armstrong '10, Undeclared*

Advisor: *Selwyn Cudjoe, Africana Studies*

In this new day of diversity and multiculturalism, it seems almost paramount to have a workforce that resembles that of the U.S. Census statistics. However, Fortune 500 companies have been struggling with the recruitment and retention of minorities, particularly in executive-level leadership. Working for the Corporate Diversity and Philanthropy department of a Fortune 500 bank in Cleveland, Ohio, I examined issues concerning minority leadership, including issues of sexual orientation and disabilities in the workplace. I will discuss the challenges that face such groups, including recent graduates entering the workforce, and what policies are in place to accommodate the now four generations in the workplace. In addition, I will answer the question of what one can do to reinforce the institutionalization of diversity in corporate America and other areas of the private sector.

### **Ending the Cycle of Pain: ATASK's Mission to Stop Domestic Violence**

*Dahuy Tran '08, Economics*

Advisor: *Julie A. Matthaei, Economics*

According to recent studies, at least one in every three women around the world has been beaten, coerced into sex, or otherwise abused during her lifetime. Expanding beyond physical, sexual, and emotional violence, abuse has now come to include both economic and immigration status exploitation. Home of the second-largest Cambodian population in the United States, Lowell, Massachusetts, faces issues regarding domestic violence that stem from cultural and immigration status abuse. As a summer intern at the Lowell Asian Task Force Against Domestic Violence (ATASK), an NGO devoted to breaking the silence, eliminating domestic violence, empowering the victims of abuse, and educating the community, I was exposed to issues prevalent in my own hometown. I will speak of my experience of reaching out to educate a community and of joining the cause to empower women to escape abusive relationships.

### **Dwindling Daughters: India's Declining Child Sex Ratio**

*Divya Sood '08, Political Science*

Advisor: *Janine Penfield DS '05, Center for Work and Service*

In 1990, Amartya Sen claimed over 100 million women and girls had gone “missing” worldwide; the majority of these missing women were from South Asia. Sen's claims were based on the near equal birthrates of males and females and on the higher mortality rates among women. These females encountered a variety of discrimination and neglect throughout their lifetimes, which contributed to their higher mortality rate. This past summer, I had the

opportunity to observe how the low child sex ratio (CSR) in India, and specifically New Delhi, influences the issue of missing women. Between 1991 and 2001, the overall sex ratio in India had increased; however, this improvement was undercut by the dramatic decline in the country's child sex ratio. I will examine the action taken to counter the declining CSR, the dangers that are associated with the declining CSR, and the sex-selective abortions that are invariably linked to this trend.

### **Helping People Help Themselves: No Easy Task for Progressive Nonprofits**

*Christina N. Filipp '08, Political Science*  
Advisor: *Thomas Cushman, Sociology*

Fighting the good fight is not easy when the people you are fighting for tell you to leave them alone. I work on grassroots campaigns for Environment California, CALPIRG, and the Human Rights Campaign. Our primary mode of action is political canvassing: we ask people for money, signatures, and time. This is an important part of the ongoing struggle to extend various rights to all people, a struggle that is never quite finished. Every time I canvass, I am astounded by the contrast between public apathy and special interests' furious self-advancement. Although our hard work organizing citizens against special interests often wins important results such as preventing pesticide testing on humans, the accompanying toil is exhausting as we are slandered, sued, and even burglarized. I will discuss the paradox of fighting for people who do not seem to care about their rights, and why it is necessary and positive for society.

### **The International Labor Organization: Is It Effective in the Twenty-first Century?**

*Emily R. Buss '08, Political Science*  
Advisor: *Malhar Nabar, Economics*

The International Labor Organization (ILO) is an agency of the United Nations that works to encourage fair labor practices through international treaties. This presentation will address different means by which the ILO can effectively promote these practices, and will identify which of these means were most successful during my internship at its headquarters in Geneva, Switzerland, last spring. I was aware that the ILO had little real power to accomplish its objectives; during my time there, I came face to face with this reality. From my observations, I learned that the ILO functions more as an informational source than as a body that crafts international law. I had always been idealistic about the ability of international organizations to do good work on a global scale. I will present on my belief that, in its capacity as a source of information, the ILO can promote labor standards in a more effective way than through pieces of legislation.

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

#### **From the Laboratory to the Bedside: Understanding Diseases and Their Treatments (individual presentations)**

*Pendleton West 117*

#### **Getting Down to the Facts: Who's Dying?**

*Jessica J. Kim '09, Biological Sciences*  
Advisor: *Emily Buchholtz, Biological Sciences*

Juvenile dermatomyositis (JDM) is a rare autoimmune disease and the most common of the pediatric inflammatory myopathies. It has recently been determined that one mode of cellular damage in the untreated JDM muscle is by the apoptotic

pathway. This past summer, I joined a nine-person research team at the Children's Memorial Research Center in Chicago. My project focused on investigating which specific cells are undergoing apoptosis mainly by studying muscle biopsies. Both immunofluorescence techniques and confocal microscopy were integral to the study. Although a majority of my time was spent researching in the lab, at the end of the summer I had the opportunity to attend clinics and observe JDM patients at the Children's Memorial Hospital. I will discuss how seeing these patients inspired me and helped me to understand the motivation behind researchers who work in a field where countless hours of investigation can often end up in no results.

#### **Help! My Shoes No Longer Fit... and Neither Does My Heart!**

*Zehra B. Omer '10, Undeclared*  
Advisor: *Mark Goldman, Physics*

What does a shoe store employee do when a customer says his feet grew two sizes in the past year? He refers him to the local endocrinologist, of course! Acromegaly is a rare condition that develops when there is too much growth hormone in the body. While it is marked by enlargement in the size of the hands, feet, and jaws, patients are more concerned about their cardiovascular condition. Too much growth hormone leads to thickening of the heart walls and stiffening of the blood vessels, which may be related to increased levels of inflammatory cytokines, and markers of endothelial dysfunction in the blood. I will discuss my summer conducting a clinical research study at Massachusetts General Hospital, during which I gained hands-on patient experience and found a renewed enthusiasm for the booming field of endocrinology.

## **Consider It a Complement**

*Ilene K. Tsui '10, Undeclared*

Advisor: *Mala Radhakrishnan, Chemistry*

The human body's complement system is comprised of more than 30 proteins that work together as the immune defense system and "complement" antibodies in the killing of bacteria via inflammation. This past summer, I worked in an ophthalmology lab at Columbia University and investigated a possible role for components of retinal pigment epithelial (RPE) cells as a trigger for the complement cascade. Once activated, the inflammation from the cascade can lead to age-related macular degeneration (ARMD), the leading cause of blindness in older adults. Our study showed that RPE cells in the presence of certain photooxidized pigments produced greater complement activation specifically through one of two pathways. This correlation helps us to better understand the development of ARMD, the possible risk factors, and future clinical applications. Through this experience, I developed my analytical skills, better understood the interdependence of the scientific community, and confirmed my career goal to be a physician scientist.

## **The Front Lines of the Battle with Autism**

*Laura C. Murphy '10, Undeclared*

Advisor: *Martina Königer, Biological Sciences*

Professionals place levels of autism at about 1 per 166 children, but with one specific mutation on the X-chromosome, that rate goes up to 1 in 3. A significant percentage of children with Fragile-X Syndrome, however, seem to grow out of their autism diagnosis, something that is virtually unheard of in the larger autistic community. This past summer at the University of California, Davis, I worked at the center of one of the first studies that attempted to implicitly show this different trajec-

tory of autism progression. It was exciting both as a biology student reaching into the gray areas of gene expression and also as someone who for personal reasons has had a longstanding interest in understanding autism. I will explain why this type of research is one of the first frontiers that we must breach before we can move on to the holy grail of researchers and families alike, a "cure" for autism.

## **International Health Care (Individual presentations)**

*Pendleton West 116*

### ***Mountains Beyond Mountains: Providing Medical Relief to the People of Honduras***

*Alexandria J. Bear '09, Chemistry*

Advisor: *Nolan T. Flynn, Chemistry*

Honduras, once a prosperous Latin American country, is now the second-poorest nation in the Western Hemisphere. The devastation following Hurricane Mitch in 1998 led to an urgent and ongoing need for medical relief. During the winters of 2006 and 2007, I traveled to Honduras through Marquette University and Global Medical Brigades to continue delivering that relief. As a member of a medical team consisting of doctors, nurses, and college students, we provided primary care to residents of remote mountain villages. We were part of a larger project to raise the standard of general health and living in these communities with the support of local community leaders. This experience demonstrates that a small group of people can impact the lives of many. My involvement solidified the importance of a liberal arts education, which will lead to a broader worldview and aid me in my pursuit to provide health care in a global environment.

## **Mud, Mosquitoes, and Medicine: Providing Health Care in Uganda**

*Alejandra Ellison-Barnes '08,*

*Anthropology and French*

Advisor: *Filomina C. Steady,*

*Africana Studies*

When the Gallup International Millennium Survey asked people worldwide what is most important in life, good health was the number-one response in over half of the surveyed countries. Despite its importance to the world's population, adequate health care is not available to all. As an ambassador at the Foundation for International Medical Relief of Children (FIMRC)'s health center in Bumwalukani, Uganda, I assisted in the clinic, facilitated health education groups, and conducted a community survey. Against the backdrop of colorful photographs from my summer, I will share my experiences as an intern for FIMRC. I also will discuss the multitude of challenges that lead to illness and impede access to health care in this rural setting, including difficult terrain, poor infrastructure, a lack of health education, and limited resources. This experience fueled my passion for international health work, while simultaneously altering my perspective on the role of foreign aid projects.

## **Tobacco and Alcohol in Thailand: Working with the ThaiHealth Promotion Foundation**

*Christine I. Nichols '08, Economics*

Advisor: *David R. Haines, Chemistry*

Who knew monks smoked? Last summer, I spent nine weeks working in Bangkok with the ThaiHealth Promotion Foundation. ThaiHealth is a new and uncommon type of public health organization established by the Thai government with the Health Promotion Act of 2001. The foundation is funded from an earmarked two percent tobacco and alcohol excise tax. ThaiHealth acts as a central

funding organization to support and create programs to promote the good health of Thai people and society. Over 2,000 projects are funded in tobacco and alcohol control, nutrition, and physical exercise, among others. I spent part of the internship assisting one such organization researching smoking prevalence among monks, as well as working in the alcohol control division. I will discuss how the experience not only taught me about public health in developing countries, but also about how to interact and work across language and cultural barriers to connect with those around me.

### **Seeing Is Believing: National Health Care Is Becoming International in China**

*Yang Qiu '08, Anthropology and Biological Sciences*

Advisor: *Philip Kohl, Anthropology*

Health care is a complicated story in China—a web of support networks, a web of mutual cooperation, and even a web of trust. Making the health care system and resources accessible and affordable are crucial and practical challenges to a successful health care system. My internship with ORBIS International brought me to Yunnan, China, where I observed the unexpected cooperation among local government officials, NGOs, and the health care industry. Conducting field research on eye care in ethnic minority villages brought me the perspective of the recipients; working with ORBIS provided me the understanding of a foreign NGO working in China; and interviewing the governmental officials showed me the wisdom of the administrators. I will explore how health care is not an obscure concept, and how we, as individuals, can contribute positively to global health.

### **Saving the Planet: One Footprint at a Time (individual presentations)**

*Lulu Chow Wang 104*

#### **Rigors of Tropical Research: Dirty Conservation in Costa Rica**

*Mehjabeen Rahman '08, Biological Sciences; Debra M. Hausladen '09, Geosciences; and Tyler S. Blangiardo '09, Environmental Studies*

Advisor: *Marcia E. Thomas, Biological Sciences*

The mention of Costa Rica brings to mind visions of lush forests and pristine beaches, but for researchers this small country holds infinite possibilities. Costa Rica's unique geographic location and topography allow for the country to have several different forest and marine habitats: from the cloud forests of Monteverde to the tropical wet forests of the Braulio Carrillo National Park to the wetland habitats of the Caribbean and Pacific coasts. Independent and consortium-managed research stations are located in almost every habitat within Costa Rica, making these ecosystems one of the most studied within the tropics. Through the Wellesley in Costa Rica program, we volunteered at the Organization for Tropical Studies (OTS) research station assisting with research projects related to secondary forest regeneration and at the Tortuguero National Park on sea turtle conservation. We will share our experiences of living and working at these sites and discuss how the research we conducted can assist future conservation efforts.

### **Humans, Hippos, and Hawkmoths: Conducting Research in the World's Largest National Park**

*Phoebe A. Poole '08, Biological Sciences and Courtney C. Stepien '08, Biological Sciences*  
Advisor: *Glenn Adelson, Biological Sciences*

We spent this past spring in Kruger National Park in South Africa, learning both to design and implement our own experiments as well as manage group projects proposed by visiting scientists. As megaherbivores like elephants, rhinos, and hippos still roam the African continent and shape its landscapes—arguably as much as humans—Kruger Park presents a unique opportunity to study the forces that shaped ecosystems in other parts of the world prior to major human impact. Complex management issues, such as the controversy surrounding elephant population control, are imposed on this immense landscape that has been artificially separated from its surroundings. Against this backdrop, we applied biological principles previously learned in the Wellesley classroom to difficult ecological and human questions. The semester provided us with a framework that is grounded in an intimate understanding of ecosystem processes and with unforgettable experiences in the field for tackling science classes back at Wellesley.

3:00–4:10 P.M.

### Cross-Cultural Interaction

#### A Matter of Trust: Defending Cultures at Home and Abroad (panel)

Lulu Chow Wang 210

Maura C. Atwater '08, *French and Spanish*; Laura E. Falender '08, *History*; and Emily M. Bogue '08, *Cognitive and Linguistic Sciences*  
Advisor: Barry Lydgate, *French*

Three internships, three definitions of defense: the Defense Advance Research Project Agency (DARPA) aims to protect U.S. freedoms and liberties by defending the current tactical supremacy of the federal military; the Musée National de la Marine (National Maritime Museum)—itself located in a French fortress with Roman foundations—safeguards naval relics, maritime history, and the future of Anglophone tourism in Brittany; and the National Trust for Scotland Foundation USA preserves and promotes Scottish sites of natural, historical, and architectural importance in order to protect scenic landscapes, conserve heritage, and educate future generations. Our studies abroad in France and Scotland influenced our internship experiences, inspired them in terms of organization and location, and framed our reflections on what is worth defending.

#### Fellowship Travels (panel)

Pendleton West 220

Annie Chu '03, *Fulbright Grant to China*; Anne-Laure Py '02, *Mary Elvira Stevens Traveling Fellowship*; Laure-Anne Ventouras '05, *Watson Fellowship*; and Tracy Johnston Zager '95, *Rhodes Scholarship*  
Advisor: Ellie Perkins '65, *Center for Work and Service*

A fellowship brings more than a period of intense learning and adventure. Its effects will reach into the future and transform one's plans in subtle and significant ways. How have their fellowship experiences influenced the personal and professional lives of these Wellesley alumnae? Join us to hear these women describe their fellowship years. Their experiences range from studying trends in education at Oxford University or researching urban health care reform and public health in Shanghai, China, to delving into the science and tradition of making perfumes around the world or exploring the shifting economies along the Silk Road where craftspeople face new sociopolitical realities.

#### iOy, Caramba!: Jewish and Latina Dialogue in Puerto Rico (panel)

Lulu Chow Wang 104

Yael E. Misrahi '10, *Undeclared*; Madeline B. Harms '08, *Psychology*; Margie A. Levin '08, *Psychology*; Nancy Gonzalez '09, *Peace and Justice Studies*; and Sharline Madera '08, *Biological Chemistry*  
Advisors: Mared Alicea-Westort, *Office of the Dean of Students* and Patti Sheinman, *Office of Religious and Spiritual Life*

Are there Jews in Puerto Rico? Our Alternative Spring Break (ASB) sought to find and celebrate the fusion of Jewish and Latino culture in Latin America. The trip was organized to create a cross-cultural learning experience for Jewish and Latina students. Puerto Rico proved to be the perfect site after we learned about a 2004 exhibit on Puerto Rican Jewry by the Museum of San Juan. Our trip placed special attention on cross-cultural dialogues, community service, and religious awareness. Students collaborated on various community service projects, including work in a homeless shelter and day care center. Participants learned about Christian and Jewish practices and attended both synagogue and church services. Upon returning to campus, the Jewish and Latina students observed Shabbat together and reflected on the enriching qualities of the trip. We will share how the ASB aided in establishing a lasting connection between the Latina and Jewish communities at Wellesley College.

#### The Multicultural Requirement: Can Exposure Be Measured? (roundtable)

Newhouse Center, Green Hall 240

Barbara R. Beatty, *Education*; T. James Kodera, *Religion*; Malhar Nabar, *Economics*; and Karen Shih, *Office of the Dean of Students*  
Organizers: Angela Carpenter DS '99, *Office of the Class Deans*, and *Office of the Dean of Students*; and Adele Wolfson, *Office of the Dean of the College*

The College's multicultural requirement has been the subject of discussion and debate over the last several years. What skills should students gain from a course fulfilling this requirement? How much of the requirement should be focused on academic experience and how much on extracurricular activities? There have been suggestions that an experiential component should be a necessary element of any course meeting the requirement. This roundtable will focus on the following questions: How much of an "experience" constitutes an experiential component? How would this play out in various types of courses? If we decide to require such a component, do we have the resources to put it in place?

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

#### **Challenging Expectations: The Importance of Mentorship (panel)**

*Pendleton East 139*

*Josephine C. Corlett '08, English and French; Ariel B. Levine '08, English and Women's Studies; Kristy H. Liu DS '08, Economics; Ivana Rodriguez '08, Architecture; and Sheri L. Stewart '09, Philosophy*  
Advisor: *Teresita Ramos '93, Center for Work and Service*

While working in the American Cities Internship Program (ACIP) in San Francisco, the established mentorship component uniquely shaped each of our experiences. Internships in architecture, publishing, investment management, consulting, and education policy came together in a shared summer experience through connections with leaders in each of these fields. The level of mentorship we received was an unexpectedly important factor in shaping our summers. How we perceived

the successes and disappointments in our work stemmed from the leadership that we did, or did not, receive. We will discuss how mentorship is found and how it can be established in and outside of the workplace. Our presentation will touch upon individual projects and experiences, while maintaining a discussion on the art of networking.

#### **Distribution of Resources: Where's the Money? Where Are the People? (individual presentations)**

*Pendleton East 127*

#### **Teaching the Children of the Taiwanese Bunun Tribe: Learning How to Overcome the Effects of Poverty in Education**

*Shirley N. Nah '10, Undeclared*  
Advisor: *Kenneth S. Hawes, Education*

This last year, Hai Duan Middle School was again ranked the second-worst school in all of Taiwan. Located in the mountains of Taitung, the school mainly consists of students from the Bunun Aborigine tribe living in extreme poverty. Almost half of all male students drop out by grade nine to pursue jobs, while few of the remaining students pursue higher education. In order to combat these alarming statistics, a volunteer initiative called AID (Assisting Individuals with Disadvantages) has set up a program where U.S. college students travel to Taiwan to design and teach an English summer camp. Along with five other students, I spent four weeks living under difficult conditions, fighting to survive the sweltering heat while teaching English. As both a mentor and a teacher, I struggled to overcome the effects of poverty in order to give my students the best possible education and support.

#### **"Head, Shoulders, Knees, and Toes":**

#### **Teaching English Abroad without Resources or Materials**

*Courtney E. Pelley '08, Neuroscience*  
Advisors: *Kenneth S. Hawes, Education and Joy Renjilian-Burgy, Spanish*

This past summer, I lived with a host family and volunteered as an English teacher in rural Costa Rica with WorldTeach, a nonprofit NGO. Juan Ramón Jiménez once said, "If they give you ruled paper, write the other way." Noticing that both paper and writing utensils were priceless commodities in my site prompted me to make an amendment to this quotation to suit my predicament—"If they don't give you paper, write another way." Without computers, textbooks, or even a photocopying machine to produce copies of handwritten handouts, my body became my primary resource. Lacking adequate amounts of paper, pens, and pencils, my students turned out to be my only materials. I taught English using the Total Physical Response (TPR) method, songs, and games—by the end of the summer, teaching and learning did not require anything other than our heads, shoulders, knees, and toes... "knees and toes."

#### **The Case for Our National Parks**

*Hsiao-Song Xi '10, Undeclared*  
Advisor: *Rebecca Mattison, Geosciences*

This past summer, I interned with the National Park Service on Alcatraz and at the Marin Headlands, a stretch of coast north of the Golden Gate Bridge. For three months, I was a ranger in training, leading tours, running Alcatraz, and working with Junior Rangers who were 9-to-11 years old. It was an amazing opportunity to learn about the history of the Bay Area and then to share that history with as many as 4,000 visitors a day. While working, however, I noticed that most visitors to our national

parks are adults, and the demographic is getting older all the time. Even the children with whom I was working were primarily those of National Park Service employees. Young people today are far more likely to visit an amusement park than a national park. What does that say for the future of our national parks—and the relationship between humans and nature itself?

### **Investing Time and Knowledge in India's Youth (panel)**

*Pendleton East 339*

*Nayna A. Lodhia '09, Chemistry; Prachee M. Gujarathi '10, Undeclared; Shivani Kaul '10, Undeclared; and Chindhuri Selvadurai '10, Undeclared*

*Advisor: Vanita Shastri, Office of Religious and Spiritual Life*

Imagine standing in front of a classroom of 50 upturned faces with limited English comprehension, all of them eagerly anticipating the day's lesson. Welcome to the Little Stars School of Banaras, India, where five Wellesley Service Grant recipients found themselves not only educating hundreds of underprivileged children, but also learning firsthand how an open mind can transcend linguistic and cultural differences to connect students across continents. As American college students accustomed to schedules and guidelines, our group had to overcome the challenges presented to us by a school without a set curriculum, where the language of teaching was mainly Hindi. We managed to teach everything from mathematics to poetry creatively and with few resources. Banarasi school children, with remarkable motivation and warm smiles, accepted five foreigners into their community as both teachers and friends.

### **Post-Katrina New Orleans: The Road to Reconstruction (panel)**

*Pendleton West 116*

*Terry S. Kim '08, Cinema and Media Studies; Jae-Young Paek '08, Biological Sciences and Art History; and Charlene C. Chong '08, Biological Sciences and Spanish*  
*Advisor: Diana Y.B. Pooley, Wellesley InterVarsity Christian Fellowship*

This past spring, two years' post-Katrina, we served as student volunteers with Habitat for Humanity in New Orleans, Louisiana. While exploring the economic, political, and social factors that contributed to Katrina's destruction of a major area of the coastal southeast, we evaluated the consequences of Katrina and how to restore the region to a state equal to or even better than its pre-Katrina condition. Drawing on our experiences, we will present on what we found to be the general tone of the city's population, as well as the most pressing needs of the region at that point in reconstruction. In addition to encouraging the discussion of possible means of improving the city of New Orleans and other regions devastated by Hurricane Katrina, we will reflect on our trip through a unique and often forgotten lens—that of faith—asking the question, "How do faith and civic service relate to one another?"

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

#### **Microcredit on the Move (individual presentations)**

*Pendleton East 239*

#### **Research for Grassroots Development: Working in Semi-Urban Villages in South India**

*Erisha S. Suwal '08, Economics and South Asia Studies*  
*Advisor: Christopher Candland, Political Science*

This past summer, I discovered and rose to the challenges involved in conducting social science research. As part of a data collection team focused on the importance of social networks in determining the uptake of microfinance, my research entailed mapping existing social networks in semi-urban villages in South India. The significant challenges included finding villages that matched our criteria; visiting villages and constantly questioning my right to be there; and ensuring data quality despite self-reported data and insufficiently motivated field surveyors. Every challenge was a door to more knowledge. Finding villages introduced me to a network of microfinance, while visiting villages made me consider the complexities of providing adequate information that enables people to give informed consent and make trade-offs between research and privacy. I will present on how ensuring data quality exposed me to the difficulties of supervising a survey team and of using quantitative data to understand personal relations.

#### **Helping the Poor Help Themselves: Assessing the Effectiveness of Microcredit in Alleviating Poverty**

*Afia Tasneem '10, Undeclared*  
*Advisor: David Lindauer, Economics*

Through my experiences of working with Grameen Bank in Bangladesh this past summer, I have learned to appreciate the potential of human beings as entrepreneurs. Poverty cannot be reduced by aid packages, donations, and charities. However, it can be eradicated by acknowledging that humans have the ability to develop their own lives if they have access to credit. Credit allows people to identify and engage in their own income-generating ventures. Through interviewing Grameen borrowers, 97 percent of whom are women, I realized how providing

rural women with small loans not only will enhance their economic status, but also will change longstanding traditions and beliefs. Uneducated rural women are no longer considered to be “burdens” to fathers, husbands, and sons. Rather, they are self-sufficient entrepreneurs, architects of their fates, and builders of neighborhoods and villages. I will discuss how engaging in dialogues and addressing controversies with Grameen officials, clients, and interns have further inspired me to study development economics.

### **Surviving the South: Eradicating Poverty in South India**

*Rupsha Biswas '08, English and Economics*  
Advisor: *Joseph F. Swingle, Sociology*

Is poverty eradication a mere fantasy, a goal completely beyond reach? This past summer, I worked with an NGO that claims poverty eradication is possible. I communicated with hundreds of village women whose lives were transformed by making the decision to join a small microcredit organization in their village. These once desperately poor women now own a home and have enough money to educate their children. I will not only discuss this NGO's microcredit program, but also how it felt to be a privileged first-world citizen living in a small Indian village where I did not know the language, the culture, or any other person.

### **Loans That Change Lives: Modernizing Microfinance through the Internet**

*Edlyn R. Yuen '09, Political Science*  
Advisor: *Adam Schwartz, Writing Program*

Since Mohammed Yunus and his organization, the Grameen Bank, won the Nobel Peace Prize in 2006, many people have focused on microcredit, or very small loans to the impoverished, as one of the

most promising ways to alleviate poverty. Kiva Microfunds, a social entrepreneurship, was launched with the mission to increase access to capital by connecting struggling business owners in the developing world with credit cardholders having at least \$25.00 to loan over the Internet. During my internship at Kiva, I contributed research to their newly launched risk model, which calculates the repayment likelihood of their microfinance institution partners. I also conducted research on alternative funding sources for microfinance institutions. I will discuss how my experiences working for a social entrepreneurship differed from a traditional nonprofit, and will share how Kiva's incorporation of the Internet has helped to modernize a traditional form of aid.

### **The Business of Politics (Individual presentations)**

*Pendleton West 212*

#### **Seeing the Full Picture: A Look at Opposition Research in Electoral Politics**

*Deborah L. Moldover '09, History*  
Advisor: *Nancy Scherer, Political Science*

Every election cycle is the same. We read about different policy ideas, hear what makes each candidate the most inspiring leader, and view attack ads. Instead of hearing the reasons why we should support one candidate, we hear the reasons why the other candidate is “bad for America.” My experiences in the world of opposition research have given me a unique perspective on the world of electoral politics, which shapes every cycle. For the past two summers, I have interned at a gubernatorial campaign, a consulting firm, and the research department of the Democratic Congressional Campaign Committee. Despite being campaign internships in the most literal sense, I did not do traditional

fieldwork. I will present on what occurs behind the scenes in preparation for what the public will see, how what gets shown in the attack ads is far from the full picture, and how to prepare for any attacks which are sure to come.

### **The Role of Think Tanks in the Washington Power Structure**

*Gabriella A. Soto '08, History*  
Advisor: *Yoshihisa T. Matsusaka, History*

The formal purpose of think tanks is to contribute to and influence policy formation at the highest levels of government. Think tanks' main mode of influence is their independence from the structures they attempt to impact. For many, however, their inflated operating budgets make the intellectual message and consequent influence obsolete in that it may be manipulated and even dictated by donors. Still, there is hope. Smaller think tanks, like the Independent Women's Forum (IWF) where I worked this past summer, have much smaller operating budgets and so are less reliant on donors. IWF's niche is their policy focus on women's issues which enables a very accomplished staff of nontraditional Washingtonian elites to use their gender and independent status to impact policy discourse at the highest levels of government.

### **When Our Representatives Won't Be Heard: Business and Politics on Long Island**

*Vanessa A. Arslanian '09, Biological Sciences and Political Science*

Advisor: *Beth DeSombre, Environmental Studies and Political Science*

You have probably heard someone criticize a politician for failed policy before: “He's corrupt,” “She's lazy,” or something a shade more impolite than “He has no idea what he's doing!” Many voters may

be surprised to find, however, that public policy is rarely, if ever, solely in the hands of their elected officials. When big business rolls in, local and state representatives hardly have the political sway to effectively counter a deal that could seriously damage their constituents. I will discuss how an internship in the busy New York State First District Assemblyman's office opened my eyes to the role of executive agencies in decision-making. As business conquests that could crush Long Islanders—such as Broadwater or the LIPA-National Grid takeover—are approved by chairpersons in Albany, working with groups like Citizens Campaign for the Environment or writing to the Federal Energy Regulatory Commission becomes increasingly crucial for the average constituent.

### **Playing God: The Organization and Influence of the Christian Fundamentalist Movement**

*Ashley M. Benner '08, Religion*  
Advisor: *Sharon Elkins, Religion*

The Christian fundamentalist movement is one of the fastest-growing social and political forces in the United States. On the surface, fundamentalism may appear to be similar to Lutheranism or Catholicism. In reality, Christian fundamentalism is not a denomination but an organization led by several highly influential individuals who use the name of Christ to regulate the actions and mold the ideas of their followers. Not being part of a denomination, leaders are free to recruit and instruct followers as they wish, most commonly through grand-scale conferences held nationwide. Over the course of three months, I attended nearly 10 such conferences throughout the United States, meeting with leaders such as Benny Hinn and John Haggee, and getting to know their followers. I will

describe the organization and influence of this powerful movement and the role that it plays in the country as a whole.

### **Constructing Homophobia: Experiences with a Progressive Think Tank**

*Vivian J. Chang '08, Mathematics*  
Advisor: *Megan Kerr '89, Mathematics*

What is the “New Right”? Who is James Dobson? And, perhaps more importantly, why would an activist choose a desk job over a direct-service position? At Political Research Associates (PRA), I spent a summer researching the right wing in the United States. As a mathematician with no formal background in politics, I found myself sitting in on meetings about social movement theory and conducting preparatory work for the United States Social Forum. I focused much of my time on a project entitled “Constructing Homophobia.” This file consisted of primary material from right wing sources with homophobic themes, tones, and/or content. I will discuss how we later identified major thematic categories under which most of these arguments could be grouped, with the ultimate goal of erecting a more comprehensive and nuanced image of homophobia in the United States.

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

### **Back to Basics: Foundational Science (individual presentations)**

*Lulu Chow Wang 413*

#### **Engineering Immunity: Antibody Production and Its Role within Scientific Research**

*Julieann Freitas '09, Psychology*  
Advisor: *Emily Buchholtz, Biological Sciences*

In the human body, antibodies function as a part of our immune system to help fight infection and defend our bodies from microbial intruders. While these proteins

make great guardians against disease, they also serve as detectives within the world of scientific research. Antibodies can detect the presence of specific proteins within a cell—a useful tool for research in areas such as cancer discovery, energy metabolism, immunology, and development. As an intern at Cell Signaling Technology (CST) in Danvers, Massachusetts, a company that produces and distributes antibodies worldwide, I received hands-on experience in the process of purifying and testing several of their top-selling products. My work at CST engaged my interest in the role of validated antibodies within the world of academic and medical research. I will explore the questions I sought out to answer: Who uses these biological tools, and what can they tell us about disease and treatment?

### **The Quest for Better Pest Control Using Baculovirus Fibroblast Growth Factors**

*Jessica B. Weng '09, Biological Chemistry and Psychology*  
Advisor: *Jennifer K. Hood-DeGrenier, Biological Sciences*

Can genetic engineering provide an alternative to toxic pesticides? Last summer, I endeavored to answer this question as I investigated the role of N-glycosylation, carbohydrate addition to proteins, on baculovirus fibroblast growth factors. Baculoviruses are large double-stranded DNA viruses that infect arthropods but have no known impact on other organisms. Fibroblast growth factors are proteins that function in embryogenesis, cell proliferation, cancer metastasis, and, most importantly, in the spreading of baculoviruses from the midgut to the entire insect. Working with Dr. Lorena Passarelli of the biology department at Kansas State University, I used two viruses, BmNPV and AcMNPV, to show that N-glycosylation can increase the activity of baculoviruses, thus accelerating insect

death. My experience taught me the importance of persistence and precision in making scientific discoveries. This internship also gave me insight into the tremendous impact that research can have—extending beyond the laboratory and into the real world.

### **Shaking Up Crystal Lattices and Cultural Barriers to Improve Flat-Panel Displays**

*Andrea P. Johnston '09, Chemistry*  
Advisor: *James H. Loehlin, Chemistry*

Indium is one of the rarest metals on earth, yet tin-doped indium oxide, or indium oxide with tin atoms squeezed into its crystal lattice, is an industrial staple for forming transparent conducting thin films. These films are required for countless electronic devices, including most flat-panel displays. An inexpensive and readily available replacement for this compound is desperately needed, and researchers worldwide are scrambling to find one. Titanium-doped zinc oxide could be one such replacement. I will present on my experience working with a German research group on this project, where I learned about the chemistry of metallo-organic titanium and zinc, as well as that of researchers in an international atmosphere. Due to a variety of cultural perspectives, some adjustments were needed to remove the barriers to scientific progress.

### **From Billions of Tiny Atoms to What We See and Touch: Algorithms in Molecular Dynamics Simulations**

*Bilin Zhuang '10, Undeclared*  
Advisor: *Courtney N. Lannert, Physics*

Richard Feynman once said: “Everything that living things do can be understood in terms of the jiggling and wiggling of atoms.” Molecular dynamics (MD) is a group of deterministic simulation meth-

ods that can study the random motions of a large ensemble of atoms to predict macroscopic properties of matter, such as temperature and energy. Most MD simulations, however, are unstable over a long period of time due to errors in numerical integration. This past summer, I worked in the Institute of High Performance Computing in Singapore on developing a higher-order algorithm for molecular dynamics. Through this experience, I had a glimpse of the life of theoretical scientists as well as the wide range of applications of theoretical studies. I will illustrate how it is possible to study an astronomical number of molecules (that means  $10^{23}$  molecules!) in a way that is manageable with modern computers.

### **Animal Tales: Patient Care at Tufts Wildlife Clinic**

*Adria E. Schlemme '09, Biological Sciences*  
Advisor: *John S. Cameron, Biological Sciences*

Every year, hundreds of sick or injured wild animals come through the doors of Tufts Wildlife Clinic. What happens to the animals after they are given to the clinic? What is the clinic able to do for these animals? This past summer, I was able to work at Tufts Wildlife Clinic and experience what happens behind the clinic doors. I will explore what I learned while assisting in surgeries and physicals, performing routine animal treatments, and taking care of the baby animals. By observing and working alongside the veterinarians, I realized that they are faced with more challenges than just those relating to the direct treatment of the animals. For instance, the issues that arise from interacting with the people who find the animals, as these events are sometimes more challenging than the emergency animal care.

### **Human- and Pet-Safe Pesticides: “There Ain’t No Bugs on Me...”**

*Madeline H. Elkins '10, Undeclared*  
Advisor: *David R. Haines, Chemistry*

Nitrogen-containing heterocycles (aromatic rings containing atoms of nitrogen) are widely used in the pharmaceutical industry as backbones for organic molecules. This past summer, I worked on the development of new methods of specific synthesis of substituted 3-phenylisoxazolines and 3-phenylisoxazoles using techniques and concepts learned in organic chemistry courses taken at Wellesley College. Techniques learned from this research are being used in the development of a variation of a common set of pet medications and pesticides for the prevention and destruction of harmful insects on domestic animals and commercial agricultural products; these techniques are also safe for humans and animals. I will describe how this research has inspired my decision to continue working in the field of chemistry.

### **Too Much Information?: Technological Innovations in the Information Age (individual presentations)**

*Pendleton West 117*

### **Reinventing Our Future at Virginia Tech: Exploring Graduate School through Research in Human-Computer Interaction**

*Chloe Fan '09, Media Arts and Sciences and Psychology; and Catherine R. Grevet '09, Computer Science*  
Advisor: *Panagiotis T. Metaxas, Computer Science*

During our eight-week research program at Virginia Tech, we were introduced to the interdisciplinary field of human-computer interaction (HCI), which deals with adapting technical solutions to the user’s

abilities. Under the guidance of experienced faculty in HCI, we not only learned to craft our own research, but also had a taste of graduate education. By working on individual projects and collaborating with researchers at Virginia Tech's Center for HCI, we were able to observe and participate in the inner-workings of a prominent research university. We will discuss how a program geared toward women and minorities in the field of computer science enabled us to network with a diverse group of fellow undergraduates from universities and colleges across the nation, while gaining different perspectives to research in general and to HCI in particular.

### **The TWiki™ Revolution: A Multi-Enterprise Tool**

*Nandini R. Dookeran '09, Computer Science  
Advisor: Panagiotis T. Metaxas, Computer  
Science*

What do Yahoo!, Cingular Wireless, and Texas Instruments all have in common? They have each implemented TWiki™ within their corporate intranets. This past summer, I was given the opportunity to do the same for Lehman Brothers, Inc., and it was there that I found the inspiration for my research. Founded by Peter Thoeny, TWiki™ is a user-friendly, open-source enterprise collaboration platform, which has become one of the most popular knowledge management systems used behind corporate firewalls. An offspring of the technology used on sites such as Wikipedia, this tool follows the general rule of thumb: "...if you are able to look at a page, you should be able to edit it." This presentation will discuss the application's inception, structural core, reasons for its explosive success, and how such a seemingly vulnerable system upon which enterprises rely so heavily is able to thrive.

### **Helping Biologists Help Themselves: Experience in an Interdisciplinary Lab**

*Ayla C. Solomon '09, Computer Science  
Advisor: Franklyn A. Turbak, Computer  
Science*

It took scientists 13 years and \$2.7 billion to accurately sequence the human genome. Though current methods are now much faster and cheaper than they were when the Human Genome Project started, people hope to develop methods that take a fraction of the time and money that the process now consumes. To this end, the lab I worked in this past summer investigates the use of biological nanopores for capturing and manipulating single DNA polymers. The interdisciplinary biology/biochemistry and computer engineering lab uses feedback control to dynamically manipulate the DNA. I spent most of my summer writing software that allows the biologists, who do not have a programming background, to program the FPGA that executes the feedback control. I will relate how this experience has exposed me to the varied uses of computer science in scientific research, and has convinced me to continue my academic career into graduate study.

### **Keeping the Public Healthy (Individual presentations)**

*Pendleton East 129*

#### **From the Clinic to the Headlines: Abortion in the U.S. Media**

*Jamie L. Bence '10, Undeclared  
Advisor: Susan Reverby, Women's Studies*

Anna Quindlen recently published an article in *Newsweek* analyzing abortion protesters' views on what sentence women who have the procedure should receive. The protesters said that they did not believe that the women should be punished at all,

instead they said women should be "saved." However, they do believe that the doctors, whom they identified as male, should be jailed. This illustrates a disturbing pattern in anti-choice media, one in which women are infantilized and viewed as passive bystanders in these difficult situations. This presentation will focus on articles I collected this past summer while interning at Planned Parenthood, where I assessed pieces related to abortion and women's health issues. As I presented them to the staff, a pattern emerged which mirrored what happened with the Quindlen article, with those in favor of abortion placing women in an assertive role and those who opposed women's health casting them as victims.

#### **Advocating Equitable Women's Health Care in Massachusetts' Health Care Reform**

*Porsha L. Eden '10, Undeclared  
Advisor: Charlene Galarmeau,  
Women's Studies*

In July 2007, Massachusetts became the first state to mandate health insurance for all residents, specifically for uninsured low-income persons. Through an internship with the Women's Health Policy and Advocacy Program at the Brigham and Women's Hospital, I examined how representative and inclusive the new health insurance mandate is for low-income women and women of color. Questions raised included: How does the mandate specifically address women's health issues and concerns? What significance does the mandate have for single mothers? How affordable are the offered health insurance plans? What health services are offered for low-income women? I learned about the importance of women's health advocacy and representation in relation to the health mandate and the disconnect between the

Health Connector Board and both women and communities of color. I will discuss the significance of being an advocate and a voice for women and their health needs.

### **All for the Children, Right?**

*Mehreen Iqbal '09, Biological Chemistry*

Advisor: *Christopher Arumainayagam, Chemistry*

This past summer, at Children's HealthCare of Atlanta in Georgia, I had the unique experience of participating in a variety of research projects ranging from the laboratory to clinical settings. My most valuable experiences, however, resulted from my daily observations in a hospital where more than half of the children were on various forms of Medicaid. Through weekly rounds with the bone-marrow transplant team, I witnessed the inspiring resilience of critically ill children. Firsthand, I observed the clashes among insurance companies, drug providers, and physicians, often while a child's life was on the line. I found it ironic that while I assisted projects designed to ultimately provide better treatment modalities for children, many had to fight for the options that already existed. Although my summer experiences exposed me to the pros and cons of our health care system, they also instilled within me a sense of hope for a positive future in children's health.

### **Deputizing America: Are Sex Offender Registries and Notifications Effective or Are the Offenders Becoming Victims?**

*Erin M. Freeman '08, Psychology*

Advisor: *Beth A. Hennessey, Psychology*

Approximately 1,626 sex offenders are registered in Massachusetts, with 218 living in Boston and 10 in the Wellesley area. Would you feel safer knowing where these people live? If an offender lived in your neighborhood, what actions would you take? Sex offender registries are intended to prevent further sex-based offenses. Yet these systems are often used as tools of retribution. Because registries have become hit lists for disgruntled vigilantes, sex offenders are often ostracized and subjected to punishment not experienced by any other category of criminal. With Professor James Alan Fox, the Northeastern University "Dean of Death," I explored the effects of arming average citizens with intimate information about former sex offenders, and attempted to draw the controversial line between the protection of citizens and the rights of offenders. This experience opened my eyes to an important area of study and solidified my resolve to pursue graduate study in the field of criminal psychology.

TANNER  
CONFERENCE  
EXHIBITION





## TANNER CONFERENCE EXHIBITION

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

### International Study

Every year, nearly 50 percent of Wellesley College juniors participate in semester or full-year international study programs in more than 35 countries. Roughly a third of those who study internationally are enrolled in Wellesley College-sponsored programs, with the remainder selecting programs sponsored by other colleges, universities, or international study providers.

### Internships

Wellesley College supports a large and diverse number of summer internships and community service projects in the United States and around the world. This summer, more than 300 students participated in 74 internship programs in 37 countries.

### Fellowships

Wellesley College offers fellowships for graduate study or research that are open to graduating seniors and Wellesley alumnae. Each year, the College supports approximately 50 women in both national and international programs of study or research. In addition, faculty committees assist candidates in applying for national fellowships, such as the Rhodes, Marshall, Fulbright, Truman, and Goldwater.

# WELLESLEY IN THE WORLD

## International Study

Argentina	India
Australia	Ireland
Austria	Israel
Brazil	Italy
British West Indies	Japan
Canada	Korea
Chile	Mexico
China	Netherlands
Costa Rica	New Zealand
Czech Republic	Northern Ireland
Denmark	Portugal
Ecuador	Puerto Rico
Egypt	Russia
England	Scotland
France	Senegal
Germany	South Africa
Greece	Spain
Hungary	Switzerland
	Thailand

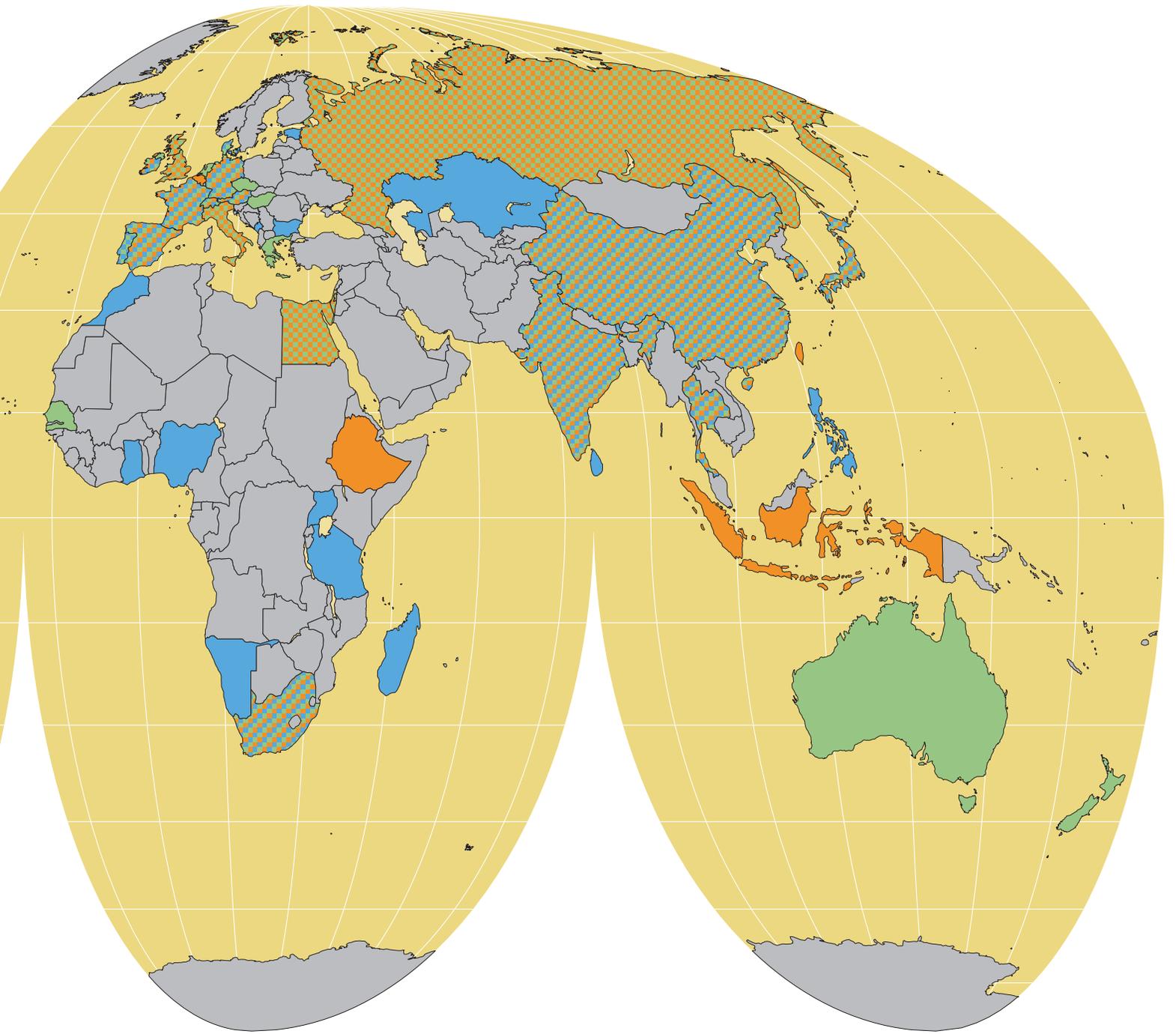
## Internships

Austria	Montenegro
Bolivia	Morocco
Bulgaria	Namibia
China	Nicaragua
Costa Rica	Nigeria
Denmark	Paraguay
Estonia	Peru
France	Philippines
Germany	Portugal
Ghana	Puerto Rico
Hong Kong, SAR	South Africa
India	Spain
Ireland	Sri Lanka
Jamaica	Switzerland
Japan	Tanzania
Kazakhstan	Thailand
Kenya	Uganda
Madagascar	United States
Mexico	

## Fellowships

Austria	Italy
Belgium	Japan
Canada	Kenya
China	Korea
Costa Rica	Mexico
Egypt	Russia
England	Scotland
Ethiopia	South Africa
France	Spain
Germany	Switzerland
Guatemala	Taiwan
India	Thailand
Indonesia	Tibet
Ireland	United States
Israel	





## 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, such as art history or Italian language.

For more information on these programs, visit: <http://www.wellesley.edu/ClassicalStudies/CLSTWWW/abroad.html>

### Department of East Asian Languages and Literatures

#### Associated Kyoto Program—Kyoto, Japan

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

#### Ewha Womans University—Seoul, 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 Womans 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/EALL/study\\_abroad.html](http://www.wellesley.edu/EALL/study_abroad.html)

### Department of French

#### Wellesley-in-Aix

Wellesley-in-Aix offers an exciting and challenging course of study as well as an authentic experience of French life and culture. The program is open to women and men alike. Its modest size, 30 to 35 participants, allows for close attention to individual interests and academic needs. Students begin with a pre-session of preparatory course work and cultural excursions in Paris. In Aix, students are fully matriculated at the University of Provence (Aix-Marseille) and take the same courses as French students. Participants share studio apartments in the centre-ville; a few homestays with selected families are also available.

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

### Department of German

#### Wellesley-in-Vienna

The Department of German sponsors a junior-year-abroad program at the University of Vienna. Founded in 1365, the University of Vienna is the oldest university in a German-speaking country and enrolls students in more than 180 programs and departments. The program offers both academic-year and spring-semester options that allow students of almost any major to pursue their academic interests. An on-site resident director assists students with integration into university life. The opportunity to participate in internships at various political, cultural, and social institutions is a feature of the program. Internship stipends are made available by the Susan Rappaport Knafel '52 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 course work 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 their 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 BUAP. Students build an individually tailored curriculum in collaboration with an on-site resident director who is a faculty member of one of the sponsoring consortium institutions. Supplemental tutoring in both language and subject matter is provided. As bona fide students of the BUAP, students enjoy full access to university facilities and services. Students live with host Mexican families. An extensive cultural activities program, as well as excursions to Mexico City, Oaxaca, and Tlaxcala, complement the curricular offerings. The program is available in fall: early August through mid-December, and/or in 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 fine arts, humanities, and social sciences. Academic study in the PRESHCO program is centered around a variety of courses specially developed for students in American colleges and universities, taught by regular faculty of the University of Córdoba, and offers a direct matriculation at the University of Córdoba. Course offerings are extensive, both in terms of program courses and general university offerings. Depending upon individual preferences, students are housed either in privately run dormitories or with host Spanish families. Extensive excursions complement and enhance the program of study.

<http://www.wooster.edu/preshco/preshco/>

# Internships

## Center for Work and Service Directed Internship Programs

### American Cities Internship Program

The American Cities Internship Program provides each student with an intensive, career-related internship experience in her field of interest. These internships are offered in Atlanta, Chicago, Los Angeles, New Orleans, and San Francisco, where students are placed in for-profit and not-for-profit organizations with a mentor who oversees the internship experience. Through the internship, students 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 respective cities. Alumnae mentors guide the interns as they progress in their internships, and students meet regularly with these alumnae as a group to discuss their business and career experiences.

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

### Internships in International Human Rights Organizations

This program places students in international nongovernmental organizations working on human rights' issues. The placements vary from year to year. For 2008, up to 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, while solidifying their career goals.

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

### The Elisabeth Luce Moore '24 Summer Internships in Asia

The College's most comprehensive international internship program, the Elisabeth Luce Moore '24 Summer Internships in Asia aims to prepare students for lives and careers in a global economy. Through internships in East Asian business, government, and not-for-profit organizations, students gain knowledge of local business and cultural norms that inform their liberal arts education and that prepare them for professions in an interconnected world. The Elisabeth Luce Moore '24 Summer Internships in Asia, which currently spon-

sors 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>

### **Responding to World Crises:**

#### **Darfur Internships**

According to the Web site for Save Darfur, <http://www.savedarfur.com>, Darfur has been embroiled in a deadly conflict for over three years. At least 400,000 people have been killed; more than 2 million innocent civilians have been forced to flee their homes and now live in displaced-persons camps in Sudan or in refugee camps in neighboring Chad; and more than 3.5 million men, women, and children are completely reliant on international aid for survival.

Students who wish to work on Darfur-related initiatives in the United States or abroad may apply for a stipend to volunteer at organizations that may include, but are not limited to:

Africa Action: <http://www.africaaction.org/about/jobs.php>

Genocide Intervention Network: <http://www.genocideintervention.net/about/jobs/>

Save Darfur: <http://www.savedarfur.org/pages/internships>

Due to safety concerns, the College will not fund internships located in Darfur.

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

#### **Vieques Internship Program**

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

<http://www.wellesley.edu/CWS/Viequesdesc06.doc>

#### **Wellesley Internships in Africa**

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

<http://www.wellesley.edu/CWS/students/africaSites07.html>

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

The Wellesley Internships in Costa Rica program provides an ideal environment for the student of biology, economics, political and environmental sciences, the politics and history of Latin America, sociology, and Spanish. From cutting-edge

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

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

#### **Wellesley Internships in India**

Newly established in the summer of 2007, the Wellesley Internships in India program offers students the opportunity to volunteer at a variety of program sites in Dharamsala, Hyderabad, New Delhi, and Varanasi. Students from all majors are eligible to participate in internships ranging from teaching in local elementary schools to organizations advocating for women and families on both grassroots and international levels. Students are exposed to the culturally rich regions and diverse populations of the Indian subcontinent.

<http://www.wellesley.edu/CWS/students/indiaSites07.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/wwwowint.html>

## Center for Work and Service Summer Stipend Programs

### The Paul B. Beal and Mona Phillips Beal Internship

The Paul B. Beal and Mona Phillips Beal Internship fund has been established to encourage and facilitate practical learning experiences that will help Wellesley College students better define their career choices and develop a more informed understanding of the challenges and rewards of such choices. It is hoped that, as a result of internship participation, students also will make more effective course selections at both the undergraduate and graduate levels, learn more from those courses because of the perspective and experience they have acquired in their internship work, and become more competitive candidates for future opportunities in their chosen career paths.

### Carolyn Shaw Bell Internship

The Carolyn Shaw Bell Internship encourages and supports sophomores and juniors seeking internship experiences in business or economics. This program provides stipends for internships in not-for-profit or for-profit organizations.

### Blessing Way Summer Public Service Internship

This internship supports a Wellesley College student committed to making a difference in her community. The internship is designed for a student who is interested in working with a not-for-profit or a public organization and in building a long-term commitment to service. In addition, the fellowship will support students who show leadership potential in this area or in past service work. The project can focus on any important issue affecting a community, including youth, the environment, education, health care, and the arts.

### Barbara Bush Award for Volunteerism

This stipend funds a student pursuing a volunteer experience in disability services, with the elderly, or with young children. The placement must be with a 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 1989 10th Reunion Fund

This fund supports one student each summer to experiment in her career choice and gain valuable work experience in either a not-for-profit or for-profit organization.

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

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

### Susan Todd Horton 1910 Internship Fund

This fund supports Wellesley College students interested in seeking summer internship experiences in 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 in 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 that 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. In addition, this fund 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 enables a student to follow Ms. Winfrey's example of service.

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

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

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

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

### Social Sciences Summer Research Program

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

<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 2007, one editorial summer internship was offered at the *Boston Review*, one at *AGNI Magazine*, and one at *Slate*, the on-line magazine.

<http://www.wellesley.edu/English/internships.html>

## Department of French

### French House Fellows Program

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

<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. The 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—who must be in their junior year—are selected without regard to academic major. In addition to the internship placement, the 10-week 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 is 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**

#### **Patricia Davis Beck Fund for Chemistry Research**

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

#### **BellSouth Mentoring in the Sciences Gift**

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 Faculty Awards**

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

### **Howard Hughes Medical Institute Summer Research Awards**

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

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

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

### **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**

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**

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**
- The Linda Coyne Lloyd Student Research Internship**
- The Morse Fellowship**
- The Shirley R. Sherr Student Research Internship**

For more information on these programs and other opportunities at WCW, visit:

[http://www.wcwonline.org/joomla/index.php?option=com\\_content&task=view&id=575](http://www.wcwonline.org/joomla/index.php?option=com_content&task=view&id=575)

## 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. Study will not be supported at an institution in the United States or in the candidate's country of citizenship or residence.

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

This fellowship is awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley College education. The fellowship will fund a year of purposeful travel abroad to explore a particular interest with the requirement that the recipient not remain in the same area for more than two months. Travel will not be supported in the country of the candidate's citizenship or residence.

#### **Trustee Scholarship**

This scholarship is awarded on a competitive basis to graduating seniors who are currently applying to graduate school. To be considered a candidate, a senior must apply for a Trustee Scholarship or for any of the Wellesley College fellowships for graduate study. The title "Trustee Scholar" is honorary.

### For Wellesley College Graduating Seniors and Alumnae

#### **Anne Louise Barrett Fellowship**

This fellowship supports graduate study or research, preferably in music, with an emphasis on study or research in musical theory, composition, or the history of music abroad or in the United States.

#### **Margaret Freeman Bowers Fellowship**

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

#### **Eugene L. Cox Fellowship**

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

#### **Professor Elizabeth F. Fisher Fellowship**

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

#### **Ruth Ingersoll Goldmark Fellowship**

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

#### **Horton-Hallowell Fellowship**

This fellowship supports graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of an equivalent standard.

#### **Peggy Howard Fellowship in Economics**

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

#### **Harriet A. Shaw Fellowship**

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

**Mary Elvira Stevens Traveling Fellowship**

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

**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 about 12 to 14 hours each week, with office hours three to four times a week.

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

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

**For Women Who Are Graduates of Any American Institution****Mary McEwen Schimke Scholarship**

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

**M.A. Cartland Shackford Medical Fellowship**

This fellowship is for the study of medicine with a view to general practice, not psychiatry.

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

**WELLESLEY COLLEGE  
SUPPORTED  
INTERNSHIPS 2007**

**NATIONAL  
FELLOWSHIP  
COMPETITIONS 2007**

**WELLESLEY COLLEGE  
GRADUATE  
FELLOWSHIPS 2007**

## WELLESLEY COLLEGE SUPPORTED INTERNSHIP RECIPIENTS 2007

### Center for Work and Service

#### American Cities Internship Program

##### Atlanta

Allison M. Bland '09, *Hands on Atlanta, Atlanta, GA*  
Langdon S. Ferguson '09, *The Georgia Trust for Historic Preservation, Atlanta, GA*  
Dianne D. Reyes '09, *Hands on Atlanta, Atlanta, GA*

##### Chicago

Cristin B. Bates '08, *WTTW, Network Chicago, Chicago, IL*  
Amber L. Evans '08, *Anchor Graphics, Chicago, IL*  
Katharine L. Harper '08, *The Field Museum, Chicago, IL*  
Deepti Jain '08, *Morningstar, Inc., Chicago, IL*  
Jessica J. Kim '09, *Children's Memorial Institute for Education and Research, Chicago, IL*  
Julia C. Shaw '09, *YMCA of Metropolitan Chicago, Chicago, IL*

##### Los Angeles

Lauren M. Ino '08, *Hammer Museum of Art, Los Angeles, CA*

##### New Orleans

Rachel E. Allen '09, *Preservation Resource Center, New Orleans, LA*  
Ellen M. Hostetler '08, *New Orleans Habitat for Humanity, New Orleans, LA*  
Joanne Lee '08, *New Orleans Habitat for Humanity, New Orleans, LA*  
Jacqueline O. Valentine '09, *New Orleans Habitat for Humanity, New Orleans, LA*  
Jane C. Vora '08, *New Orleans Habitat for Humanity, New Orleans, LA*

##### San Francisco

Josephine C. Corlett '08, *Alameda County Child Care Center, Oakland, CA*  
Crisanta E. German '09, *The Judah L. Magnes Museum, Berkeley, CA*  
Ariel Levine '08, *University of California Press, Berkeley, CA*  
Kristy H. Liu DS '08, *AXA Rosenberg, San Francisco, CA*  
Ivana Rodriguez '08, *BCV Architects, San Francisco, CA*  
Sheri L. Stewart '09, *Global Business Network, San Francisco, CA*

#### Internships in International Human Rights Organizations

Rachel Behler '10, *Iran Human Rights Documentation Center, New Haven, CT*

#### Los Angeles Film Internship Program

Caroline D. Carow '08, *Mike's Movies, Los Angeles, CA*  
Ellis J. Friedman '08, *Zucker Productions, Santa Monica, CA*

#### Lumpkin Summer Institute for Service Learning

Carolena Betta '09, *Neponset River House, Riverside Community Care, Norwood, MA*  
Laura E. Diss '08, *Boston Center for Refugee Health and Human Rights, Boston, MA*  
Theresa C. Griffin '09, *Boston Area Rape Crisis Center, Cambridge, MA*  
Amy M. Keir '10, *The Women's Union, Boston, MA*  
Janina F. Kim '08, *Asian Community Development Corporation, Boston, MA*  
Joanna Kim '09, *Teen Voices, Women's Express, Inc., Boston, MA*  
Isabel C. Lecompte '08, *International Rescue Committee, Boston, MA*

Carla Legros '10, *International Rescue Committee, Boston, MA*  
Jenn M. Moriuchi '09, *Early Intervention, Riverside Community Care, Newton, MA*  
Brandy R. Parker '09, *Day Treatment, Riverside Community Care, Newton, MA*  
Karla P. Reyes '09, *Early Intervention, Riverside Community Care, Newton, MA*  
Sabina Sayeed '09, *St. Francis House, Boston, MA*  
Bryn N. Sederholm '08, *Day Treatment, Riverside Community Care, Newton, MA*  
Lura F. Steele '09, *St. Francis House, Boston, MA*

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

Emily J. Amick '07, *Sister Namibia Magazine, Windhoek, Namibia*  
Stephanie L. Gilardi '07, *Sofia Echo Media, Sofia, Bulgaria*  
Kelima V. Yakupova '09, *BBC News, Almaty, Kazakhstan*

#### The Elisabeth Luce Moore '24 Summer Internships in Asia

Jess N. Cho '09, *The Chosun Ilbo, Seoul, Korea*  
Gloria Choi '08, *Asia Art Archive, Hong Kong SAR*  
Courtney L. Heavey '09, *Civic Exchange, Hong Kong SAR*  
Wenjin Huang '09, *Keidanren, Tokyo, Japan*  
Cat D. Jaffee '08, *Asian Rural Institute, Nasushiobara, Japan*  
Elizabeth B. Kim '09, *Korean National Commission for UNESCO, Seoul, Korea*  
Hemin Kwon '09, *Citizen Alliance of North Korean Human Rights, Seoul, Korea*

Grace J. Lee '09, *Korea Foundation, Seoul, Korea*  
Alice Lim '08, *Korean National Commission for UNESCO, Seoul, Korea*  
Yang Qiu '08, *Orbis, Kunming, China*  
Connie Su '09, *Polaris Project, Tokyo, Japan*  
Tina Tam '08, *Kim & Chang, Seoul, Korea*  
Angie Xiong '09, *Asian Rural Institute, Nasushiobara, Japan*  
Samantha S. Yeung '08, *CSR Asia, Hong Kong SAR*  
Jeffy Yuan '08, *Far East Economic Review, Hong Kong SAR*

### **Responding to World Crises: Darfur Internships**

Anisha P. Gupta '09, *The San Francisco Bay Area Darfur Coalition, San Francisco, CA*  
Kathleen C. Smith '07, *Save Darfur Coalition, Washington, D.C.*

### **Vieques Internship Program**

Asha G. Stenquist '09, *Vieques Conservation & Historical Trust, Vieques, Puerto Rico*

### **Wellesley Internships in Africa**

Dana C. Britt '09, *Aga Khan Education Service, Kampala, Uganda*  
Kristina L. Costa '09, *The Center for Cross-Cultural Learning, Rabat, Morocco*  
Meagan L. Froemming '08, *The Center for Cross-Cultural Learning, Rabat, Morocco*  
Natalie J. Ross '09, *Aga Khan Education Service, Kampala, Uganda*

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

Tyler Blangiardo '09, *ProParques, Heredia, Costa Rica*  
Clara Bottler '09, *Defensoria de la Mujer, San José, Costa Rica*  
Debra M. Hausladen '09, *Organization for Tropical Studies, La Selva, Costa Rica*

Liannette A. Perez '09, *Fundación Paniamor, San José, Costa Rica*  
Mehjabeen Rahman '08, *Organization for Tropical Studies, La Selva, Costa Rica*  
Catherine E. Walline '08, *Einstein Learning, San José, Costa Rica*

### **Wellesley Internships in India**

Susae J. Elanchenny '09, *Little Stars School, Varanasi, India*  
Zandile Kabayadondo '09, *Aga Khan Education Service, Hyderabad, India*  
Mehvish Mehrani '08, *Aga Khan Education Service, Hyderabad, India*  
Alexandra Nunan '09, *Tibetan Children's Village, Dharamsala, India*  
Suzanne E. Rizzo '08, *Tibetan Women's Association, Dharamsala, India*  
Divya Sood '08, *Action India, New Delhi, India*  
Mrinalini Tavag '08, *Little Stars School, Varanasi, India*

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

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

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

#### **The Paul B. Beal and Mona Phillips Beal Internship**

Joyce Kim '08, *Department of Cardiology, Children's Hospital Boston, Boston, MA*

#### **Carolyn Shaw Bell Internship**

Julie Y. Cho '09, *Jason Wu LLC, New York, NY*  
Liise Lehtsalu '09, *Hill & Knowlton Eesti AS, Tallinn, Estonia*  
Catherine J. Lopez '09, *Helio Solutions, Santa Clara, CA*  
Jaree Pinthong '09, *Bank of Thailand, Bangkok, Thailand*

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

Tyler Blangiardo '09, *ProParques, Heredia, Costa Rica*  
Clara Bottler '09, *Defensoria de la Mujer, San José, Costa Rica*  
Liannette A. Perez '09, *Fundación Paniamor, San José, Costa Rica*

### **Barbara Bush Award for Volunteerism**

Caroline E. Sancken '07, *WorldTeach, La Luchita, Costa Rica*

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

Ilang M. Guiroy '09, *Silliman University Medical Center, Dumaguete City, Philippines*  
Beth L. Romano '08, *The Dedalus Press, Dublin, Ireland*

### **Class of 1962 Student Internship Fund**

Katherine Watson '09, *Office of Washington State Governor Christine Gregoire, Olympia, WA*

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

Anna Joan Lee '09, *Refugee Women's Alliance, Seattle, WA*  
Courtney L. Sato '09, *Girl Scouts of Hawai'i, Honolulu, HI*

### **Class of 1989 10th Reunion Fund**

Adria E. Schlemme '09, *Wildlife Clinic at Cummings School of Veterinary Medicine, Tufts University, North Grafton, MA*

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

Victoria M. Starrett '09, *Greater Boston Legal Services, Boston, MA*

## **Susan Todd Horton 1910**

### **Internship Fund**

Elizabeth T. Borné '09, *The Feminist Press, City University of New York, New York, NY*

Cassie H. Chambers '10, *Office of U.S. Congressman Ben Chandler, Washington, D.C.*

Inna Fain '08, *Office of the San Francisco Public Defender, San Francisco, CA*

Erica L. Kim '08, *Condé Nast Publications, New York, NY*

Rachel A. Newman '08, *Downtown Partners Chicago, Chicago, IL*

Devin Rand-Giovannetti '08, *Museum of Fine Arts, Boston, Boston, MA*

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

Davina Canagasabay '08, *U.S. State Department, Colombo, Sri Lanka*

Amy L. Damon '09, *Huari-Ancash Archaeological Project, Centre de Recherche en Archéologie Précolombienne Université Paris, San Juan de Lurigancho, Peru*

Ekta Ghimire '09, *EPOS Health*

*Consultants, Bad Homburg, Germany*

Susan W. Hall DS, *Children and Community for Change, Kingston, Jamaica*

Catherine Kunce '08, *Houens Odde Scout Camp, Kolding, Denmark*

Christine I. Nichols '08, *Thai Health Promotion Foundation, Bangkok, Thailand*

Rosie Adhiambo Osire '10, *Students Travel and Exposure South Africa, Boksburg, Gauteng, South Africa*

Asha G. Stenquist '09, *Vieques Conservation & Historical Trust, Vieques, Puerto Rico*

Erisha S. Suwal '08, *Centre for Development Finance, Chennai, India*

Marisa D. Villarreal '08, *Coral Reef Conservation Project, Wildlife Conservation Society, Mombasa, Kenya*

## **Low Vision Information Center**

Victoria J. Sheffield '09, *The Low Vision Information Center, Bethesda, MD*

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

Catherine E. Walline '08, *Einstein Learning, San José, Costa Rica*

### **The Lumpkin Family Internships for the Environment**

Catherine M.R. Foley '08, *Blue Ocean Society for Marine Conservation, Portsmouth, NH*

Debra M. Hausladen '09, *Organization for Tropical Studies, La Selva, Costa Rica*

Mehjabeen Rahman '08, *Organization for Tropical Studies, La Selva, Costa Rica*

Grace S. Yasumura '10, *The Rainforest Action Network, San Francisco, CA*

### **Lupton Scholarship**

Tara M. Augenstein '08, *Siskin Children's Institute, Chattanooga, TN*

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

Nina M. Hart '09, *Office of Michigan Governor Jennifer M. Granholm, Lansing, MI*

Rachael A. Lau '08, *Office of State Representative Alice K. Wolf, Boston, MA*

Beilin Ye '10, *Office of Illinois Attorney General Lisa Madigan, Chicago, IL*

### **Parents' Internship Program**

Cordelia Chansler '09, *Office of The Honorable John Gleeson, United States District Judge, Eastern District of New York, Brooklyn, NY*

Alaya N. Levi Salley '10, *AmeriChoice, New York, NY*

Rakeen S. Mabud '09, *Office of Senator Barbara A. Mikulski, Washington, D.C.*

Jennifer M. Macarchuk '08, *Office of the Rhode Island Public Defender, Providence, RI*

Dana Montalto '09, *Office of U.S. Senator Edward M. Kennedy, Boston, MA*

Magdalena Naydekova '08, *MADA s.p.a.m., Shanghai, China*

Alana L. Nelson '10, *Department of Geography, East Carolina University, Greenville, NC*

Caroline J. Royer '09, *Higgins Armory Museum, Worcester, MA*

### **The Barbara Scott Preiskel '45 Endowed Fund for Internships**

Erin M. Freeman '08, *College of Criminal Justice, Northeastern University, Boston, MA*

Brittany N. Sundgren '09, *ArtReach, Inc., Denver, CO*

### **Public Service Internship Fund**

Joan F. Seay '08, *Family and Children's Services, Tulsa, OK*

### **Service Opportunity Stipend**

Olubukola Adekanbi DS, *Association for Reproductive and Family Health, Ibadan, Nigeria*

Christina L. Alvarez '08, *Córdoba Acoge, Córdoba, Spain*

Rachel Behler '10, *Iran Human Rights Documentation Center, New Haven, CT*

Jamie L. Bence '10, *Planned Parenthood of Wisconsin, Milwaukee, WI*

Danielle M. Berger '08, *Department of Psychiatry, Children's Hospital Boston, Boston, MA*

Maria Fatima B. Bisquera '10, *Books for Barrios, Concord, CA*

Allison M. Bland '09, *Hands on Atlanta, Atlanta, GA*

Megan L. Briggs '09, *Global Learning, Liberia, Costa Rica, and Santa Ana Maya, Mexico*

Dana C. Britt '09, *Aga Khan Education Service, Kampala, Uganda*

Elizabeth S. Brown '09, *Children's Museum of Maine, Portland, ME*

- Maria J. Bybee '10, *Relief Nursery, Inc.*, Eugene, OR
- Jing Cao '08, *VA Boston Healthcare System, Jamaica Plain, MA*
- Stephanie H. Chan '08, *Hospitals of Hope, Inc.*, Chochabamba, Bolivia
- Katherine A. Ciurej '08, *Gay, Lesbian, and Straight Education Network*, New York, NY
- Bess M. Connors '10, *Amigos de las Américas, Asunción, Paraguay*
- Marguerite E. Cooke '09, *Gay and Lesbian Advocates and Defenders (GLAD)*, Boston, MA
- Josephine C. Corlett '08, *Alameda County Child Care Center, Oakland, CA*
- Moeena Das '09, *Doosra Dashak, Jaipur Rajasthan, India*
- Stephanie C. DeAlmeida '09, *Cross-Cultural Solutions, Ayacucho, Peru*
- Maša Đikanović '10, *Sigurna Ženska Kuća (Women's Safe House)*, Podgorica, Montenegro
- Alejanda Ellison-Barnes '09, *The Foundation for International Medical Relief of Children, Bumwalukani, Uganda*
- Margaret D. Garascia '09, *Girls' LEAP, Cambridge, MA*
- Angeles Garcia '09, *International Institute of Boston, Boston, MA*
- Aysha R. Gregory '09, *AIDS Legal Referral Panel, San Francisco, CA*
- Ellen M. Hostetler '08, *New Orleans Habitat for Humanity, New Orleans, LA*
- Zandile Kabayadondo '09, *Aga Khan Education Service, Hyderabad, India*
- Elizabeth A. Kim '09, *The Boston Consortium for Gender, Security, and Human Rights, Medford, MA*
- Leslie J. Kim '08, *Cross-Cultural Solutions, Ayacucho, Peru*
- Joanne Lee '08, *New Orleans Habitat for Humanity, New Orleans, LA*
- Walinda T. Louissaint '10, *Common Pathways, Worcester, MA*
- Caitlin M. McGraw '09, *Global Learning, Liberia, Costa Rica, and San Jorge, Costa Rica*
- Mehvish Mehrani '08, *Aga Khan Education Service, Hyderabad, India*
- Kristin N. Milosch '09, *Save-a-Pet Adoption Center, Grayslake, IL*
- Elishibah W. Msengeti '09, *Forum for African Women Educationalists—Kenya Chapter, Nairobi, Kenya*
- Joy M. Napier '10, *Global Learning, Liberia, Costa Rica, and San Jorge, Nicaragua*
- Stephanie-Lydia Njemanze '09, *Jackson Heart Study, University of Mississippi Medical Center, Jackson, MS*
- Priya Patel '09, *New England Wildlife Center, Weymouth, MA*
- Courtney E. Pelley '08, *World Teach, Santo Domingo, Costa Rica*
- Helena V. Pylvainen '08, *Building with Books, Southfield, MI*
- Betsy L. Raymond '10, *Acme Theatre Company, Davis, CA*
- Dianne D. Reyes '09, *Hands on Atlanta, Atlanta, GA*
- Natalie J. Ross '09, *Aga Khan Education Service, Kampala, Uganda*
- Erin E. Ryan '09, *The Clinton Foundation, Little Rock, AR*
- Julia C. Shaw '09, *YMCA of Metropolitan Chicago, Chicago, IL*
- Jane H. Shin '09, *Office of Oral Health, Massachusetts Department of Public Health, Boston, MA*
- Emily E. Steiner '08, *Global Crossroad, Arusha, Tanzania*
- Christie C. Sze '10, *TADA! Youth Theater, New York, NY*
- Amanda J. Tai '09, *Azafady, Fort Dauphin, Madagascar*
- Christina S. Tilghman '09, *Girls' LEAP, Cambridge, MA*
- Dahuy Tran '08, *Asian Task Force Against Domestic Violence, Lowell, MA*
- Mercedes D. Tran '09, *Boston Refugee Youth Enrichment, Phillips Brooks House Association, Cambridge, MA*
- Tu-Phong T. Tran '10, *Global Learning, Liberia, Costa Rica*
- Samira Vachani '08, *Global Learning, Liberia, Costa Rica*
- Jacqueline O. Valentine '09, *New Orleans Habitat for Humanity, New Orleans, LA*
- Jane C. Vora '08, *New Orleans Habitat for Humanity, New Orleans, LA*
- Chloe S. Woodward-Magrane '08, *The Saint Paul Foundation, St. Paul, MN*
- Bei (Bebe) Yuan '10, *Summer Urban Program, Phillips Brooks House Association, Cambridge, MA*

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

- Vivian J. Chang '08, *Political Research Associates, Somerville, MA*
- Naema Chowdhury '08, *Turning Point for Women and Families, Flushing, NY*
- Veronica Cole '09, *Laboratory for Developmental Studies, Harvard University, Cambridge, MA*
- Helen J. Day '09, *Laboratory for Developmental Studies, Harvard University, Cambridge, MA*
- Karin Firoza '10, *Social Accountability International, New York, NY*
- Gabrielle N. Gantos '10, *Department of Microbiology, Ohio State University, Columbus, OH*
- Sophie N. Giordano '09, *The Eugene O'Neill Theater Center, Waterford, CT*
- Candice Lee '10, *Social Accountability International, New York, NY*
- So Yeon Lee '09, *Laboratory for Developmental Studies, Harvard University, Cambridge, MA*
- Jeanine Navarette '10, *Rock and Roll Hall of Fame and Museum, Cleveland, OH*
- Kaylan M. Stevenson '09, *The Colonial Williamsburg Foundation, Williamsburg, VA*

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

Neon B. Brooks '08, *Laboratory for Developmental Studies, Harvard University, Cambridge, MA*

Elizabeth T. Klinger '10, *Department of Psychiatry and Behavioral Sciences, Stanford University School of Medicine, Stanford, CA*

Mackensie A. Yore '08, *Brigham and Women's Hospital, Boston, MA*

### **Oprah Winfrey Award for Volunteerism**

Rosalinda H. Linares '07, *Girls' LEAP, Cambridge, MA*

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

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

### **Anchor Graphics Internship, Columbia College**

Amber L. Evans '08, *Anchor Graphics, Chicago, IL*

### **Robert Blackburn Printmaking Workshop**

Kelsey N. van Beever '07, *Robert Blackburn Printmaking Press, New York, NY*

### **Davis Museum Summer Internship Program**

Jillian A. Brooks '07

Sarah G. Buyer '07

Jennifer Cawley DS '07

Christina L. Costello '08

Adrienne R. Jacobson '09

Wendy Y. Kim '08

Katherine R. Lonergan '09

Kathleen E. Scorza '07

### **Eleanor P. DeLorme Museum Internship**

Jennifer Cawley DS '07

### **Guggenheim Museum Internship**

Jane M. Fischer '08, *Guggenheim Museum, New York, NY*

### **Hammer Museum of Art Internship**

Lauren M. Ino '08, *Hammer Museum of Art, Los Angeles, CA*

### **Museum of Fine Arts, Boston Internship**

Uttara Dukkipati '09, *Museum of Fine Arts, Boston, Boston, MA*

### **Pace Gallery Summer Internship**

Erin C. Brown '07, *Pace Gallery, New York, NY*

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

Marissa J. Moshier '07, *Musée du Louvre, Paris, France*

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

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

### **Social Sciences Summer Research Program**

Kathryn A. Bachman '08

Fatima Burney '10

Shavanna A. Calder '08

Claire F. Droste '10

Blair G. Edwards '08

Sanja Jagesic '08

Annemarie A. Kocab '10

Surita Patel '09

Johanna E. Peace '09

Shabnam Sharbatoghlie '08

Hannah D. Sholder '09

### **Department of English and Writing Program**

### **Department of English and Writing Program Summer Internships**

Julie B. Camarda '08, *Boston Review, Somerville, MA*

Sumita Chakraborty '08, *AGNI Magazine, Boston University, Boston, MA*

Morgan W. Smith '07, *Slate, Washington, D.C.*

### **Department of French**

### **French House Fellows Program**

Maura C. Atwater '08, *Musée National de la Marine, Brest, France*

### **Department of German**

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

Colleen M. Corcoran '09, *Wellesley-in-Vienna, Vienna, Austria*

Nadza Durakovic '09, *Wellesley-in-Vienna, Vienna, Austria*

Ana Ila '09, *Wellesley-in-Vienna, Vienna, Austria*

Kathleen A. Mill-Curran '09, *Wellesley-in-Vienna, Vienna, Austria*

### **Department of Political Science**

### **Washington Summer Internship Program**

Amanda Akerley '08, *Office of U.S. Representative Pete Stark, Washington, D.C.*

Laura C. Beckerman '08, *Office of The Honorable Ann Keary, D.C. Superior Court Judge, Washington, D.C.*

Eileen T. Crehan '08, *Office of Research on Women's Health, National Institutes of Health, Bethesda, MD*

Abigail G. Dalton '08, *Newsweek, Inc., Washington, D.C.*

Allison M. Dwyer '08, *The Brookings Institution, Washington, D.C.*

Eliana Forciniti '08, *Office of The Honorable Ann Keary, D.C. Superior Court Judge, Washington, D.C.*

Rebecca K. Gold '08, *Hillary Clinton for President Exploratory Committee, Washington, D.C.*

Katherine E. Green '08, *Feminist Majority Foundation, Arlington, VA*

Sarah M. Hoban '08, *Grameen Foundation USA, Washington, D.C.*

Ellen M. Huerta '08, *U.S. Senate Committee on Environment and Public Works, Washington, D.C.*

Samantha L. Jones '08, *China Environment Forum, Woodrow Wilson International Center for Scholars, Washington, D.C.*  
 Bai Kamara '08, *U.S. Agency for International Development, Washington, D.C.*  
 Ona A. Keller '08, *Center for American Progress, Washington, D.C.*  
 Monisha Khurana '08, *U.S. Environmental Protection Agency, Washington, D.C.*  
 Amelia Manderscheid '08, *National SIDS/ID Project IMPACT, Association of SIDS & Infant Mortality Programs, McLean, VA*  
 Maria J. Nassan '08, *Office of U.S. Senator John Kerry, Washington, D.C.*  
 Kristen L. Neff '08, *Hillary Clinton for President Exploratory Committee, Washington, D.C.*  
 Elizabeth A. Santos '08, *Voice of America Portuguese Language Broadcasting, Washington, D.C.*  
 Malina C. Swiatek '08, *The National Security Archive, George Washington University, Washington, D.C.*  
 Whitney L. Walker '08, *Vital Voices, Washington, D.C.*

## Department of Psychology

### Psychology Practicum Program

Kathryn A. Bachman '08, *Developmental Medicine Center, Children's Hospital Boston, Boston, MA*  
 Catherine R. Congress '07, *Germaine Lawrence, Inc., Arlington, MA*  
 Emily R. Duggan '07, *Developmental Medicine Center, Children's Hospital Boston, Boston, MA*  
 Christina S. Laitner '07, *Day Treatment, Riverside Community Care, Newton, MA*  
 Lucy B. Malcom '07, *Germaine Lawrence, Inc., Arlington, MA*  
 Jenna M. Mezin '08, *Day Treatment, Riverside Community Care, Newton, MA*

Haley B. Organ '07, *Autism Alliance, Natick, MA*  
 Kaitlyn E. Panza '07, *Neponset River House, Riverside Community Care, Norwood, MA*  
 Britney S. Payton '08, *Autism Alliance, Natick, MA*  
 Rachel L. Prottas '07, *The Walker Home and School, Needham, MA*  
 Kendall L. White '07, *Developmental Medicine Center, Children's Hospital Boston, Boston, MA*  
 Nicole E. Williams '07, *Germaine Lawrence, Inc., Arlington, MA*

## Department of Religion

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

Alyssa D. McConkey DS, *World Conference of Religions for Peace South Africa, Durban, South Africa*  
 Lillian E. Nin '08, *The Santiago de Compostela Pilgrimage, France, Spain*  
 Suzanne A. Salvo DS '08, *Independent Study, Fátima, Portugal*

### Knapp Technology Internship Program

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

### Summer Internships in Instructional Technology

Dorothy N. Brown '09  
 Diana M. Eastman '08  
 Ariel D. Hathaway '09  
 Naoko J. Kogure '08  
 Kathryn F. Neugent '10  
 Thutrang T. Nguyen '08  
 Ewelina Oleszek '10  
 Marlie Philiossaint '10  
 Christina G. Pong '09  
 Ran Tao '09

## Peace and Justice Studies

### Emily Greene Balch Summer Internship

Onyango Gladys Akinyi Palmer '07, *African Agenda, Third World Network-Africa, Accra-North, Ghana*

### Science Center Summer Research Awards

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

### Patricia Davis Beck Fund for Chemistry Research

Adrienne S. Topic '09  
 Lin L. Zhu '08

### Beckman Scholars Program

Colleen R. Kirkhart '09

### BellSouth Mentoring in the Sciences Gift

Sherry S. Zhou '10, *The Cancer Institute of New Jersey, New Brunswick, NJ*

### Brachman Hoffman Fund Faculty Awards

Megan E. Friedman '08  
 Hyon Suk Kim '08  
 Elizabeth D. Marlow '08

### Faculty Grants

Alexandria J. Bear '09  
 Hillary C. Chu '09  
 Heather F. Clark '07  
 Rachel M. Erdil '07  
 Brandi J. Newell '08  
 Jae-Young Paek '08  
 Lieu T. Tran '09

### Howard Hughes Medical Institute Summer Research Awards

Habiya A. Beg '08  
 Peggy P. Chen '09  
 Susan J. Downer '08  
 Rosa-Lynne Fernando '08

Heather M. Haines '08, *University of California, Berkeley, Berkeley, CA*

DaEun Im '10

Youngmi F. Kim '09

Krystal S. Lee '08

Nayna A. Lodhia '09, *McGovern Institute for Brain Research, Massachusetts Institute of Technology, Cambridge, MA*

Kathleen D. McCarthy '08

Kathy Mu '08

Sarah Park '08

Allison M. Perez '08

Emily H. Pighetti '08

Roheeni Saxena '08

Caroline K. Sheridan '08

Michelle M. Song '08

Theodora Stewart '08, *Swiss Federal*

*Institute of Aquatic Science and Technology (Eawag), Dübendorf, Switzerland*

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

Evelyne Guter '09

Samantha M. Littlejohn '09

Ying Wang '09

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

Relena R. Ribbons '09

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

Amila Hadziomerspahic '10

Natalya P. Maharaj '09

#### **Massachusetts Space Grants Awards**

Kaitlyn S. Lucey '08, *Northeastern University, Boston, MA*

#### **Merck/AAAS Undergraduate Science Research Program (USRP)**

Olivia M. Hendrick '08

Cassie G. Peitzman '08

Jessica L. Tse '09

Theresa T. Vo '08

#### **Georgeanne Miller Mulhern Summer Research Awards**

Janhavi S. Athale '08

Emily A. Jones '07

Courtney C. Stepien '08

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

Wan Lam '09

Sharline Madera '08

Mona S. Minkara '09

Julia C. Thomas '09

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

Ashmita Banerjee '08

Selasi Dankwa '07

Eleanor Fleming '08

Linda M. Guiney '09

Elisabeth M. Hersman '08

Dorhyun Johng '08, *Cancer Research*

*Center of Hawai'i, University of Hawai'i, Honolulu, HI*

Sahr Khan '09

Smadar V. Levy '09

Ursela Siddiqui '08

Susan M. Smith '08

Margaret W. Thompson '08

Ruth W. Wang'ondy '07

#### **Wellesley Summer Research Awards from the Office of the Dean of the College**

Chen Deng '08

Elizabeth Jeruto '09

Sunita Kannan '08

Gabrielle Weber '07

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

Kathryn A. Lipford '08

Grace E. Logan '08

#### **Wellesley Centers for Women**

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

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

Gabrielle D. Abousleman '08

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

Amanda K. Johnston '08

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

Diana C. Tubbs '07

#### **The Morse Fellowship**

Sanja Jagesic '08

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

Catherine A. Recchia '07

## NATIONAL FELLOWSHIP COMPETITION RECIPIENTS AND NOMINEES 2007

### **Amgen Scholars Program**

Anika M. Lucas '08, *United States*

### **Austrian Government Teaching Assistantship in English**

Stephanie L. Gilardi '07, *Austria*

### **Beckman Scholarship**

Colleen R. Kirkhart '09, *United States*

### **Beinecke Scholarship**

Julie B. Camarda '08, *United States*

### **Kathryn Wasserman Davis 100 Projects for Peace Program**

Shayla D. Adams '08, *Mexico*

Dafna Ashkenazi '08, *Israel*

Dawoun Jyung '07, *South Africa*

### **Foreign Language and Area Studies Fellowship to Study Near Eastern Languages and Civilizations at the University of Pennsylvania**

Carolyn A. Brunelle '07, *United States*

### **Freeman-ASIA Award for Study in East and Southeast Asia**

Patricia Chen '08, *China*

Angela Y. Choi '08, *Japan*

Joanne Wong '08, *China*

### **Fulbright Student Program**

Erin R. Doherty '07, *Fulbright Full Grant, Russia*

Lauren Gritzke '07, *Fulbright English Teaching Assistantship, Korea*

Megan C. Gross '07, *Fulbright English Teaching Assistantship, Russia*

Heather A. Hausladen '07, *Fulbright Full Grant and Fulbright Critical Language Enhancement Award, China*

Michelle C. Louie '07, *Fulbright English Teaching Assistantship, Taiwan*

Julia M. Powers '05, *Fulbright Full Grant, China*

Samantha E. Rose '05, *Fulbright Full Grant, Egypt*

Claire E. Smolik '06, *Fulbright Full Grant, Italy*

Fanny Tsang '07, *Fulbright Full Grant, China*

Amy Y. Wong '05, *Fulbright Grant with English Teaching Assistantship, Austria*

Wallis J. Yu '07, *Fulbright English Teaching Assistantship, Thailand*

Christine Susan Allen '07, *finalist*

Jenni Mi Young Bae '07, *finalist*

Sarah Jane Ohle '07, *finalist*

Sarah Ruth Swanbeck '07, *finalist*

### **Benjamin A. Gilman International Scholarships**

Christin Ho '08, *Japan*

### **Glamour Magazine's Top Ten College Women Competition**

Chikoti Mibenge '07, *United States*

### **Barry M. Goldwater Scholarship**

Rebekah I. Dawson '09, *United States*

### **Killam Fellowship**

Katherine R. Lonergan '09, *Canada*

### **Knight Community Journalism Fellowship, University of Alabama**

Emily J. Amick '07, *United States*

### **Mellon Mays Undergraduate Fellowship**

Rocio B. DeLao '08, *United States*

### **National Institutes of Health**

Deborah E. Bauer '03, *National Research Service Award, Predoctoral Fellowship, United States*

### **National Library of Medicine Associate Fellowship Program**

Emily J. Vardell '05, *United States*

### **National Science Foundation Graduate Research Fellowship**

Amy L. Gower '01, *United States*

Ingrid E. Swanson '03, *United States*

Elizabeth B. Breese '06, *Honorable Mention*

Dana J. Huebert '03, *Honorable Mention*

Jessica M. Silver '03, *Honorable Mention*

Julie A. Wright '04, *Honorable Mention*

### **Public Policy and International Affairs Program (PIIA)**

Jenny L. Jourdain '07, *United States*

### **Rhodes Scholarship**

Sarah S. Payne '05, *finalist*

### **Rockefeller Brothers Fund Fellowship**

Shayla D. Adams '08, *United States*

Gloria Rosales '08, *United States*

### **Saint Andrew's Society of the State of New York Scholarship**

Naomi S. Wells '07, *Saint Andrew's*

*Society Scholar and inaugural recipient of the Agnes and Margaret Macmillan Scholarship Award, Scotland*

### **Morris K. Udall Scholarship**

Asha G. Stenquist '09, *Honorable Mention*

### **Thomas J. Watson Fellowship**

Alia N. Gurtov '07, *China, Ethiopia, France, Germany, South Africa, and Spain*

## WELLESLEY COLLEGE GRADUATE FELLOWSHIP RECIPIENTS 2007

### **Anne Louise Barrett Fellowship**

Nina Schloesser '02, *United States*

### **Margaret Freeman Bowers Fellowship**

Ama B. Abeberese '04, *United States*

### **Eugene L. Cox Fellowship**

Simran S. Thadani '05, *United States*

### **Pamela Daniels Fellowship**

Mimosa S. Burr '07, *United States*

Vanessa A. Wiegel '07, *United States*

### **Professor Elizabeth F. Fisher Fellowship**

Rachel M. Erdil '07, *Ireland*

### **Ruth Ingersoll Goldmark Fellowship**

Joanna E. Swafford '06, *United States*

### **Horton-Hallowell Fellowship**

Annie Chu '03, *United States*

Natasha T. Hausmann '02, *United States*

Carrie S. Konold '97, *United States*

Maggie WaiMing Waung '02, *United States*

### **Peggy Howard Fellowship in Economics**

Jaimie C. Graham '07, *Canada*

Marina Turlakova '06, *United Kingdom*

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

Deborah R. Norris '07, *England*

### **Edna V. Moffett Fellowship**

Eleanor M. Blume '06, *United States*

Mahnaz Islam '07, *United States*

### **Alice Freeman Palmer Fellowship**

Rachel E. White '05, *United States*

### **Kathryn Conway Preyer Fellowship (formerly the Thomas Jefferson Fellowship)**

Molly M. Pryzwansky '99, *United States*

### **Jerome A. Schiff Fellowships**

Heather F. Clark '07, *United States*

Merideth A. Frey '07, *United States*

Megan C. Gross '07, *United States*

Alia N. Gurtov '07, *United States*

Lauren E. Holmes '07, *United States*

Beatrice P. Hunt '07, *United States*

Mahnaz Islam '07, *United States*

Rhobhi Matinyi '07, *United States*

Robin N. Miller '07, *United States*

Iuliana Pascu '07, *United States*

Vasumathi S. Raman '07, *United States*

Theodora J. Stewart '07, *United States*

### **Vida Dutton Scudder Fellowship**

Elizabeth B. Breese '06, *United States*

### **M.A. Cartland Shackford Medical Fellowship**

Merritt M. Evans '03, *United States*

### **Harriet A. Shaw Fellowship**

Eszter Polonyi '03, *United States*

### **Mary Elvira Stevens Traveling Fellowship**

Moriah Evans '01, *Belgium, France, Israel,  
and Switzerland*

Alita Gonsalves '99, *China, India, and Tibet*

Nicole Holland '71, *Russia*

Dun Zhang DS '92, *China*

### **Trustee Scholarship**

Mahnaz Islam '07, *for graduate study in  
Economics, United States*

Adilia E. Elizabeth James '07, *for graduate  
study in Educational Policy, United States*

Mallory E. Kremer '07, *for graduate study in  
Medicine, United States*

Winnie Yun Ni Liu '07, *for graduate study in  
Medicine, United States*

### **Sarah Perry Wood Medical Fellowship**

Mallory E. Kremer '07, *United States*

### **Fanny Bullock Workman Fellowship**

Sonja L. Mitchell '99, *United States*

### **Susan Rappaport Knafel '52 Scholarship for Foreign Study**

Robin N. Miller '07, *England*

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

Hana S. Freymiller '07, *Costa Rica,  
Ethiopia, Guatemala, India, Indonesia,  
and Kenya*

### **Elisabeth Luce Moore '24 Wellesley-Yenching Fellowship Program**

Eleanor E. Bastian '06, *Wellesley-Yenching  
Graduate Fellow at Ginling College,  
Nanjing, China*

Amy Lai '07, *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*

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Wellesley College gratefully acknowledges the generous alumnae and friends who support experiential learning. Their support enables students to engage in off-campus learning opportunities that have become an integral part of the Wellesley College educational experience.

The Tanner Conference Committee gratefully acknowledges staff in the following departments and facilities for their commitment to the Tanner Conference: Alumnae Hall, Auxiliary Services, Campus Police, Communications and Publications, Custodial Services, Food Services, Grounds, Instructional Technology, Jewett Arts Center, Lulu Chow Wang Campus Center, Mail Services, Media Services, Newhouse Center for the Humanities, Pendleton Hall, Science Center, Special Events, and the Wellesley College Club.

