

**THE TANNER
CONFERENCE**

**WELLESLEY
IN THE
WORLD**

**TUES
NOV 3
2009**

new
directions
in liberal
education

THE TANNER CONFERENCE

It is our privilege to invite your participation in the 2009 Tanner Conference. Established through the generosity of trustee emerita Estelle “Nicki” Newman Tanner ’57, the conference explores the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. Its premise is 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 subjects 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 decision to participate in these experiences as Wellesley students later proved to be one of consequence.

Representing the work of nearly 300 Wellesley students, alumnae, faculty, and staff, the 2009 Tanner Conference is organized around five broad themes: Cross-Cultural Interaction; Culture and the Arts; Learning, Service, and Youth; Politics, Economics, and Activism; and Science, Medicine, and Public Health. Included in the conference is an exhibition with information on internships, service learning opportunities, international study, and fellowships.

We wish to thank all those presenting at the Tanner Conference for their role in helping us to better understand Wellesley’s place in the world. We invite you to join the conversation they are seeking to foster.

The 2009 Tanner Committee

Stephanie L. Abbott ’06
Center for Work and Service

Tom Burke
Department of Political Science

David J. Ellerby
Department of Biological Sciences

Nancy P. Genero
Department of Psychology

Beth A. Hennessey
Department of Psychology

Marion R. Just
Department of Political Science

Carla Legros
Class of 2010

Michelle Lepore
Office of the Dean of Students

Martha J. McNamara
Department of Art

Alexa R. Miller
Davis Museum and Cultural Center

Salwa N. Muhammad ’06
Center for Work and Service

S. Joanne Murray ’81
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Olga Shurchkov ’01
Department of Economics

Jill Syverson-Stork
Department of Spanish

Jennifer Thomas-Starck
Office of International Study

Franklyn A. Turbak
Department of Computer Science

Margaret E. Ward
Department of German

Adele J. Wolfson
Office of the Dean of the College

THEMATIC OVERVIEW

Cross-Cultural Interaction

International Bounds: Citizenship and Public Health	individual presentations	9:15am	Pendleton East 239
Navigating Complex Identities in Anthropology	individual presentations	9:15am	Pendleton East 339
¿Viva la Diferencia?	individual presentations	9:15am	Founders 120
Examining Contested Images in Reality	individual presentations	10:45am	Pendleton East 339
Here, There, and Everywhere: Studying Abroad in More Than One Country	panel	10:45am	Founders 120
Religious Landscapes at Home and Abroad	individual presentations	10:45am	Pendleton West 117
Cultural Clashes of Today and Yesterday in Japan	individual presentations	1:30pm	Pendleton East 129
Italian Food for Thought	individual	3:00pm	Pendleton West 117
Volunteer Voices: Integrating Local and International Perspectives	individual presentations	3:00pm	Pendleton East 239

Culture and the Arts

A Delicate Dance: The Art of Navigating Change in Nonprofits	individual presentations	9:15am	Pendleton West 116
Making It Matter: Understanding Audiences from the Gilded Age to the Present	individual presentations	9:15am	Pendleton West 212
Empowerment or Manipulation?: Teen Girls and the Media	individual presentations	10:45am	Pendleton East 139
Techniques, Environments, and Food: Fueling the Creative Process	individual presentations	1:30pm	Pendleton West 212
The New Word: What Happens When Libraries Go Digital?	roundtable	1:30pm	Multifaith Center
Don't Leave Without Your Tools: Creative Writing in America and Abroad	panel	3:00pm	Pendleton East 129
From Brothels to Barns: Exploring Montana's Cultural Identity Through Architecture	panel	3:00pm	Pendleton East 339

Learning, Service, and Youth

Challenge Your Body to Grow Your Mind	individual presentations	9:15am	Pendleton East 139
Classroom Integration: Meeting Student Needs or Missing the Mark?	individual presentations	10:45am	Pendleton West 116
Serving At-Risk Adults	individual presentations	10:45am	Pendleton East 127
Finding Meaning in Alternative Education	individual presentations	1:30pm	Pendleton East 339
Integrating for Equity: Helping Troubled Children Reach Their Potential	individual presentations	1:30pm	Pendleton East 139
Fellowship Travels	panel	1:30pm	Pendleton West 220
From Student-Teacher Relationship to Policy Making: Education in International Settings	individual presentations	3:00pm	Pendleton West 212
The Houses We Keep: History, Planning, and Finances	individual presentations	3:00pm	Pendleton West 220

Politics, Economics, and Activism

Polishing the Crystal Ball: Forecasting the Future in Business and Development	individual presentations	9:15am	Pendleton East 127
Freedom and Censorship: Contradictions in Politics and Journalism	individual presentations	10:45am	Pendleton East 239
Paths to Development in a Globalizing World	individual presentations	10:45am	Pendleton West 220
Democratic Practice, Democratic Dreams?	individual presentations	1:30pm	Pendleton East 239
Empowering Victims?: International Aid and Agency	individual presentations	1:30pm	Pendleton East 127
Exploring Social Change: From Grassroots to Global Policy	individual presentations	3:00pm	Pendleton East 127
Social Networking at Wellesley: To Community and Beyond!	roundtable	3:00pm	Multifaith Center
The Real World of <i>Law and Order</i>	individual presentations	3:00pm	Pendleton East 139

Science, Medicine, and Public Health

Inhabiting Two Worlds: Humanities Meet the Sciences	individual presentations	9:15am	Pendleton West 117
Real-World Applications: Internships in Computing, Engineering, and Human-Computer Interaction	panel	9:15am	Pendleton West 220
Taking Care of People from Head to Toe	individual presentations	9:15am	Pendleton East 129
Damp Yankees: Fieldwork in Wet Places	individual presentations	10:45am	Pendleton West 212
Pandemics: “In the Distraction of This Maddening Fever,” What Is the World to Do?	roundtable	10:45am	Multifaith Center
“(Re:)Searching”	individual presentations	1:30pm	Pendleton West 116
Science <i>in Extremis</i>	individual presentations	1:30pm	Pendleton West 117
Trial and Error: How Science Gets Done	individual presentations	1:30pm	Founders 120
Patience with Patients	individual presentations	3:00pm	Pendleton East 130
The Road to Health Is Paved with Good Research	individual presentations	3:00pm	Pendleton West 116

CONFERENCE SCHEDULE

8:30–9:15am

International Continental Breakfast

Pendleton Atrium

9:15–10:25am

Cross-Cultural Interaction

International Bounds: Citizenship and Public Health (individual presentations)

Pendleton East 239

Alaya N. Levi Salley, An Uphill Battle: Peruvian Women's Health Care Access in Chile

Da Eun Im, Societal Determinants of Health in Guatemala

Deeba L. Zivari, Disparity, Distrust, and Decision-Making: Building Bridges Between People and Global Policy

Megan A. Goossen, Creating Migrant Citizens in the United States and Mexico

Navigating Complex Identities in Anthropology (individual presentations)

Pendleton East 339

Emily D. Šaras, Trouble, Boggle, Taboo!: Playing the Game of Anthropology

Wenqing You, Cultural Identity: Do Differences Lead to Conflicts?

Elizabeth A. Bartels, Through the Window to Europe, Out the Back Door to Tokyo

¿Viva la Diferencia? (individual presentations)

Founders 120

Danielle T.O. Brown, Understanding and Overcoming Spanish Stereotypes

Amanda K. Black, Loren M. Lopez, Natasha D. Kellaway, Laura J. Cox, and Stefanie Chan, Minorities in Córdoba, Spain: Blatant Stares, Abrupt Questions, and Wild Assumptions

Culture and the Arts

A Delicate Dance: The Art of Navigating Change in Nonprofits (individual presentations)

Pendleton West 116

Galen T. Danskin, A Pillow Dance: Balancing Budgets with Arabesques

Alethea H. Dopart, Through the Lens: Interning at National Geographic Books

Stephanie S. Buhle, Paper or Plastic?: Documentation at the Musée d'Orsay in the Digital Age

Ashley L. Lee, Recording the Present: Experiences at Hong Kong's Asia Art Archive

Making It Matter: Understanding Audiences from the Gilded Age to the Present (individual presentations)

Pendleton West 212

Hayley M. Lenahan, Summer at the Everhart: Making a Museum Come Alive

Kimberly A. Frost, Artifacts and Audiences: Connecting Through Museum Exhibits

Melinda C. Rios, Gilded-Age Mansions

Miquel A. Geller, Installations and Explorations: Designing Exhibits for Children

Hilary F. Gram, Off the Red Carpet: Inside a Studio at the Cannes Film Festival

Learning, Service, and Youth

Challenge Your Body to Grow Your Mind (individual presentations)

Pendleton East 139

Cecilia A. Flatley, Forging an Educational Experience in Patagonia

Stephanie G. Braunthal, Make Girls Go!: A Coach's Guide to the Modern Female Athlete

Gabriella M. Wakeman, But If I Cannot Win

Politics, Economics, and Activism

Polishing the Crystal Ball: Forecasting the Future in Business and Development (individual presentations)

Pendleton East 127

Darshini S. Patel, By 2050: A New Global Hierarchy?

Siwen Chen, Business in China Inside and Out

Alicja E. Lam, Preparing for the Future in an Uncertain World

Science, Medicine, and Public Health

Inhabiting Two Worlds: Humanities Meet the Sciences (individual presentations)

Pendleton West 117

Jillian M. Cunningham, Science-Geek Historian or History-Buff Scientist?

Hayley C. Merrill, Qualifying Versus Quantifying: An English Major's Plunge into the World of Biology

Mary E. Boehm, Recurring Death and Curing AIDS

Yuan Li, Agricultural Sustainability and Ecotourism in Costa Rica

Real-World Applications: Internships in Computing, Engineering, and Human-Computer Interaction (panel)

Pendleton West 220

Lia T. Napolitano, Anna M. Loparev, Sha Lu, Alexandra L. Olivier, Rebecca E. Spitzer, and Megan K. Strait

Taking Care of People from Head to Toe (individual presentations)

Pendleton East 129

Svetlana Roskin, Community-Based Recovery: The Clubhouse Model

Mita V. Shah, The Other Side of Medicine: Homeless Health Care

BahiaZoe M. Wahba, The Urban Pregnancy: Developing Community Prenatal Care in New York City

10:25–10:45am

Break

Refreshments will be served in the Pendleton Atrium.

10:45–11:55am

Cross-Cultural Interaction

Examining Contested Images in Reality (individual presentations)

Pendleton East 339

Dannie T. Tran, Lessons from Cambodian Sex Workers

Laura M. Corser, Meeting Kim Il Sung: An “American Imperialist’s” Experience in North Korea

Stacy S. Lee, Hip-Hop and Toy Guns in Palestine

Here, There, and Everywhere: Studying Abroad in More Than One Country (panel)

Founders 120

Kathleen E. Scott, Rachel T. Lewis, Alexandra S. Goodman, Sowdamini Saraswati, Stephanie L. Brown, and Alissa A. Petee

Religious Landscapes at Home and Abroad (individual presentations)

Pendleton West 117

Claire F. Droste and Sohini S. Pillai, Exploring the World’s Religions in Greater Boston

Lara N. Yeo, A Buddhist Retreat and Pilgrimage to Self-Discovery

Hannah Z. Catzen, Defining a Life of Service

Kiersten L. Kelley, The Role of Faith-Based Service Organizations in America

Culture and the Arts

Empowerment or Manipulation?:

Teen Girls and the Media (individual presentations)

Pendleton East 139

Brittany V. Low and Meredith C. Hall, “That’s Mad Cool”: Interning at Teen Voices Magazine

Elana B. Altman, TWISTed Tweens: Behind the Scenes of the Evolving Magazine Industry

*Madeline N. Block, Sweating to Shop: My Summer Internship with *Cosmopolitan**

Learning, Service, and Youth

Classroom Integration: Meeting Student Needs or Missing the Mark?

(individual presentations)

Pendleton West 116

Hyelin Lee, Falling Through the Cracks

Emilie M. Futterman and Priya S. Agarwal-Harding, Migrant Education on the Thai-Burmese Border

Sara Minkara, Empowerment Through Integration

Serving At-Risk Adults (individual presentations)

Pendleton East 127

Makkah S. Ali, From the CWS to MAP: Career Development in Different Circumstances

Audrey G. Gill and Julia M. Probert, Collage, Drumming, and Dance: Effective Mental-Health Treatments?

Politics, Economics, and Activism

Freedom and Censorship:

Contradictions in Politics and Journalism (individual presentations)

Pendleton East 239

Parnian Nazary, Following News at the Embassy of Afghanistan

Julia K. Shew, Desert Heat: Working for a Magazine in the Middle East

*Mihaela V. Georgieva, Profits, Politics, and (Not) Propaganda: Demystifying China at *The Economist**

Edith Z. Shi, Journalism in China

Paths to Development in a Globalizing World (individual presentations)

Pendleton West 220

Yuechao Zhou, The “Green” Republic: Studying Abroad in Costa Rica

Rosie A. Osire, Globalization: Demon or Angel?

Halimatou Hima Moussa Dioula, In Search of My Development Philosophy

Yi Zhang, *From My Cubicle to the Farm: International Development and the Environment*

Science, Medicine, and Public Health

Damp Yankees: Fieldwork in Wet Places (individual presentations)

Pendleton West 212

Kara L. Feilich, *Pura Vida* Includes Mosquitoes: Life at a Tropical Field Station

Catherine C. Caruso, *The End of the Line: Environmental Impacts of Offshore LNG Terminals*

Margaret I. Himmelright, *Tropical Ecology: Scientific Exploration in Belize and Costa Rica*

Taylor Y. Harvey and Kimberley A. Corwin, *Stuck in the Mucky-Muck: Adventures in Cape Cod Salt Marsh Research*

Pandemics: “In the Distraction of This Madding Fever,” What Is the World to Do? (roundtable)

Multifaith Center

Vanessa M. Britto, David J. Ellerby, Jeff Hughes, Jonathan B. Imber, Joseph P. Joyce, Carla Legros, and Michelle L. Lepore

12:00–1:30pm

Tanner Conference Exhibition and Desserts

Jewett Auditorium

The Tanner Exhibition gives 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. Specialty desserts will be served.

1:30–2:40pm

Cross-Cultural Interaction

Cultural Clashes of Today and Yesterday in Japan (individual presentations)

Pendleton East 129

Xiao X. Tian, *The Invisibility of the Lesbian Community in Tokyo*

Amber Cabrera, *Tattoos: The Yakuza and the Japanese Bathhouse*

Ikuno Naka, *Rediscovering the Homeland: The Japan-America Student Conference*

Culture and the Arts

Techniques, Environments, and Food: Fueling the Creative Process (individual presentations)

Pendleton West 212

Eliza S. Murphy, *Comparisons in Paint: Organic Farmland in Ireland and Spain*

Kimberly E. Killen, *From My Kitchen to Yours: The Food Blog Boom*

Alison M. Barthwell, *Comedic Improv and Social Observation*

Emily L. Kim, *Pedestrian Crossing: London, UK*

The New Word: What Happens When Libraries Go Digital? (roundtable)

Multifaith Center

William F. Coleman, Meliti D. Dikeos '90, Thomas S. Hansen, Eileen D. Hardy, Martha McNamara, Alexa R. Miller, Ruth R. Rogers, and Jill A. Syverson-Stork

Learning, Service, and Youth

Finding Meaning in Alternative Education (individual presentations)

Pendleton East 339

Susan V. Schwartz, *Going Back to Camp at Twenty Years Old!*

Kelsey A. McFadden, *No Day at the Beach: The Challenges of a NOLS Semester*

Kristal K. Chamberlain, *The Summer Project: Not Just the Gift, But the Act of Giving*

Integrating for Equity: Helping Troubled Children Reach Their Potential (individual presentations)

Pendleton East 139

Samantha K. Skinner-Hall, *More Than Just Child’s Play: Interventions for Developmentally Delayed Toddlers*

Katherine E. O’Donnell, Katherine H. Frost, and Rachel P. So, *Where the Troubled Ones Are: Assisting Traumatized Children*

Fellowship Travels (panel)

Pendleton West 220

Monica Byrne '03, Christina Chang '08, and Holly Salmon '97

Politics, Economics, and Activism

Democratic Practice, Democratic Dreams? (individual presentations)

Pendleton East 239

Katherine M. Blair, *“By the People, For the People”: My Summer in a Congressional Office*

Karina Wagnerman and Aonya D. McCruiston, *Watching Politicos: Working and Reporting on the Hill*

Cynthia Chen, *Hong Kong: A Democracy in Development*

Beverley Mbu, *Democracy in East Timor: Personal Is Political, Political Is Personal*

Empowering Victims?: International Aid and Agency (individual presentations)

Pendleton East 127

Caitlin M. Snyder, *Selling Suffering*

Karin Firoza, A Summer of Organizing South Asian Workers

Syeda R. Mahbub, Fallen Women

Science, Medicine, and Public Health

“(Re:)Searching” (individual presentations)
Pendleton West 116

Amy E. Wolkin, Does Cell Phone Use Lead to Hand Injuries?

Soumya D. Srinagesh, Favorite Places: Google Maps

Soo Been Kim, “Different Rain in Naverland”

Science in Extremis (individual presentations)
Pendleton West 117

Erin L. Duffly, Water, Waste, and Wellness in Tanzania

Samira S. Daswani, Nita Seng, and Pin Pravalprukskul, Siberian Songs and Science

Lee H. Ung, Mi Scusi, Do You Speak Dolphin?

Trial and Error: How Science Gets Done (individual presentations)
Founders 120

Kimberly A. Eaton, AIDS Research: An Insider’s View

Susun T. Kim, Saving Limbs One Migration at a Time

Kathryn E. Pavia, Something in the Air: Effects of Hypoxia on Neuron Development in Zebrafish

Emilie K. Mitten, Neurotransmitters and the Central Regulation of Blood Pressure

Brianna L. MacLeod, Harnessing the Power of Porphyrins

2:40–3:00pm

Break

Refreshments will be served in the Pendleton Atrium.

3:00–4:10pm

Cross-Cultural Interaction

Italian Food for Thought (individual presentations)
Pendleton West 117

Idora Sopin-Vilme, Catherine S. Arnold, Alexandra P. Solimano, and Catherine M. Marchetta, Don’t Hesitate, Gesticulate!: Fearless to Be “Hands-On” in the Bolognese Lifestyle

Ariel P. Nathanson, *Parla Con Me*: Reconnecting with Food

Maura L. Tucker, Dating, Marriage, and the Marital Division of Labor

Volunteer Voices: Integrating Local and International Perspectives (individual presentations)
Pendleton East 239

Catherine Wu, Finding Common Ground: Navigating National and Cultural Identity in India

Morgan K. Carr-Markell, Environmental Policy, Women’s Rights, and Eating *Ugali*: An Outsider’s Experience of Kenya

Alice J. Lee, NGO Approaches for Reclaiming Korea

Jessica L. Quist, Medical Work in Rural Ghana

Culture and the Arts

Don’t Leave Without Your Tools: Creative Writing in America and Abroad (panel)
Pendleton East 129

Carolyn E. Hall, Inci Atrek, Duygu Ula, and Megan Cunniff

From Brothels to Barns: Exploring Montana’s Cultural Identity Through Architecture (panel)
Pendleton East 339

Abigail G. Hansen, Allison E. Crank, Caroline E. Rose, Amelia E. Schladow, Eliza J. Tibbits, and Elaine L. Wong

Learning, Service, and Youth

From Student-Teacher Relationship to Policy Making: Education in International Settings (individual presentations)
Pendleton West 212

Maria A. Onaindia, A Beautiful Disaster: The Challenge of Education in the Developing World

Lucia M. Nhamo, Art Lessons and Life Principles in Uganda

Nicole C. Herrera, *¿Sí se puede?*: Making a Difference Through Teaching in Bolivia

Kathleen D. Keating, Exploring the Danish Approach to Educating Children

The Houses We Keep: History, Planning, and Finances (individual presentations)
Pendleton West 220

Hilary White, Honorable Intentions: Reconciling Facts and Personal Accounts in History

Katherine A. Crispi, Town Hall: From the Textbook to the Comprehensive Plan

Tess G. DeLean, Addressing the Foreclosure Crisis Through Neighborhood Stabilization

Politics, Economics, and Activism

Exploring Social Change: From Grassroots to Global Policy (individual presentations)

Pendleton East 127

Debbie J. Chen, The Women of Cape Verde and the NGO That Loves Them

Vivian A. Secaida, The Need for Bread: Ending Hunger in the Long Term

Annie He, Information Transfer: Building Sustainable Bridges Toward the Future?

Social Networking at Wellesley: To Community and Beyond! (roundtable)

Multifaith Center

Stephany Cuan '12, Marion R. Just, Elizabeth Masiello '03, Panagiotis T. Metaxas, S. Joanne Murray '81, Eni Mustafaraj, David N. O'Steen, Franklyn A. Turbak, and Folly Patterson '85

The Real World of Law and Order (individual presentations)

Pendleton East 139

Joy A. Clarke, The Power of Diversity: Increasing Institutional Legitimacy in the Federal Courts

Jacqueline M. Stolzenberg, Family Court: Law and Order or Jerry Springer?

Monica C. Colunga, Equal Under the Law?: The Invisible Victims of Crime in the United States

Elizabeth A. Shirey, "Service Before Self": A Liberal's Experience with the Military

Science, Medicine, and Public Health

Patience with Patients (individual presentations)

Pendleton East 130

Christine M. Chen, Treating Patients Inside and Out: Assessing JDM Patients' Quality of Life

Janine P. Hegarty, The Final Hope: A Neurosurgeon's Perspective on Patients' Treatment

Jessica D. Li, Doctor, I Think You Just Operated on the Wrong Patient!

The Road to Health Is Paved with Good Research (individual presentations)

Pendleton West 116

Amelia J. Nealley, Creating a Radon Risk-Assessment Map for the State of Maine

Nicolle K. Strand, The Framingham Heart Study: Bioethics from the Classroom to the World

Katelin A. Snow, Pain Management: Improving the Quality of Children's Health in South Africa

9:15–10:25am

Cross-Cultural Interaction

International Bounds: Citizenship and Public Health (individual presentations)

Pendleton East 239

An Uphill Battle: Peruvian Women's Health Care Access in Chile

*Alaya N. Levi Salley '10, Peace and Justice
Studies*

Advisor: *Charlene A. Galarneau, Women's
and Gender Studies*

As women and ethnic minorities, Peruvian domestic workers encounter several barriers to accessing health care in Santiago, Chile. During my semester abroad, I interviewed 15 Peruvian domestic workers in an investigation of the factors influencing their health. In the process, I was humbled by their determination to provide for themselves and their families in the paternalistic and Europeanized Chilean society. Through their stories I came to better understand the complex setting in which these women work and live, including the toll it can take emotionally and physically. My presentation will analyze the social determinants of health for Peruvian female immigrants, focusing on discrimination and labor conditions. Finally, I will contemplate the policies being put forth by Chile's first female president to minimize barriers to care for immigrants and to increase their understanding of the nation's health-care system.

Societal Determinants of Health in Guatemala

Da Eun Im '10, Neuroscience

Advisor: *Charlene A. Galarneau, Women's
and Gender Studies*

In a fetid delivery room in Guatemala, I witnessed unexpected death in childbirth, a stillborn infant with anencephaly (absence of the brain). The young mother's tearful eyes, fixed on the lifeless body in my arms, haunt me still. This memorable experience marked the beginning of my internship at the government health clinic in Gualan, where I interviewed 120 women to assess the risks to maternal-fetal health. Living with a local family for two months, I immersed myself in the lives of my interviewees, the social determinants of whose health eventually became part of my life. I realized that what shaped these women's health was not only the quality of health care available but also their social and economic context in a country that had suffered a 36-year-long civil war. In my presentation, I will explore how health care can be improved by inspiring dignity, empowerment, and solidarity.

Disparity, Distrust, and Decision-Making: Building Bridges Between People and Global Policy

Deeba L. Zivari '11, Comparative Literature

Advisor: *Lois Wasserspring, Political Science*

In summer 2008, I traveled to the northern mountains of Nicaragua on a service trip where I witnessed the gap between regional political authorities and the local people and the effects of that gap on public health, education, and the environment.

I also learned to recognize the ways the legal system relates to the situation of the people and their needs. In summer 2009, I had the privilege of interning for World Information Transfer, an NGO in consultative status with the United Nations headquarters in New York. I sought to traverse the boundaries between the war-torn Sandinista valley and the axis of international decision-making by carrying the indigenous people's voices back and sharing their concerns and insights. Through my work in environmental health and literacy, I became acquainted with the intricacies of multilateral, international policy-making and the difficulties of shaping meaningful policies.

Creating Migrant Citizens in the United States and Mexico

*Megan A. Goossen '10, Sociology and
Spanish*

Advisor: *Peggy Levitt, Sociology*

Mexico and the United States both have their eyes on Mexican migrants. The United States wants them to integrate well into American society, while Mexico hopes they will continue to contribute to its economic and political well-being. Are these two goals mutually exclusive? Two experiences last spring gave me some insights. As an intern at a state commission for migrant affairs in Puebla, Mexico, I observed the ways a sending country works to protect and assist emigrant citizens, and the programs that serve to engage the skills and experiences of

migrants if and when they return. Upon my return to California, I volunteered at a nonprofit organization that assists Mexican immigrants in legal matters and educational programs. By examining the resources and networks that migrant legal and social-service organizations utilize on both sides of the border, I became more aware of their differing yet complementary goals.

Navigating Complex Identities in Anthropology (Individual presentations)

Pendleton East '39

Trouble, Boggle, Taboo!: Playing the Game of Anthropology

Emily D. Šaras '10, Anthropology and Music
Advisor: *Philip L. Kohl, Anthropology*

When I was independently researching folk songs, ethnic identity, and nationalism in post-Soviet areas last year, my main question was how to engage in ethnographic study there. I designed and conducted a thesis research project this summer in Vilnius, Lithuania, the European Union's Capital of Culture 2009, that enabled me to apply the ethnographic field methods I have studied at Wellesley College. I thought all my troubles were over once I had secured funding, a plane ticket, and a host family. Yet before I knew it, I was involved in heated negotiation with informants, confused by cultural taboos, and discovering the unwritten social codes of behavior and communication. My experiential learning greatly augmented my understanding of identity construction. More importantly, I discovered that learning the rules of the "culture game" firsthand—outside the classroom—is the most critical part of doing anthropology.

Cultural Identity: Do Differences Lead to Conflicts?

Wenqing You '12, Undeclared
Advisor: *Karen Y. Shih, Office of Multicultural Programs and Services*

I volunteered in Baimaxueshan Tibetan Community School in Yunnan, China this summer. Different from the other parts of China, where Han people are all around, Yunnan seems to be a world only for Tibetans. I had never imagined that there would be a place where everything, from secular life to religious life, is enormously different from what I am used to as a Han. Differences sometimes bring conflicts. Tibetans of previous generations experienced cultural and political conflicts between their theocratic and communist governments. Tibetans of this generation, who develop an immense desire to explore the outside world and are gradually "Han-ized," may face conflicts not only between Tibetans and Hans, but also between tradition and modernization. Witnessing these differences has taught me to respect different value systems and has allowed me to discover where I truly belong.

Through the Window to Europe, Out the Back Door to Tokyo

Elizabeth A. Bartels '10, Russian
Advisor: *Adam Weiner, Russian*

In 1703, Peter the Great founded St. Petersburg as his window to Europe in order to westernize Russia. Ever since, Russia has suffered an identity crisis, debating whether it is European or Asian. Spanning 11 time zones between Europe and the Pacific, Russia is the meeting point of East and West. Via train travel on the Trans-Siberian Railway across Russia into Mongolia, China, and Japan, I searched for cultural similarities and differences between Russia and its neighbors.

Crossing land borders and seeing one city evolve into the next, I learned that Russia does not fit into the traditional dichotomy of East or West. Political borders certainly have left their mark, but I discovered that the whole continent—not only Russia—is experiencing a continuous and fluid flow of cross-cultural interactions.

¿Viva la Diferencia? (Individual presentations)

Founders 120

Understanding and Overcoming Spanish Stereotypes

Danielle T.O. Brown '10, Political Science and Spanish
Advisor: *Carlos Ramos, Spanish*

"Spain is different!" yelled a young Spaniard as my friends and I wove through Malasaña on my last night in Madrid. He echoed words that had been used in the 1960s to lure tourists to a newly "open" Spain. I had arrived six months earlier carrying assumptions and expectations that were gradually broken down as I observed those around me and learned more about life in Madrid. As I explored the worlds of flamenco, bullfighting, Catholicism, and even Franco, I discovered a country that was constantly evolving, yet still grappling with the values that defined its past. Spain really *is* different. I found a country unlike the one my textbook knowledge had conjured up and very different from its European neighbors. This presentation explores the six months I spent delving into these differences and overcoming my stereotypes through daily personal, academic, and professional interactions with the people of Madrid.

Minorities in Córdoba, Spain: Blatant Stares, Abrupt Questions, and Wild Assumptions

*Amanda K. Black '10, English and Spanish;
Loren M. Lopez '10, Economics; Natasha D.
Kellaway '10, Computer Science; Laura J.
Cox '10, Political Science; and Stefanie
Chan '10, Neuroscience and Spanish
Advisor: Elena Gascón-Vera, Spanish*

Five minority students accustomed to living in an atmosphere of diversity were transported to the “City of Three Cultures” expecting a match made in heaven; instead, they experienced misconceptions on both sides. The locals define the term “Córdobes” simply as “a person from Córdoba,” but it is a word rife with connotations. The dark-haired, deep-brown-eyed, golden-skinned, Catholic-rooted beauty is the Córdobaesa characterized by the paintings of Julio Romero de Torres. With their distinct appearances, identities, and backgrounds, these minority students didn’t fit in. This new exploration of diversity translated into humorous anecdotes and meaningful experiences that gave us the opportunity to evaluate cultural perceptions.

Culture and the Arts

A Delicate Dance: The Art of Navigating Change in Nonprofits (individual presentations)

Pendleton West 116

A Pillow Dance: Balancing Budgets with Arabesques

*Galen T. Danskin '11, English
Advisor: Lawrence A. Rosenwald, English*

This summer I had the opportunity to intern at Jacob’s Pillow Dance Festival, where I worked on the administrative and marketing challenges of this artistic nonprofit. As the Pacific Northwest Ballet

soared to full-capacity audiences, but politically fueled hip-hop groups popped and locked to empty seats, I balanced the crucial intersection of artistic expression and realistic budget goals. Furthermore, like many in the dance world, I saw the empty seats and plummeting foundation support as dismal predictors for the future of this ephemeral art form. However, as I began to explore the Pillow’s push to attract younger audiences, a powerful and vibrant artistic community—previously overlooked because of its financial capacities—emerged in the form of twenty- and thirty-year-olds. Although my summer saw this group damaged deeply by the economic recession, I also witnessed the tenacity of the future generation and came to understand the dire necessity for arts education.

Through the Lens: Interning at National Geographic Books

*Alethea H. Dopart '11, International
Relations and Political Science
Advisor: Joel Krieger, Political Science*

At first, my responsibilities as an intern in the trade-marketing department of National Geographic Books included researching print and online marketing opportunities and creating media databases. As the instability of the publishing industry was compounded by the economic recession, however, I was able to assist in making decisions about new and innovative advertising campaigns and marketing plans appropriate for upcoming books. I also participated in focus groups discussing topics ranging from ideas for books to ways to make use of new technologies, including e-books and the iPhone. Although these opportunities were inherently rewarding, they were most valuable in introducing me to

other aspects of the National Geographic Society. My fascination with the magazine, the channel, and the explorers ultimately helped me conclude that, though I am not interested in pursuing a career in advertising or publishing, I am certainly open to pursuing other opportunities at National Geographic.

Paper or Plastic?: Documentation at the Musée d’Orsay in the Digital Age

*Stephanie S. Buhle '10, French
Advisor: Meredith S. Martin, Art*

The period covered by the Musée d’Orsay in Paris, 1848 to 1914, may be past, but its art is present, alive, and well in auction house sales, museum exhibits, and scholarly debate. Interning at the Orsay’s documentation department this summer, I was part of a team who pored over recent publications in the art world and kept the museum’s files up-to-date. The department’s ambitious goals for data indexing were encumbered by its paper-based system that attempted to provide computer-like search capabilities via sorted photocopies. A lack of space brought that system into question, and the accompanying debate about whether to rely on computers demonstrated a generational and cultural divide. During my internship, I witnessed the inner workings of one of the world’s most beloved museums in a time of fundamental structural change.

Recording the Present: Experiences at Hong Kong’s Asia Art Archive

*Ashley L. Lee '11, Art History and Middle
Eastern Studies
Advisor: Heping Liu, Art*

Before I arrived at Hong Kong’s Asia Art Archive, a collection of resources devoted to contemporary Asian art, I was convinced that I would spend my summer internship there cataloging news

articles and alphabetically organizing art books. Though I did devote time to both those tasks, my internship was more dynamic than I had expected. I extensively researched Hong Kong's major companies to determine which were potential arts supporters. I then used that information to create a publicity presentation for October Contemporary, a monthlong event to promote arts education sponsored by Hong Kong's major nonprofit art organizations. I was introduced to the nuances of the relationship between nonprofits and corporations and the everyday administration of a nonprofit art organization, and gained a deep appreciation for the small but rapidly growing Hong Kong arts scene.

Making It Matter: Understanding Audiences from the Gilded Age to the Present (individual presentations)

Pendleton West 212

Summer at the Everhart: Making a Museum Come Alive

Hayley M. Lenahan '12, Undeclared
Advisor: *Meredith S. Martin, Art*

I expected to be doing office work or research during my summer internship at the Everhart Museum, a small natural history, science, and art museum in Scranton, Pennsylvania, my hometown. Instead, I was challenged to discover new ways to engage people with the museum's exhibits and cultural programs. My main project was to develop a new tour based on geographical themes, that would present current exhibits in a more creative and compelling way. I also assisted in programs to improve the museum experience for underserved visitors, including the visually impaired—which involved transforming a visual experience into one

of texture, sound, and smell—and “at-risk” children at the museum's summer camp. Overall, I learned the value of presenting information to visitors in a way that is accessible but still engaging and inspiring.

Artifacts and Audiences: Connecting Through Museum Exhibits

Kimberly A. Frost '10, Art History
Advisor: *Alexa Miller, Davis Museum and Cultural Center*

Chicago's Field Museum of Natural History has a collection of more than 20 million specimens. But what makes an exhibit of these artifacts successful? Is it informative, entertaining, lucrative? How do museums find out what their audience wants and needs? How do museums adjust their exhibits based on what they learn from their audience? As an intern this summer, I researched both artifacts and audiences. I experienced how a museum learns about its public, as well as its collection. My research simultaneously reaffirmed my interest in museums and challenged and expanded my understanding of the intersection between academia and public education.

Gilded-Age Mansions

Melinda C. Rios DS '10, Architecture
Advisor: *Paul Fisher, American Studies*

It is surprising when you stop and think about the enormous fortunes acquired by the likes of the Astors, Rockefellers, and Vanderbilts, and the lavish displays of wealth they built a little over a century ago. For their beauty and scale alone, these mansions merit investigation. Their architecture, however, though richly varied and stimulating, is garish and ostentatious. For this reason, I found much to dislike about Gilded-Age architecture, including the “Knickerbockers” and corrupt “robber

barons” who dominated elite society and for whom these mansions were built. American society has changed, but remnants of that era are reflected in the racial, social, and economic disparities that exist today. Along with the immediate beauty of these houses, I found that the architects had a surprisingly intimate understanding of the patrons who commissioned their designs. These architects didn't merely construct superficial spaces for public reception; they created environments that reflect their patrons' desire for domestic privacy and intellectual fulfillment.

Installations and Explorations: Designing Exhibits for Children

Miquel A. Geller '10, French and Studio Art
Advisor: *Daniela Rivera, Art*

This summer I revisited one of my favorite childhood places, The Children's Museum of Pittsburgh (CMP). As an intern in the museum's exhibit department, I analyzed design flaws and brainstormed improvements for exhibits for children's museums. Additionally, I assisted a professional artist as she developed an interactive installation piece that could withstand the wear and tear of children's play. Through this work I learned how exhibits are created and evolve. More importantly, I realized how limitless my studio art major is. Many of the museum staff majored in studio art, and each staff member contributed to the museum in a unique way. Helping a professional artist revealed another application for my art studies. The CMP is a world where children can lose themselves in their imaginations, but for me it is a realistic vision of what my future can be.

Off the Red Carpet: Inside a Studio at the Cannes Film Festival

Hilary F. Gram '10, Economics and French
Advisor: *Vernon Shetley, English*

As I completed my spring semester in the south of France, I had the opportunity to intern with The Weinstein Company, a prominent independent film studio, at the Cannes International Film Festival, one of the world's most prestigious film competitions. I worked alongside leading industry figures in company departments from Acquisitions and Development to International Sales. I read scripts, attended screenings, and worked on publicity campaigns for such films as *Inglourious Basterds* and *Nine*. By combining my international study experience with an internship, I was able to explore the film industry from a global perspective and enrich my understanding of international cinema. This exposure reaffirmed my interest in the film medium as both a business and an art form, and I hope to pursue these interests further in the future.

Learning, Service, and Youth

Challenge Your Body to Grow Your Mind (individual presentations)

Pendleton East 139

Forging an Educational Experience in Patagonia

Cecilia A. Flatley '10, Mathematics
Advisor: *David R. Haines, Chemistry*

Through the National Outdoor Leadership School (NOLS), during the spring semester of 2009, I had the privilege of embarking on the journey of a lifetime, traveling to Chilean Patagonia. There were 16 of us, and together we prepared our food and equipment for 75 days: one month of extreme mountain travel, one month

of sea kayaking, and ten days of independent student group travel. The exploratory nature of the course incorporated leadership, teamwork, outdoor skills, wilderness medicine, environmental studies, and risk management. The harsh travel conditions brought out the best and worst in all of us, and allowed me to develop my leadership skills and confidence, which are applicable equally to the backcountry and the "front-country." I will describe the physical and emotional challenges I experienced in Patagonia and promote outdoor education, because it has deeply affected my outlook on the world.

Make Girls Go! A Coach's Guide to the Modern Female Athlete

Stephanie G. Braumihal '10, French
Advisors: *Connie L. Bauman, Physical Education, Recreation, and Athletics* and *Joseph Swingle, Sociology*

Since 1972, Title IX has revolutionized women's sports. Schools have created and improved athletic programs for girls to match those already available for boys. Coaches play a critical role in female athletes' experience, both on and off the field. I was charged with developing a guide for the GoGirlGo! Boston division of the Women's Sports Foundation to make coaches aware of the challenges female athletes face—the female athlete triad (eating disorders, amenorrhea, osteoporosis); injuries; media pressures; and homophobia. Creating guidelines for coaches to help female athletes overcome these challenges was difficult, because many of the pressures are largely societal. This guide will assist coaches in learning leadership and communication skills specific to different age groups, and will help create a supportive environment for all female athletes.

But If I Cannot Win

Gabriella M. Wakeman '10, History
Advisor: *Connie L. Bauman, Physical Education, Recreation, and Athletics*

Special Olympics athletes take an oath before every competition: "Let me win. But if I cannot win, let me be brave in the attempt." This summer, two bags in hands, I boarded a plane to intern at the headquarters of the Northern California Special Olympics. Eunice Kennedy Shriver created this organization for athletes with intellectual disabilities to participate in sport. It was refreshing to see competition that valued strength of character, perseverance, and humor. I began to see flaws in my own approach to athletics. In focusing on winning, I had missed many small but memorable achievements in my athletic life. The traditional definition of competition and success at Wellesley, both in the classroom and on the playing fields, was redefined for me at the Special Olympics. I experienced a new approach to competition that taught empathy, courage, and challenge.

Politics, Economics, and Activism

Polishing the Crystal Ball: Forecasting the Future in Business and Development (individual presentations)

Pendleton East 127

By 2050: A New Global Hierarchy?

Darshini S. Patel '10, Economics
Advisor: *Courtney C. Coile, Economics*

This summer I researched the challenges and opportunities associated with population aging, as an intern with the Stanford Center on Longevity's Global Aging Program. Through my experience I became acutely aware that population demographics are not just numbers on

paper but key factors in navigating the future. For wealthy nations the 2020s will be a decade of hyper-aging and population decline, and for poor nations a decade of massive age waves and surges of youth. As the only developed nation with replacement-rate fertility, the United States is the exception. There is a shift toward older age brackets in almost every country; large variations in the timing and pace of fertility declines and longevity gains, however, create dramatic differences across countries. Because these demographic developments and their divergent patterns have significant implications for economic growth and political stability, understanding how they are likely to unfold is critical to addressing them wisely.

Business in China Inside and Out

Siwen Chen '11, Economics

Advisor: *Susan Skeath, Economics*

China is becoming one of the most popular job markets for graduates from elite colleges. As one of the few economies that were not severely hit by the recent financial crises, China has much to offer young explorers. This summer I was able to gain insight into both Chinese market trends and the local work environment as an intern for a strategy-consulting firm in Shanghai. From hands-on market research and one-on-one interviews with Chinese consumers, I learned about the peculiarities of the Chinese market that no one should neglect if they wish to conduct business in this new hub. This presentation will focus on such market insights, but I will also talk about my experiences in a Chinese work environment. I hope these thoughts will serve you well as you look for career opportunities in the (not so) Far East.

Preparing for the Future in an Uncertain World

Alicja E. Lam '11, Philosophy

Advisor: *Mary K. McGowan '90, Philosophy*

Will Japan catch up on gender equality as more women are needed in the labor force to support its aging population? What are the possible outcomes of the United Nations Climate Change Conference in Copenhagen? These are just two of the questions I faced this summer in San Francisco when I interned at Global Business Network, a consulting firm that helps organizations explore uncertainties and opportunities in the global business environment. I worked with strategists to develop scenarios, or possible futures, that clients might face. Scenario-planning opened my mind to a wide range of possibilities and taught me to consider more options when I make decisions and to make sense of seemingly disconnected facts. I hope to apply these tools to my life in imagining the future and figuring out how to both succeed and contribute over the long term.

Science, Medicine, and Public Health

Inhabiting Two Worlds: Humanities Meet the Sciences (individual presentations)

Pendleton West 117

Science-Geek Historian or History-Buff Scientist?

Jillian M. Cunningham '10, Neuroscience

Advisor: *Jonathan B. Imber, Sociology*

Students often classify themselves as inclined toward either the sciences or the humanities, but what happens if you enjoy both? Through my internship as a research assistant for Elizabeth Watkins, PhD, in the Department of Anthropology, History, and Social Medicine at the University of

California, San Francisco, I discovered I did not have to choose between medicine and history. Instead, through my research into the social and political history surrounding the rise of the American pharmaceutical industry in the 20th century, I learned that contemporary health-care issues can be understood by placing the development of previous policies and the public's attitude toward them in historical context. The sources I uncovered provided direct insight into how scientific innovations can become public issues. These social themes highlighted the potential implications of medical technology that extend beyond the biology of curing disease, perfectly complementing my scientific premedical education.

Qualifying Versus Quantifying: An English Major's Plunge into the World of Biology

Hayley C. Merrill '11, English

Advisors: *Daniel P. Chiasson, English and Nicholas L. Rodenhouse, Biological Sciences*

Inspired by Henry David Thoreau's wish to "live deliberately," I leaped outside my comfort zone of books and writing and went to the woods. For two months I lived in the White Mountains, waking up at dawn to climb mountains and do biological field research. I contributed to a long-term study of the Black-Throated Blue Warbler, conducted research for a study of mercury pollution, and helped design and run an experiment on mapping bird population density by using digital-audio recordings. I supplemented my experiences with such books as Thoreau's *Life in the Woods* and Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*, while poetry like Elizabeth Bishop's "The Moose" and Wallace Steven's "Thirteen Ways of Looking at a Blackbird" resonated through

my days. I will discuss how I meshed my qualitative love of beauty and words with a developing interest in a biologist's quantitative perspective of the natural world.

Recurring Death and Curing AIDS

Mary E. Boehm '10, Political Science and Psychology

Advisor: *Linda Carli, Psychology*

After studying at the University of Edinburgh, I spent some weeks researching the Black Death in Great Britain. The Black Death, also known as the "Great Pestilence" or the "Great Mortality," hit Britain several times. The most notable attacks—the Great Plagues of 1348, 1592, and 1665—were unstoppable and killed 30 to 60 percent of the population. The Black Death was indeed a horrific and important part of world history, but what relevance could an eradicated disease have on the 21st century? Currently, a genetic mutation is being extensively researched that the descendants of plague survivors share with those exposed to HIV but who remain HIV-negative. In my presentation, I will discuss my travel experiences, as well as new findings on this connection between the plague and HIV.

Agricultural Sustainability and Ecotourism in Costa Rica

Yuan Li '10, Neuroscience

Advisor: *Nancy A. Hall, Spanish*

What alternatives are possible in a country notorious for high pesticide use? This summer I volunteered at an organic farm in La Flor, a small, rural village in Costa Rica. Through this experience of manual labor, cultural exchange, and language practice, I learned not only about sustainable farming techniques but also about the beauty of rural living's simplicity. I also explored the country's lush landscapes and

rich biodiversity. The over-exploitation of these natural resources has prompted me to reevaluate the pros and cons of ecotourism. I began this service project hoping simply to immerse myself in agricultural life, but I left Costa Rica embracing the flamboyance and generosity of its people and viewing cultural differences and stereotypes through a fresher, less rigid lens. Ultimately, I emerged with a better understanding of myself.

Real-World Applications: Internships in Computing, Engineering, and Human-Computer Interaction (panel)

Pendleton West 220

Lia T. Napolitano '10, Computer Science; Anna M. Loparev '10, Mathematics; Sha Lu '10, Economics and Mathematics; Alexandra L. Olivier '11, Computer Science and French; Rebecca E. Spitzer '10, Media Arts and Sciences; and Megan K. Strait '10, Computer Science

Advisor: *Franklyn A. Turbak, Computer Science*

For Wellesley College students with a background in technology, summer internships offer opportunities to explore and develop diverse real-world applications. These internships provide students the opportunity not only to apply their preexisting knowledge of technological fields, but also to complement it with experiential learning in everything from human-computer interaction to mechanical engineering. This panel will explore the interdisciplinary experiences of six students in technology internships at a multinational company (Apple Inc.); a local nonprofit (Bostonian Society); and academic research programs at MIT Lincoln Laboratory, Singapore-MIT GAMBIT Game Lab, the Symbiotic Computing Laboratory at the University of Oklahoma, and the HCI

Laboratory at Wellesley College. The panel members will discuss how their internships expanded on their classroom learning, compelled them to take an interdisciplinary and innovative approach to problem solving, and inspired them to look into further opportunities to apply technology in the real world.

Taking Care of People from Head to Toe (individual presentations)

Pendleton East 129

Community-Based Recovery: The Clubhouse Model

Svetlana Roskin '10, Psychology

Advisor: *Verónica Darer, Spanish*

Last summer I spent ten weeks working as an intern at the Neponset River House, a mental-health rehabilitative facility based on an international clubhouse model. The clubhouse helps its members develop vocational skills and find opportunities for educational and career development. My responsibilities as an intern included helping to maintain and clean the clubhouse, developing a Health and Wellness program, and engaging the members in a weekly news-broadcast project. I will discuss how I developed projects for the clubhouse, and will share what I learned about the benefits of a nonclinical, voluntary model for individuals with mental illness.

The Other Side of Medicine: Homeless Health Care

Mita V. Shah '10, Neuroscience

Advisor: *Verónica Darer, Spanish*

The condition called "trench foot" elicits images of World War I soldiers camped in unsanitary trenches awaiting battle. This summer at the Boston Health Care for the Homeless Foot Care Clinic in the St. Francis House, I saw, touched, and

smelled trench foot on many homeless patients. I worked to diagnose and treat various foot ailments commonly faced by the homeless population. Most importantly, I was able to see the issues that make homeless health-care difficult and unique. Two of the challenges I faced were how to make patients trust health-care professionals and how to make sure they would have access to medication and would take it as prescribed. I will discuss how working in homeless health-care strengthened my desire not only to become a medical professional, but also to pursue a career that will let me address the challenges of providing health care to the diverse populations I will encounter as a doctor.

**The Urban Pregnancy: Developing
Community Prenatal Care in New York City**

BahiaZoe M. Wahba '12, Undeclared

Advisor: *Michèle M. Respaut, French*

The Institute for Urban Family Health, located in New York City's Union Square, is a place for expectant mothers to receive prenatal care—sometimes in groups of about thirteen. These Asian, Hispanic, White, Black, younger, older, married, homeless, upper-class, lower-class, and middle-class women all have one thing in common: their approximate expected delivery date. Meanwhile, behind the scenes, research on the clinic's continuing quality improvement in the face of low-birth-weight outcomes is well underway. I was able to participate in both these worlds. This presentation takes into consideration the statistical benefits of group prenatal care as it translates to women with diverse backgrounds. I will also emphasize the socioeconomic feasibility of bending to the rising pressure for completely natural birth and postpartum care.

Cross-Cultural Interaction

Examining Contested Images in Reality (individual presentations)

Pendleton East 339

Lessons from Cambodian Sex Workers

Dannie T. Tran '11, Women's and Gender Studies

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

This summer I studied abroad in Siem Reap and Phnom Penh, Cambodia. I learned about the country's politics and governmental structure, as well as about the ways the nation was rebuilt after the genocide in the late 1970s. On my own time, I interacted with the local people. They ranged from "tuk-tuk" drivers to shopkeepers to beggars. I was most interested in the lives of the sex workers I befriended in the two months I was there. Through their eyes, I learned about the government, the economy, and the state of the country in ways I did not in the classroom. I also became familiar with their views and opinions about life in general. These sex workers were normal, everyday women who seemed to view their work in a way similar to the way Americans view their nine-to-five jobs. Using concepts I learned in my Global Feminism seminar, I will discuss the realities of sex workers' lives, with the hope of challenging the homogenized, sensational image that most people have of the sex industry.

Meeting Kim Il Sung: An "American Imperialist's" Experience in North Korea

Laura M. Corser '10, East Asian Studies and Political Science

Advisor: *Ellen B. Widmer, East Asian Languages and Literatures*

Life on the Korean Peninsula north of the 38th parallel is unlike life anywhere else in the world. After a turbulent flight from China on the world's only one-star airline, I arrived at the Pyongyang International Airport and was greeted by the smiling visage of the country's eternal president, Kim Il Sung. Although I had spent a great deal of time studying North Korea at Wellesley and when I studied abroad in South Korea, actually being in Pyongyang was very different from what I expected. Though undeniably a tightly controlled state, the Democratic People's Republic of Korea that I experienced couldn't hide a few troubling problems and issues not being addressed in academia or politics. In this presentation I will explore these issues and discuss the photographs I managed to bring out of the country.

Hip-Hop and Toy Guns in Palestine

Stacy S. Lee '10, Middle Eastern Studies and Spanish

Advisors: *Wilfrid J. Rollman, History and Frances G. Malino, Jewish Studies*

Walking through Arab East Jerusalem, I encountered the Palestinian youth gun culture of toy guns and their version of cops and robbers: "soldiers and shabab." I felt disenchanted by the overt violence underlying these children's games, and wondered whether young Palestinians had become increasingly politicized in

the wake of multiple failed resolutions for peace. While studying at Hebrew University, I interned for a project about hip-hop in Palestine's youth culture, and did fieldwork interacting with the group G-Town. I discovered that older youths who had grown up during the second Intifada not only criticized the Arab leadership but also were disengaged from politics. They focused their Hebrew and Arabic lyrics on empowering their refugee status instead of emphasizing militant resistance—on verbal activism as a form of survival. Could this older generation facilitate peace? Will the microphone continue to be their weapon of choice?

Here, There, and Everywhere: Studying Abroad in More Than One Country (panel)

Founders 120

Kathleen E. Scott '10, Cinema and Media Studies and Political Science; Rachel T. Lewis '10, English; Alexandra S. Goodman '10, Art History; Sowdamini Saraswati '10, Political Science; Stephanie L. Brown '10, French and International Relations-History; and Alissa A. Petee '10, French and Political Science
Advisor: *Jennifer Thomas-Starck, Office of International Studies*

Most students who spend a year abroad select one program or location; with the variety of programs available, however, it is not uncommon for students to consider splitting the year between two (or more) countries. Are two experiences better than one? Our panel is made of up five students who recently returned from a range of "split-year" experiences in cities including

Paris, Cortona, London, Amman, Sydney, and Ulaanbaatar. For contrast, one student will offer a counter-perspective on her full year in Geneva. Though their travels differed in nature and took them to widely diverse locations, their experiences presented several common challenges and rewards. Topics to be addressed include: motives for studying abroad in one or two locations; issues of sequential cultural adjustment in unfamiliar academic environments; adjustment fatigue; and the personal growth that occurs in response to constant change, as well as the satisfaction that accompanies familiarity with a single city.

Religious Landscapes at Home and Abroad (individual presentations)

Pendleton West '17

Exploring the World's Religions in Greater Boston

Claire F. Droste '10, Religion and Sociology and Sohini S. Pillai '12, Undeclared
Advisor: *Neelima Shukla-Bhatt, South Asia Studies*

Are Bostonians aware of the city's immense religious diversity? Within the limits of Greater Boston, there are more than 90 Buddhist organizations, more than 20 Islamic centers, and communities representing virtually every world religion. This summer we interned for the Pluralism Project at Harvard University, where we explored the religious diversity of Boston and examined its implications for the future of the city. As members of a larger team of interns, we focused specifically on Buddhist, Hindu, and interfaith communities in the Boston area. Through site visits, interviews, and qualitative research, we contributed to the World Religions in Greater Boston online resource, which will serve students, educators, professionals,

and civic and religious leaders. This experience allowed us to view the city in which we live from a new perspective, a realization that can be applied also to our diverse community here at Wellesley.

A Buddhist Retreat and Pilgrimage to Self-Discovery

Lara N. Yeo '11, Political Science
Advisor: *Ji Hyang Padma '91, Office of Religious and Spiritual Life*

During the past year and a half, I experienced life as a pilgrim and became part of a Buddhist community. My summer 2008 pilgrimage across Northern Spain to Santiago de Compostela ignited a religious curiosity, a love for the nomadic lifestyle, and an appreciation for honest self-reflection and understanding. Awakened by this experience, I spent Wintersession 2009 at the Buddhist retreat center Ratna Ling, compiling, etch-dyeing, and binding sacred Tibetan Buddhist texts at the Dharma Mangalam Press. I learned about a new religious tradition with a minimalist way of life that encourages self-discovery through the love of work. My discussion will reflect on the effects of religious and experiential learning on physical and mental health at Wellesley: How can one can stay connected to her body and mind throughout a semester, deconstruct fears of failure, maintain perspective, and strive to embrace and love work?

Defining a Life of Service

Hannah Z. Catzen '11, Music
Advisor: *Victor H. Kazanjian, Peace and Justice Studies*

It's not a secret that there is a lot of poverty in India. Less known, however, is what is actually being done about it. During my summer internship at Bal Ashram in Varanasi, India, I encountered the heart-warming and heart-wrenching experiences

that come with trying to make a difference in the lives of impoverished children in India. Bal Ashram serves as not only a retreat for meditation and spiritual practice, but also a safe home for orphans, a school for local street children, a medical-treatment operation, and the location of a newly started environmental-awareness project. This experience reaffirmed my interest in public service and enriched my passion and hope for the religious-education concentration of my Peace and Justice Studies as a means of promoting peace. Ultimately, Bal Ashram taught me how to apply my Wellesley education to a life dedicated to the simplicity and love that is the life of selfless service.

The Role of Faith-Based Service Organizations in America

Kiersten L. Kelley '11, Sociology
Advisor: *Peggy Levitt, Sociology*

This summer I interned with Meeting Ground, a Presbyterian service organization working with homeless men, women, and children in rural Maryland. I worked with the organization's program that brings volunteer groups to help with building and maintenance on its farm. The group's mission is to bring together people from different social backgrounds. Working at Meeting Ground made me aware of the unique challenges and benefits associated with faith-based service work. My experience was incredibly positive, however, and a testament to the potential efficacy of faith-based organizations. This year President Obama established the White House Office and President's Advisory Council of Faith-Based and Neighborhood Partnerships, which builds on legislation put in place by the Bush administration. I will explore how and when faith is a resource in social services and when it's an obstacle. I also will

compare how the last two administrations have used faith-based groups to provide services.

Culture and the Arts

Empowerment or Manipulation?: Teen Girls and the Media (individual presentations)

Pendleton East 139

“That’s Mad Cool”: Interning at Teen Voices Magazine

*Brittany V. Low '10, Women's and Gender
Studies and Meredith C. Hall '10, Psychology*
Advisor: *Verónica Darer, Spanish*

Teen Voices is a magazine designed to amplify girls’ voices, thus providing a positive alternative to contemporary popular media. While interning at *Teen Voices*, one of us worked in the administrative department and as a journalism mentor. The contrasts in these roles affected her future career plans: She now plans to focus on teaching rather than office work. The other of us planned events for and managed a social-justice youth program, and gained a real-world understanding of the social issues affecting teenage girls in Boston. The end result for both of us is a better understanding of how we can use our Women’s and Gender Studies and Psychology majors in a practical way. We both expanded our worldview by looking through the eyes of a group of diverse teenage girls, and gained a greater appreciation of teenage girls’ strength to voice and face challenges.

TWISTed Tweens: Behind the Scenes of the Evolving Magazine Industry

Elana B. Altman '11, Economics
Advisor: *Marilyn Sides, English*

Wellesley women, admit it: You totally take quizzes online to discover your celeb soulmate or your signature scent, then your eyes glance at your horoscope “just

for fun.” This summer, I learned firsthand the soul-probing methodology and the precise science of quizzes and horoscopes by writing them for the Web as part of my internship at *TWIST*, a print and online magazine aimed at tween girls. These assignments might sound like fun and games, but they strengthened my ability to adjust my writing style to specific audiences—one of the key skills needed in journalism. My other tasks—such as working with videos, photos, and Web content-management systems—taught me the adaptability I need to succeed as the competitive industry of magazine journalism moves online.

Sweating to Shop: My Summer Internship with *Cosmopolitan*

Madeline N. Block '11, Spanish
Advisor: *Verónica Darer, Spanish*

It takes a lot of sweat just to convince you to be a Cosmo girl. This summer I interned in the fashion department of *Cosmopolitan*, one of the best-selling women’s magazines in the United States. During my internship, I found myself scurrying and sweating in *Cosmopolitan*’s fashion closet, organizing and selecting fashions for the magazine’s October, November, and December issues. In this presentation, I will share some of the secrets I learned about what goes into creating a magazine that entices the reader to become a Cosmo consumer. In addition, I will discuss how this experience enhanced my understanding of the changing role of the Cosmo girl as a symbol in popular modern culture.

Learning, Service, and Youth

Classroom Integration: Meeting Student Needs or Missing the Mark? (individual presentations)

Pendleton West 116

Falling Through the Cracks

Hyelin Lee '11, American Studies
Advisor: *Kenneth S. Hawes, Education*

This summer I evaluated the summer education program of Washington’s Peninsula School District. The summer program allowed underachieving high-school students to meet the requirements for graduation by retaking math, social studies, and English, as well as the state’s assessment exam. The evaluation of teachers’ instructions and students’ demonstration of learning was designed to align the teachers’ summer-program curriculum with state standards and to monitor their abilities to meet students’ needs. Through this experience, I realized the importance of teachers in raising students’ academic achievement and enthusiasm for mastering content, and thereby confirmed my belief that all at-risk students can learn through effective teaching and a sound curriculum. Moreover, I was inspired to pursue curriculum development—the systematic planning of what is taught and learned in schools. I want to help those students who fall through the cracks in our education system, and develop high-quality curriculums that produce academic and social success.

Migrant Education on the Thai-Burmese Border

*Emilie M. Futterman '12, Undeclared and
Priya S. Agarwal-Harding '12, Undeclared*
Advisor: *Stephanie L. Abbott '06, Center for
Work and Service*

On our first day teaching at the Science and Technology Training Center, a school for Burmese immigrants in Mae Sot, Thailand, the director’s wife called two of our most promising female students, Hnin Hnin and Phyo Phyo, out of the classroom and into the neighboring hut to help her prepare that day’s lunch. We worked with some of the most motivated students we

had ever met; despite their common drive, however, students at vocational schools, while learning the tools of the trade, follow a curriculum that puts them at a disadvantage compared to their peers at more traditional academic institutions in both Burma and Thailand. Furthermore, circumstances, lack of resources, and cultural traditions have caused many female students to have poorer learning outcomes and skills acquisition than male students. After interacting with students, the administration, and representatives from local NGOs, we are left with these questions: Can the technical curriculum adequately blend vocational skills training with more traditional academic content? Will this integration ensure that immigrant youth can practice a trade successfully and have the foundation to continue their education? How will the curriculum that immigrants are taught contribute to the rebuilding of their home, Burma?

Empowerment Through Integration

Sara Minkara '11, Economics and Mathematics

Advisor: *Faye Karp, Disability Services*

The education system in the United States extensively supports the learning of students with many different handicaps, and continues to strive to provide those with physical and mental handicaps the additional tools necessary to learn. The society has also evolved to embrace those with different disabilities, showing remarkable progress toward become a fully integrated society. Unfortunately, the same cannot be said of lesser-developed countries, including Lebanon, my mother country. There, physical disabilities prevent students not only from getting a proper education, but from being welcomed into society as equal to anyone else. Children with disabilities and their families are not provided with

proper guidance from the government, and must rely on small private organizations to aid in their quest for education. As a Lebanese-American and a legally blind student, I envisioned a time when I could return to Lebanon and teach other visually impaired children the daily living skills and educational tools I acquired while living in America. This past summer, with the help of my partner Maysa Mourad and the generous stipends from the Emily Balch scholarship and the Clinton Global Initiative, we successfully held a summer camp titled “Empowerment Through Integration”. During this camp we taught blind students to become more independent, integrated the blind students into society, and created societal awareness.

Serving At-Risk Adults (Individual presentations)

Pendleton East 127

From the CWS to MAP: Career Development in Different Circumstances

Makkah S. Ali '10, Peace and Justice Studies

Advisor: *Verónica Darer, Spanish*

As a Peer Resource Advisor at Wellesley's Center for Work and Service, I have supported the job-search and career-development process of Wellesley students. In my summer internship with the Moving Ahead Program (MAP) at the St. Francis House, I played a similar role, but for a different population. MAP is a 14-week course providing its students with life skills and work readiness. The MAP students had histories of homelessness, substance abuse, or incarceration. I will share how I was given two weeks to assist a 35-year-old ex-convict with minimal literacy skills in his job search. As I helped him discover his abilities and potential, my internship developed a whole new meaning. By working at MAP, particularly

with this student, I grew to understand how hope, encouragement, and perseverance can work together to achieve positive change.

Collage, Drumming, and Dance: Effective Mental-Health Treatments?

Audrey G. Gill '10, Psychology and Julia M.

Probert '11, Psychology

Advisor: *Verónica Darer, Spanish*

One image that the word “psychotherapy” commonly conjures up is that of a figure reclining on a couch in front of a prodding psychiatrist. This image, however, is only a piece of the mental-health treatment puzzle. As interns at Riverside Community Care Day Treatment, we studied and practiced alternative types of psychiatric treatment. In addition to traditional psycho-educational group therapies, consumers of day treatment—who span a broad range of diagnoses—benefit from a variety of expressive therapies including collage, drumming, and movement groups. Each therapy can successfully alleviate the symptoms of mental illness and help patients on the road to recovery. In this presentation we draw on specific case studies to illustrate the effectiveness of expressive therapy, and will share the reasons it can and should be an intrinsic part of mental-health treatment.

Politics, Economics, and Activism

Freedom and Censorship: Contradictions in Politics and Journalism (Individual presentations)

Pendleton East 239

Following News at the Embassy of Afghanistan

*Parnian Nazary '10, Middle Eastern Studies
and South Asia Studies*

Advisor: *Louise Marlow, Religion*

Interning at the Embassy of Afghanistan through this summer's Wellesley-in-Washington Program was a life-changing experience for me in several ways. As a political affairs intern, I was able to draw on my personal experience—living in Afghanistan during the regime of the Taliban for five years—and my academic work in South Asian Studies at Wellesley. During my internship, I interacted with the ambassador and with government officials on a daily basis. I listened to discussions of the upcoming elections in Afghanistan and registered the combination of excitement, fear, and anxiety among Afghan and American experts. With senators, reporters, and other interns, I attended hearings on the conditions of internally displaced people in Pakistan, and listened to discussions of policies and modes of resistance to the Taliban. In all of these activities I was able to apply the knowledge and techniques I had acquired in Professor Candland's International Relations of South Asia course to real-life situations. Above all, I appreciated the preparation and training I have received at Wellesley, because they enabled me to advocate for the rights of Pakistani and Afghan women, especially for their access to education.

Desert Heat: Working for a Magazine in the Middle East

Julia K. Shew '11, Economics
Advisor: *Sharon K. Elkins, Religion*

This scorching summer, I interned at *M*, the Saturday magazine of *The National* newspaper in Abu Dhabi, the capital of the United Arab Emirates (UAE). For eight weeks, I observed the production process and carried out responsibilities that ranged from brainstorming and writing short articles to preparing for photo shoots and writing credits. I encountered issues

specific to the Emirati press, such as navigating a censored media industry. I participated in heated meetings on how to cover everything from homosexual designers to Arabic rap and Lady GaGa. I also dealt with the vibrant and frustrating lifestyle of the UAE. I sometimes faced racism and sexism. It was challenging to use public transportation or go shopping alone. By the end of the summer, I had learned how to better approach unfamiliar situations, articulate thoughts to a superior, and write under pressure. Most of all, I realized just how heated Emirati journalism can get.

Profits, Politics, and (Not) Propaganda: Demystifying China at *The Economist*

Mihaela V. Georgieva '11, International Relations and Political Science
Advisor: *William A. Joseph, Political Science*

Can a high GDP and enviable economic growth even in a global economic turn-down be universal remedies to all social problems? Is the Chinese economic “miracle” sustainable, and does it guarantee political stability? What are some of the advantages, constraints, and strategies of businesses and multinational companies in China? Interning at *The Economist* Group in Beijing this summer, I was able to address these questions as I drafted electronic newsletters about current events and market performance, developed presentations, and helped organize two economic seminars. Living and working in Beijing, I got a glimpse of the life of an expat in one of the world's most vibrant and culturally rich cities. Through my summer experience I gained a new understanding of the remarkable Chinese economic performance, business climate, and culture. I also experienced some of the challenges of working for a Western, liberal media outlet promoting not only economic, but also political liberalization.

Journalism in China

Edith Z. Shi '10, History
Advisor: *Heping Liu, Art*

I spent this summer writing articles for and copy editing *21st Century*, China's national college newspaper published by the educational subdivision of the government-owned *China Daily* in Beijing. Though the newspaper's focus on culture, lifestyle, and gossip certainly minimized the amount of sensitive content that we could possibly cover, the editors' tendency to self-censorship would manifest itself at surprising and not-so-surprising times. To some extent I had expected to encounter self-censorship, but I had not anticipated other differences, such as the newspaper's looser attitude toward copyright and crediting sources. Despite these difficulties I enjoyed the experience, and I came away with a more solid understanding of Chinese political attitudes.

Paths to Development in a Globalizing World (individual presentations)

Pendleton West 220

The “Green” Republic: Studying Abroad in Costa Rica

Yuechao Zhou '10, Environmental Studies
Advisor: *James M. Turner, Environmental Studies*

By most accounts Costa Rica has one of the world's most sustainable economies, and it was recently anointed the “greenest, happiest country in the world” by the New Economics Foundation's 2009 Happy Planet Index. With almost half of the country's total land area having protected status, ecotourism has become its number one source of foreign exchange and its largest single industry. This spring, I studied sustainable development with the School for Field Studies in Atenas, Costa Rica, focusing on the rapidly growing tourism

sector. I found that although many commonly known statistics show Costa Rica to be a “green republic,” the more difficult question of what actually constitutes sustainable tourism remains contested. This presentation will explain Costa Rica’s unique growth strategy and the problems it may encounter moving forward.

Globalization: Demon or Angel?

Rosie A. Osire '10, Economics and French
Advisor: *Kristin F. Butcher '86, Economics*

Globalization is a familiar concept, but what exactly it engenders is less clear. This summer I interned in Togo with an organization that tries to economically empower people living with HIV. Through this experience, I came face-to-face with appalling manifestations of poverty and global injustice. Just as I was getting ready to demonize globalization, I went to California for a four-week, intensive program on global trade and development, and learned about numerous countries that used trade and globalization to move above the threshold of extreme poverty. In sharing my disparate yet related experiences in Togo and California, I will invite the Wellesley community to analyze globalization critically, not as an abstract concept but in relation to the daily realities of the Togolese. Reflecting on globalization and its interaction with other crucial global issues will position us to create a better world for our children to inhabit.

In Search of My Development Philosophy

Halimatou Hima Moussa Dioula '10,
International Relations-Economics
Advisor: *Sylvia S. Hiestand, Slater*
International Center

In summer 2008, I established an educational program for youth aged 8 to 18 with Operation Crossroads Africa (OCA) in my home country of Niger. I got intense

satisfaction from “giving back”; I knew, however, that when summer ended, so would the program. Are programs valuable if their objectives do not include a long-term vision? I asked myself. My OCA experience confronted me with the daunting task of implementation, but Harambe Endeavor, an alliance of which I am a founding member, convinced me that uncertainty often hides a path full of promises. So, I went searching from Senegal to London, and my search reached a tipping point during my Washington Development Project Management Institute program this summer, when I was asked what my development philosophy was. With a renewed sense of purpose, I envision a career that will combine development with policy-making to bring about change in my part of the world.

From My Cubicle to the Farm: International Development and the Environment

Yi Zhang '10, History and Russian Area
Studies
Advisor: *Beth DeSombre, Environmental*
Studies and Political Science

This summer I got a glimpse into international development from the Costa Rican perspective through an internship with the United Nations Development Program office in the country’s capital, San Jose. Having worked with a variety of grassroots organizations, I was curious about life in the “big office,” especially one abroad. I also wondered about how environmental issues were integrated into development projects in an office that seemed to address both. I ended my stay in Costa Rica at a cloud-forest organic farm, learning the “old ways” from a local family. Join me on a winding journey from the cubicle to the cornfield in an exploration of the intersection between development and the environment.

Science, Medicine, and Public Health

Damp Yankees: Fieldwork in Wet Places (individual presentations)

Pendleton West 212

Pura Vida Includes Mosquitoes: Life at a Tropical Field Station

Kara L. Feilich '11, Biological Sciences
Advisor: *Martina Königer, Biological*
Sciences

¡Pura Vida! Pure Life! In Costa Rica, people use the term to describe everything—the good, the bad, and all life has to offer. That is one of many things I discovered last summer, when I had the opportunity to be a field assistant studying rainforest succession at La Selva Biological Station in Costa Rica. Just as *pura vida* encompasses so much of the Costa Rican lifestyle, it serves as a perfect description of my fieldwork. Life’s constant changes are inherent in the successional patterns of community composition. I learned there is hope for new life through forest regeneration. The daily physical effort required by fieldwork reminded me that even soreness is pure life. Dynamic forest succession and the challenges and rewards of fieldwork have reinvigorated my own curiosity. Please join me as I explore the wonders of the rainforest and the realities of work in the field.

The End of the Line: Environmental Impacts of Offshore LNG Terminals

Catherine C. Caruso '10, Biological Sciences
Advisor: *Emily A. Buchholtz, Biological*
Sciences

The construction of large, artificial structures in ocean habitats is necessary to support growing human populations, yet this increasing alteration of marine environments requires careful monitoring.

As a New England Aquarium intern, my research focused on the ecological impact of the liquid natural gas (LNG) terminals recently built outside Boston Harbor. The terminals involve extensive supporting structures, and are used in natural-gas distribution. For one project I helped construct granite settlement array plates to be deployed near and away from LNG terminals. Eventually the types of invertebrates that settle on the plates will be analyzed to determine whether LNG structures affect the spread of invasive invertebrates into native habitats. I also used sonar equipment to collect data comparing the spatial distribution of fish populations and overall fish biomass near LNG structures to those in sites in the open ocean. My internship allowed me to experience firsthand how scientific research can be applied in the real world.

Tropical Ecology: Scientific Exploration in Belize and Costa Rica

Margaret I. Himmelright '10, Biological Sciences

Advisor: *Martina Königer, Biological Sciences*

Last Wintersession I traveled to a remote atoll off the coast of Belize to study coral reefs, and to a tropical lowland rainforest in Costa Rica through Wellesley's course, BISC308: Tropical Ecology. This course is valuable because it is one of the few laboratory courses that enables students to design and later conduct experiments with fieldwork involved. As can be expected when experiments are performed away from the safety of a laboratory, my classmates and I

faced various challenges, from laying out transect lines in rough seas while snorkeling, to having to escape from wild pigs in the rain forest. With these challenges came rewards: for example, exploring two unique ecosystems with high biodiversity, applying the fieldwork experimental methods I learned during the semester to my own experiments, and reaffirming my desire to dedicate my life to helping to preserve these ecosystems.

Stuck in the Mucky-Muck: Adventures in Cape Cod Salt Marsh Research

Taylor Y. Harvey '10, Environmental Studies and Kimberley A. Corwin '11, Geosciences
Advisor: *Brittina A. Argow, Geosciences*

This summer, we conducted field research in Cape Cod's Herring River estuary, which is scheduled to undergo remediation of a constricting dike. Our research on sediment patterns and the recently accelerating loss of marsh vegetation will provide the local community and the Cape Cod National Seashore with baseline data for assessing future changes. This work taught us not only the specifics of the Herring River marsh, but also the realities of doing research in a small community. This internship challenged our preconceived notions about how researchers interact with a local community—our project required greater flexibility, resourcefulness, and communication skills than we had ever anticipated. However, it also allowed us to recognize the unique opportunities attending Wellesley gives us, and exposed us to what research for the U.S. government entails. Ultimately, our experiences this summer reaffirmed our desire to pursue further research at Wellesley and beyond.

Pandemics: "In the Distraction of This Maddening Fever," What Is the World to Do? (roundtable)

Multifaith Center

Vanessa M. Britto, Health Services; Jeff Hughes, Biological Sciences; Jonathan B. Imber, Sociology; and Joseph P. Joyce, Economics

Organizers: *David J. Ellerby, Biological Sciences; Carla Legros '10, Sociology; and Michelle L. Lepore, Office of the Dean of Students*

Throughout history, pandemic diseases have had a major impact on society. Since April the H1N1 "swine flu" virus has achieved pandemic status, and with the onset of the northern hemisphere's flu season, is increasing in prevalence. This panel will discuss a range of issues including the biology of the H1N1 virus; the social and economic impacts of a pandemic; and the logistics of containing and treating an outbreak locally, nationally, and internationally. Questions the panel will address include: Is media coverage accurate, and how similar are the messages across the globe? What features of viruses make them unpredictable? If there are risks associated with taking antiviral medications, might these outweigh the benefits if most cases of swine flu are mild? How do international organizations help and hinder during pandemics?

Cross-Cultural Interaction

Cultural Clashes of Today and Yesterday in Japan (individual presentations)

Pendleton East 129

The Invisibility of the Lesbian Community in Tokyo

Xiao X. Tian '10, Japanese Language and Literature

Advisor: *Carolyn A. Morley, Theatre Studies*

Tokyo is often said to have a “gayborhood” that has a higher concentration of gay and lesbian establishments than anywhere else in the world. Despite this density lesbians are strikingly invisible in Japanese society. Unlike America’s lesbian community, Japanese lesbians are fighting for recognition and rights, sometimes even without the support of the lesbian community. This summer I spent five weeks conducting interviews with numerous women, all with different ties to the lesbian community. Their stories challenged my understanding of cultural boundaries and societal expectations. Through a short film I created of my compiled interviews, I hope to show the struggles of the Japanese lesbian community, as well as its hopes for acceptance in tomorrow’s Japan.

Tattoos: The Yakuza and the Japanese Bathhouse

Amber Cabrera '10, Japanese Language and Literature

Advisor: *Carolyn A. Morley, Theatre Studies*

Tattoos have long been a part of popular culture in Japan and have dominated the international tattooing arts, but they also have been closely identified with membership in the Japanese Mafia, a link that has led to tattooing being stigmatized. During the year I spent in Kyoto, I surveyed Japanese and American college students about their perceptions of the role tattoos play in Japanese culture, to see whether this stigma still exists. I also interviewed several Kyoto tattoo artists, who gave their views on tattoo culture in Japan and its influence around the world. My interest is in understanding how a traditional art like tattooing maintains its traditions and how those traditions evolve in a complex, contemporary society.

Rediscovering the Homeland: The Japan-America Student Conference

Ikuno Naka '12, Undeclared

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

This summer, 76 Japanese and American students gathered in Japan for the Japan-America Student Conference, a monthlong intensive intercultural exchange program. I applied to this conference expecting to discuss the role of Japan-America relations in resolving global issues. I did not realize I would also be reanalyzing my homeland and my own identity as a Japanese citizen who grew up abroad. Throughout the conference I found myself constantly

confronted by the cultural differences between me and the Japanese delegates and other attendees, as well as by the interpretation of wartime history in Japan. In this presentation, I will share how these differences provided me with unique insights into the ways culture, history, and geography shape people’s behavior and thinking. This summer, facing the challenge of bridging the gaps and barriers between two cultures, I gained a deeper understanding of the complexities of intercultural communication.

Culture and the Arts

Techniques, Environments, and Food: Fueling the Creative Process (individual presentations)

Pendleton West 212

Comparisons in Paint: Organic Farmland in Ireland and Spain

Eliza S. Murphy '10, Studio Art

Advisor: *Daniela Rivera, Art*

Studying agricultural land through painting taught me about my own and different farmers’ relationships to the land. The physical process of working these ideas into my painting series allowed me to parse what I learned about agriculture’s transformation of land and its effect on farmers. In my travels I gathered material through interviews, sketches, and photographs; and with it I was able to frame my initial ideas about the project and take time to consider both the wider and the more personal implications of these farms. I achieved a new way of looking by comparing the agriculture in Spain’s Basque

country with that in the small, rural village I lived in on the west coast of Ireland. This new vocabulary in my paintings gave me the perspective to explore what I gathered and provided new insight for future projects about how food systems work.

From My Kitchen to Yours: The Food Blog Boom

Kimberly E. Killen '10, English and Political Science

Advisor: *Jonathan B. Imber, Sociology*

As humans, we are drawn to food's unique ability to create connections; it is the staple around which we gather as a community, and the heart of our cultures. Food blogs are more than just online recipe books; they are accounts of lives lived through food; and mine is one more story. My study abroad in Edinburgh taught me to cook, from boiling water to making puff-pastry dough. My summer internship at Massey Media taught me effective communication. On August 8, I launched my own food blog. By parlaying my love of food into a mass-communication tool, I was able to meld and hold on to the different communities I have discovered. James Beard wrote that food is "our common ground, a universal experience." At Wellesley, at home, abroad, and in the District of Columbia, I found that community is really just a cupcake away.

Comedic Improv and Social Observation

Alison M. Barthwell '10, French

Advisor: *Lee Cuba, Sociology*

Improvisational theater or "improv" is a type of theater that creates spontaneous and original performances: comedic, dramatic, or musical. Improv performers create relationships, moods, and stories from a few words the audience provides. Neva Boyd, a sociologist from Northwestern

University, used games and role playing to encourage social relationships and leadership among the children in settlement houses. To encourage creative thinking, Viola Spolin adapted Boyd's techniques to the stage in the forms of spontaneous storytelling and dance. She created The Second City Theater with her son, Paul Sills, in Chicago in 1955. I studied at Second City during a two-week, intensive course. Using improvisational techniques, I gained insights into social relationships through the observation techniques at the core of Spolin's and Sills' philosophy. In examining status, hidden wants, and characterization, I was able to better understand how people present themselves and their actions.

Pedestrian Crossing: London, UK

Emily L. Kim '11, History and International Relations

Advisor: *Ryan K. Frace, History*

The best thing about living in a metropolis is that you are living in a metropolis. Just beyond your doorstep, there is a Starbucks. You are surrounded always by a robust company of strangers. Add to that a river; bridges, none too wide or long; and 18th-century architecture—double-decker buses and uniform cabs, too. You have then, not a mere metropolis but a work of art. A frameable postcard at every turn of your commute into the City. In my presentation, I will share the mental pictures I took of my walks in London. My experiences as a London pedestrian were the most memorable part of my international-study experience. Too often art is confined to galleries, museums, or historical ruins. While abroad, I found art in the urban setting of one of the most historically well-preserved cities in the Western hemisphere.

The New Word: What Happens When Libraries Go Digital? (roundtable)

Multifaith Center

William F. Coleman, Chemistry; Meliti D. Dikeos '90, Tappe Associates; Thomas S. Hansen, German; Eileen D. Hardy, Information Resources; and Ruth R. Rogers, Research and Instruction
Organizers: *Martha McNamara, Art; Alexa R. Miller, Davis Museum and Cultural Center; and Jill A. Syverson-Stork, Spanish*

What is the future of books on the Wellesley campus? Panelists from Library Sciences and the Book Arts, Environmental Sciences and Architecture, Information Services, Education, and the Humanities will lead this roundtable discussion. The panelists will offer their insight and promote the consideration of numerous questions: How is learning affected when we read from an e-book rather than a traditionally printed text? What happens to our sense of community when students and faculty can access large amounts of information via their home computers? Can we point to environmental gains in our evolving use of technology in teaching? Will we value the book arts, the conservation of books, and access to rare texts on our campus in the future? Many campuses were built with libraries—physically and metaphorically—at their center; how will the design of our learning spaces and our community be affected in this technological age?

Learning, Service, and Youth

Finding Meaning in Alternative Education (individual presentations)

Pendleton East 339

Going Back to Camp at Twenty Years Old!

Susan V. Schwartz '11, Economics

Advisor: *Kenneth S. Hawes, Education*

This summer, while my friends headed off for internships and other positions from which they would gain experience in the “real world,” I returned to Camp Ramah in Canada, a Jewish educational camp that I’ve attended since I was eight years old. Summer camps give kids the opportunity to grow and learn in an informal setting, outside the classroom and away from pressures at home. Whether they are swimming, doing ceramics, or attending lessons on ethics taught under blue skies, campers are able to form positive identities through the influence and guidance of their counselors. This presentation will focus on the unique role of the counselor, who simultaneously acts as a friend, surrogate parent, and role model; and on how to create programs that inspire campers. I want to share how influential putting off the “real world” and being a camp counselor has been for me.

No Day at the Beach: The Challenges of a NOLS Semester

Kelsey A. McFadden '10, Environmental Studies

Advisor: *James M. Turner, Environmental Studies*

How would you like to go abroad for a semester and spend every day soaking up the sun on some of the most beautiful beaches in the world? In the fall of 2008, I completed a physically and mentally demanding semester in Baja California,

Mexico, with the National Outdoor Leadership School. After spending two years studying the environment in the classroom, I was restless to get outdoors and explore this “wilderness” I had read so much about. While backpacking, sailing, and sea-kayaking, I learned about leadership skills, wilderness ethics, natural flora and fauna, and the ways a collection of unique individuals can productively function as a group without the distractions and comforts of civilization. This 11-week journey challenged not only how I perceive the human role in defining the idea of wilderness, but also how the wilderness can be a strong force in the shaping of an individual or a group.

The Summer Project: Not Just the Gift, But the Act of Giving

Kristal K. Chamberlain '12, Undeclared

Advisor: *Nancy A. Hall, Spanish*

Today’s teenagers are living in a society that often crushes self-esteem and erodes confidence. I decided I could help teens find meaning in their lives by giving them opportunities to serve others. This summer I was involved in founding and organizing a chapter of the National Youth Volunteer Corps in my hometown of Washington, Utah. Through my work I saw my desire to influence young teens move from an idea to a plan to a successful service learning program. The Summer Project, the name we gave the new organization, involved young teens and college-age mentors who met weekly to complete projects, each of which was designed to serve the community and be a learning opportunity for the group. Through their summer filled with meaningful service, the teens’ confidence grew as they saw they could make a positive difference in their community.

Integrating for Equity: Helping Troubled Children Reach Their Potential (individual presentations)

Pendleton East 139

More Than Just Child’s Play: Interventions for Developmentally Delayed Toddlers

Samantha K. Skinner-Hall '10, Biological Chemistry

Advisor: *Verónica Darer, Spanish*

For every child to reach his or her potential, it is important that communities recognize the opportunities for maximizing children’s physical and cognitive development that early-intervention services provide. In this session, I will share my learning and experiences using play therapy during my internship at the Riverside Early Intervention (REI) Program, in Needham, MA, through the Lumpkin Summer Service Learning Program. The nonprofit program serves families of local towns by providing therapeutic services for young children displaying developmental delays. As I assisted in the center’s playgroups for two-year-olds, I came to understand that intervening to improve a child’s developmental course is an intricate undertaking. Children’s developmental differences are complex and mysterious. I will describe some of the individualized intervention strategies I saw while working at REI. These therapies involved carefully planned activities and are much more than just fun and games.

Where the Troubled Ones Are: Assisting Traumatized Children

Katherine E. O'Donnell '11, Psychology;
Katherine H. Frost '10, Psychology and
Religion; and Rachel P. So '10, Psychology
Advisor: *Paul M. Wink, Psychology*

This summer we worked at The Walker School supporting troubled children and adolescents in strengthening their life skills and confidence, with the goal of reintegrating them with their communities. These children have histories of abuse and neglect, and some have witnessed traumatic events that have affected them in different ways. Each of us worked with children who had diverse challenges ranging from no toilet training, to being especially violent, to being withdrawn. We learned how to talk through problems with them, and how to move on with no hard feelings. This experience taught us how to provide a structured yet nurturing environment for children to learn the social skills they lack. We learned that just one positive person can make a difference as to whether these children overcome obstacles from their early childhood—and we worked hard to be that person.

Fellowship Travels (panel)

Pendleton West 220

Monica Byrne '03, Mary Elvira Stevens
Traveling Scholarship; Christina Chang '08,
Fullbright English Teaching Assistantship,
South Korea; and Holly Salmon '97, Luce
Scholars Program
Organizer: *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? Their experiences cover a range of countries and occupations: teaching English to high school students in South Korea and France; researching the two main characters of a novel set in Ethiopia, India, and the South Pacific; and hands-on training in the conservation of art treasures in Japan. Join us to hear them describe their fellowship years.

Politics, Economics, and Activism

Democratic Practice, Democratic Dreams? (individual presentations)

Pendleton East 239

**“By the People, For the People”:
My Summer in a Congressional Office**
Katherine M. Blair '11, Classical Civilization
Advisor: *Salwa N. Muhammad '06, Center*
for Work and Service

My work this summer as an intern at Congressman Stephen F. Lynch's Boston office involved constituent services. While I aspire to shape policy directly, this work was a valuable reminder about the people who elect public officials and why it is important to create systems that work for them. I spent my time talking to constituents and helping them navigate through confusing bureaucracies. I learned to listen patiently, discuss opinions that I sometimes disagreed with or found surprising, and represent something larger than myself. The experience opened up a new dimension to politics, leading me to think more deeply about who, what, and how policy is shaped.

Watching Politicos: Working and Reporting on the Hill

Karina Wagnerman '10, Political Science
and Aonya D. McCruiston '10, Cinema and
Media Studies and Political Science
Advisor: *Marion R. Just, Political Science*

Summer 2009 in Washington brought a new, Democratic president and a Democratic majority in both houses of Congress. It was a time for ambitious policy-planning in the nation's capital. Karina worked as a congressional intern for Representative Pete Stark (D-CA) and Aonya worked as a television news intern on Capitol Hill for Cox Broadcasting. Our internships threw us into writing about two issues that dominated the session: climate change and health care. We quickly learned how the constraints of our political system make it hard to enact change that is framed as controversial by politicians and the media. In our presentation we will explain why, even though we were both on the Hill, we developed different perspectives on the policy process. At Wellesley, students see government and political action from an academic perspective. From our internships we learned about politics in practice.

Hong Kong: A Democracy in Development
Cynthia Chen '10, Political Science
Advisor: *William A. Joseph, Political Science*

The people of the Hong Kong Special Administrative Region (Hong Kong SAR) have many political freedoms, particularly when compared with other parts of the People's Republic of China. However, the democratic responsiveness and transparency of their government still leaves much to be desired. Even so, civil society in Hong Kong SAR remains vibrant. This summer I interned at Civic Exchange, an

independent think tank that works on a wide variety of political issues. In conducting an independent research project on judicial review and its effect on civil-society activism, as well as in assisting with other Civic Exchange projects, I learned there is considerable civic engagement in Hong Kong SAR. When the government fails to address such issues as air pollution and the lack of access to public records, groups like Civic Exchange are able to raise awareness about these problems.

Democracy in East Timor: Personal Is Political, Political Is Personal

Beverly Mbu '10, French and Political Science

Advisor: *Michèle M. Respaut, French*

Today we live in a world where democracy, communism, and fundamentalism jostle for space in the arena of world power. But what if a handful of people could take the lessons learned from older democracies and create the “perfect” democratic nation? In 2002 the opportunity came in the form of East Timor, a tiny island country in Southeast Asia that became the world’s youngest nation after decades of violent struggle for independence. Seven years later, East Timor is moving forward quickly, with the aid of many nations and international organizations dedicated to helping it succeed. In this talk, I will reflect on my internship this past summer as a researcher for the policy research center of East Timor’s National Parliament to shed light on the discussion of democracy, as it pertains to developing nations.

Empowering Victims?: International Aid and Agency (individual presentations)

Pendleton East '127

Selling Suffering

Caitlin M. Snyder '10, French

Advisor: *Thomas Cushman, Sociology*

How do nonprofits elicit compassion without objectifying the very people they are trying to help? Humanitarian organizations are caught in a constant struggle to balance the needs of the donor with the dignity of the recipient. During an internship with Women for Women International, I was granted a glimpse into this conflict and the way in which it often dictates how appeals use words and images. Should we “empower” individuals? Or should we instead encourage their “self-empowerment”? However benevolent its intent, no organization can perfectly respect both sides: The donor expects to be sold an idealized victim, an image that may be at odds with the actual individuals served by the nonprofit and that may even undermine the humanitarian aims of the organization. What does it mean to market “victims” to donors at the same time that those being served are reassured that they are not defined by their victimization?

A Summer of Organizing South Asian Workers

Karin Firoza '10, Economics and Religion

Advisor: *Victor H. Kazanjian, Peace and Justice Studies*

According to Wikipedia the definition of, “A domestic worker is someone who works within the employer’s household. Domestic workers perform a variety of household services for an individual or a family, from providing care for children and elderly dependents to cleaning and

household maintenance, known as house-keeping.” It’s ironic that domestic workers around the world are still considered in countries’ and organizations’ rules and regulations as “informal labor.” In fact, domestic work is an important occupation for millions of individuals, mostly women. As a result, these workers everywhere are underpaid, overworked, and vulnerable to abuse. Briefly, the problems domestic workers experience include low and irregular pay, long hours of work, lack of medical insurance, no rest periods and sick days, lack of proper food, lack of respect as a human being, and exclusion from security and maternity benefits. In many instances, they face physical, psychological, and sexual abuse by employers. In addition, these workers are easily exploited because most of them live in their employer’s house, isolated from their social community. The result is that they lack information and are unable to seek help when they are subject to abuse.

Fallen Women

Syeda R. Mahbub '12, Undeclared

Advisor: *Salwa N. Muhammad '06, Center for Work and Service*

On June 23, 2009 in Faridpur, Bangladesh, 200 women woke up to find their houses on fire. The alleged arson was committed against these *potitas*, meaning fallen women—or sex workers—because of the supposed threat they pose to society. This summer, as an intern of the Human Rights and Legal Services Department of BRAC, a local NGO, I learned how these women were disempowered because of their status as fallen women. They often felt they “had nothing left but to die.” It wasn’t financial support they sought, but an awareness of their rights and freedom. During my internship, I designed LEAP:

Legal Empowerment and Advocacy for Potitas to provide legal support to sex workers. In my presentation, I will demonstrate how LEAP will help these women overcome inhibiting social factors and take charge of their own lives.

Science, Medicine, and Public Health

“(Re:)Searching” (individual presentations)

Pendleton West 116

Does Cell Phone Use Lead to Hand Injuries?

Amy E. Wolkin '12, Undeclared

Advisor: *Connie L. Bauman, Physical Education, Recreation, and Athletics*

Does your pinky or ring finger tingle after a long talk on your cell phone? You probably have heard of carpal tunnel syndrome or tennis elbow, but have you heard of cubital tunnel syndrome, now nicknamed cell-phone elbow? This summer, I had the opportunity to shadow a hand specialist at Resurgens Orthopaedics in Atlanta, GA, in the clinic and in the operating room. During my eight-week internship, I interacted with patients from many socioeconomic backgrounds. I observed the frustration they felt when their pain did not decrease or their hand function did not improve, and when insurance companies had yet to approve surgery. Being exposed to the challenging pace that orthopedists face gave me a realistic appreciation and enthusiasm for their work, as well as a unique understanding of the myriad demands placed on the 27 bones in my hands.

Favorite Places: Google Maps

Soumya D. Srinagesh '10, Economics and Mathematics

Advisors: *Joseph P. Joyce, Economics and Michaela Prescott, Google*

How do you find restaurant reviews or driving directions to a bookstore? For many, the answer is online. In the United States, 77 percent of Internet users perform a Google search every day. Only half of local businesses have a Web site, however. Google Maps' Local Business Center is a free, simple portal that aggregates local business content from the Internet and also allows small businesses' owners to post information directly. This summer I worked at Google, where I helped develop Favorite Places (google.com/favoriteplaces) for Google Maps, which displays local experts' favorite businesses in cities worldwide on a Google Map. The project demonstrates the ways a diverse array of offline businesses can be searched for and displayed online. I gained insight into the technical landscape of local search, its potential for explosive growth, and the impact it has on people's ability to access information globally.

“Different Rain in Naverland”

Soo Been Kim '10, Media Arts and Sciences

Advisor: *Panagiotis T. Metaxas, Computer Science*

Google is undoubtedly the most widely used search engine in the United States and many other countries. In South Korea, however, people don't “Google” what they are looking for; they “ask Naver.” This summer, I went to South Korea to interview Naver users in hopes of discovering the reasons for the search engine's success. Instead of responses that would point me to the answer, however, my interviewees gave me vague answers that left me more lost than I was when I started. After

careful analysis and further research, I was able nevertheless to gain a perspective that was far different from what appeared on the computer screen. My user studies revealed the cultural issues underlying the differences between Google and Naver. In this presentation, I will discuss my findings before and after my user studies, and talk about why searching for “rain” in both search engines produces very different results.

Science, Medicine, and Public Health

Science in Extremis (individual presentations)

Pendleton West 117

Water, Waste, and Wellness in Tanzania

Erin L. Duffy '10, Religion

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

Got a toilet, clean water, and trash pickup? Not everyone does. Respiratory infection and diarrheal disease—minor ailments in wealthy nations with access to these basic resources—are two leading causes of mortality and morbidity in impoverished countries. In addition, the inexpensive antibiotics and rehydration therapy used to treat these common health conditions are less available in poorer countries. Conducting field research in Tanzania with the International Honors Program led me to reflect on the local health implications of global policies, as well as on the biological, social, environmental, political, and economic causes of international inequalities. Synthesizing my studies at Wellesley with my fieldwork abroad allowed me to analyze past, current, and potential health interventions in Tanzania. The radically different

health conditions of the wealthiest and the poorest populations are unjust; they demand multidisciplinary international action in fields ranging from economics to gender studies. Come learn how we can apply the liberal arts to global health!

Siberian Songs and Science

Samira S. Daswani '12, Undeclared; Nita Seng '11, Biological Sciences; and Pin Pravalprukskul '12, Undeclared
Advisors: *Marianne V. Moore, Biological Sciences and Alla L. Epsteyn, Russian*

This summer we traveled halfway across the world to Lake Baikal, the “Pearl of Siberia.” This place of extremes—the largest, oldest, and deepest lake in the world—contains more than 1,000 endemic species. Despite immense research potential, post-Soviet political agendas for rapid development have taken precedence over scientific exploration, even as environmental problems threaten the delicate ecosystem. As we conducted research on golomyanka, a unique species of vertically migrating fish, we experienced the daily struggles of Russian scientists. The lack of resources has limited science here—yet we could access Wi-Fi in the middle of this seemingly isolated lake. The people, however, shattered our preconceived notions that Siberia is cold and unwelcoming, and taught us that to pursue science, all you really need is perseverance, a curious mind, and of course, a bottle of vodka. We returned tanned and humbled, with lots of songs to share.

Mi Scusi, Do You Speak Dolphin?

Lee H. Ung '10, Biological Sciences
Advisor: *Jeff Hughes, Biological Sciences*

The Emerald Coast of Sardinia is the summer destination for many wealthy Italian hedonists, but it's also home to the population of bottlenose dolphins, *Tursiops truncatus*, that I studied this summer. For ten weeks, I dropped the luxuries—phone, Internet, hot showers, and most of the time shoes—to do long-term behavioral and bio-acoustic research on these animals. I witnessed firsthand the impact of noise pollution, tourism, and fishing practices on dolphins. I learned about the challenges facing small international research institutes, and how to encourage better management practices without alienating the local community. And I did this all while figuring out how to order focaccia from the bakery—did I mention I'd never studied Italian before this summer? I will discuss the details of my research, how it was used, and what it was like working in paradise.

Trial and Error: How Science Gets Done (individual presentations)

Founders 120

AIDS Research: An Insider's View

Kimberly A. Eaton '11, Biological Sciences
Advisor: *Janet McDonough, Biological Sciences*

For the past two summers, I have interned as a laboratory technician at the National Institutes of Health in an AIDS research laboratory specifically studying the fidelity, or transcribing accuracy, of HIV-1 reverse transcriptase. Originally, I thought scientific discoveries were the brainchild of a single scientist, or at least born in a single lab. Now that I have worked with

some of the nation's leading research scientists at NIH who are trying to conquer the world's deadliest diseases, I know that assumption was wrong. Rather, the results of experiments are published and used as building blocks in other experiments, which are then published and so on until, through the efforts of numerous scientists' research significant progress is made. I will discuss my work and its purpose, and how both form a small but important part of the scientific research that will someday overcome the AIDS virus.

Saving Limbs One Migration at a Time

Susun T. Kim '10, Economics
Advisor: *Marcia E. Thomas, Biological Sciences*

Vein-graft bypass surgery is currently the gold standard for salvaging limbs deteriorating from inadequate arterial blood flow. During this procedure, vascular surgeons use a vein from the patient as a substitute conduit. In arterial circulation, however, these vein grafts often fail within a few years; that, unfortunately, can lead to an amputation. For the past two summers, I conducted research with Dr. Alan Dardik at Yale University. I worked with mouse-lung endothelial cells to study the vascular-cell identity (Ephrin-Eph) pathway by manipulating cell migration, a process of vein-graft adaptation. We found that the Ephrin-Eph system regulates cell migration by interacting with signaling molecules, such as nitric oxide. It was a challenge to find the answer to an unsolved problem, but this research experience left me feeling self-reliant and excited about putting this problem-solving experience to use. Through studying cell migration, I trust, we walk closer to engineering a better vein graft.

Something in the Air: Effects of Hypoxia on Neuron Development in Zebrafish

Kathryn E. Pavia '12, Undeclared

Advisor: *Yuichiro Suzuki, Biological Sciences*

Cerebral Palsy (CP) is the most commonly diagnosed developmental disorder in the industrialized world, affecting two to four of every 1,000 births. Although CP can arise from a variety of sources, in some cases inadequate oxygenation of the developing brain may play a crucial role. This summer I investigated the effects of hypoxia on the neural development of zebrafish embryos at the University of Utah Department of Neurobiology and Anatomy. Specifically, I researched whether exposure to minimal oxygenation for a period of 12 hours during embryonic development affected the number of dopaminergic neurons in the mesodiencephalon of a three-day-old fish. Through this work I learned that much progress in scientific research is made only after trials and revisions of many failed experiments. In addition, I identified some scientific disciplines that I find particularly engaging.

Neurotransmitters and the Central Regulation of Blood Pressure

Emilie K. Mitten '10, Biological Sciences

Advisor: *Yuichiro Suzuki, Biological Sciences*

This summer, I participated in the Pre-Medicine Research Opportunities Program at the Mount Sinai Medical Center in New York City. My research in Dr. Gay Holstein's neurology laboratory exposed me to a variety of new scientific techniques and allowed me to conduct an independent project in which I further explored the central regulation of blood pressure. Specifically, I characterized four types of neurons in the rostral ventrolateral medulla (RVLM) of rat brains. The RVLM is vital to the central regulation of blood pressure because the two pathways that control blood pressure converge in this region. During my time in the lab, I developed a greater sense of patience, discovered how to redesign failed projects effectively, and learned to work collaboratively with a variety of different personalities. Overall, I learned that advances in basic research are vital to the success of a major metropolitan medical center.

Harnessing the Power of Porphyrins

Brianna L. MacLeod '11, Chemistry

Advisor: *Dora Carrico-Moniz, Chemistry*

It's common knowledge that the world is running out of fossil fuels, but how are we going to fix this problem? Alternative energy is one of the most popular topics of research, and light harvesting is one of the most promising research areas. This summer, I spent ten weeks working on light harvesting at the University of Wyoming. I used a structurally interesting compound called a porphyrin to mimic photosynthesis, the original light-harvesting process, in an effort to increase the efficiency of solar cells. During this experience I learned how research is conducted in graduate school, and came to understand the decisions one must make in order to succeed. During my talk I will discuss not only my research findings but also what I learned personally and professionally from this valuable experience.

Cross-Cultural Interaction

**Italian Food for Thought
(individual presentations)**

Pendleton West 117

**Don't Hesitate, Gesticulate!: Fearless to Be
"Hands-On" in the Bolognese Lifestyle**

Idora Sopin-Vilme '10, International Relations-Economics; Catherine S. Arnold '10, Italian Studies; Alexandra P. Solimano '10, Economics and Italian Studies; and Catherine M. Marchetta '10, Biological Sciences and Italian Studies
Advisor: *David M. Ward, Italian Studies*

Inspired by their Italian ancestry and U.S. academic pursuits, four students set out to challenge themselves linguistically and culturally in a city renowned for its culinary excellence and intellectual tradition. L'Università di Bologna is the oldest university in Europe, founded in 1088 AD by a group of students eager to learn and discover new ways to analyze the world. From the manner in which the homogeneous Italian society confronts racial issues, to how Bologna's flavorful history enters an elementary school classroom, to the contrast between northern and southern cultures in a young nation, to retracing how a devastating war brought grandparents together in Sicily, Bologna inspired adaptation to and preservation of distinct cultures. With new perspectives, questioned beliefs, and provocative ideas, the students returned as seniors, revitalized and ready!

Parla Con Me: Reconnecting with Food

Ariel P. Nathanson '10, Art History
Advisor: *Jennifer Thomas-Starck, Office of International Studies*

The Italian idiom “*parla con me*” literally translates in English to “it speaks to me.” A truly Italian concept, these words describe a particularly memorable culinary experience. To understand Italians' connection to food, I looked at food in three components: on the farm, in the market, and on the table. I experienced organic food by visiting a rural farm in Ancona, Italy. In the city, I went to local markets and observed the varieties of food packaging. By interviewing my host family, other locals, and attending Italian cooking classes, I delved into the art of cooking and presentation. Exploring Italian cuisine unlocked the intricacies of Italian culture, teaching me the ways food can bring new meaning to the language; bind families, friends, and communities together; and nourish the body and mind.

**Dating, Marriage, and the Marital
Division of Labor**

Maura L. Tucker '10, Peace and Justice Studies
Advisor: *Jennifer Thomas-Starck, Office of International Studies*

For six months I lived with five female Italian students in Bologna, Italy. The differences in our approaches to little things like cooking, hygiene, and good TV made for great conversation and some good laughs. The disparity between our views on dating and marriage was endlessly fascinating. I wondered why I always heard my

roommates on the phone with their mothers, never their fathers. I wondered what there was about Italian culture that made it normal for a few of my 21-year-old roommates to be in five-year relationships. What were their expectations for their futures, as related to marriage and children? And what were mine? I will present my research, which includes informal conversations with friends and acquaintances on these subjects, and the opinions they helped me form.

**Volunteer Voices: Integrating Local
and International Perspectives
(individual presentations)**

Pendleton East 239

**Finding Common Ground: Navigating
National and Cultural Identity in India**
*Catherine Wu '11, International Relations
and Political Science*

Advisor: *Katharine H.S. Moon, Political Science*

This summer I helped evaluate and reform financial- and business-literacy programs for an emerging micro-finance institution in Udaipur, India. Living and working in local communities and an unfamiliar culture, I found myself challenging many of my ideals about service and working in developing countries. What role do volunteers who are outsiders have within a foreign community? How can and should outsiders help communities they are not from? How does volunteers' status as outsiders help them give legitimacy to minority voices within the community?

How does outsider status limit volunteers' ability to derive accurate accounts from the community? I will discuss the approach of asset-based community development, which aims to shift the mind-set of non-profits from providing services to organizing communities to use existing assets to help themselves, as well as my experiences working with this approach within a non-profit organization focused on scale and rapid growth.

Environmental Policy, Women's Rights, and Eating Ugali: An Outsider's Experience of Kenya

Morgan K. Carr-Markell '10, Biological Sciences

Advisor: *Charlene A. Galarneau, Women's and Gender Studies*

Last semester I studied in Kenya with the School for Field Studies, which aims to find solutions to environmental problems that benefit both wildlife and local communities. I lived on a small campus near Amboseli National Park, taking classes, then conducting research. The park is surrounded by Maasai Cultural Villages, where members of the Maasai ethnic group generate income by presenting their culture to tourists. I studied the effectiveness of these villages in distributing conservation benefits to nearby communities. I found that my assumptions about how to approach social and environmental problems did not fit the circumstances in southern Kenya. The interactions I encountered between farmers and herders, Kamba and Maasai, and men and women made me recognize my own limitations. As a stranger, I can only listen to everyone and determine which resources I have that will help people come together to implement their own solutions.

NGO Approaches for Reclaiming Korea

Alice J. Lee '11, Sociology

Advisor: *Joseph F. Swingle, Sociology*

During a campaign inside the South Korean National Assembly initiated by the NGO Citizens' Alliance for North Korean Human Rights (NKHR), a government worker remarked, "Try caring about South Korean human rights instead." The irony here was that the NKHR dedicates its principal efforts to assisting North Korean defectors in Seoul, who by law are granted status as South Korean citizens when they enter the country. As an intern at the NKHR this summer, I was able to participate in the organization's political vision of reunifying the divided Koreas, and to witness public apathy, and in many cases, antagonism toward former North Koreans that is born out of the distinction between national identity and citizenship. My experience at the NKHR convinced me that despite their funding constraints and limited resources, NGOs have the potential to change normative thinking and to make a far larger political and practical impact than their detractors would have us believe.

Medical Work in Rural Ghana

Jessica L. Quist '11, Religion

Advisor: *Pashington J. Obeng, Africana Studies*

This summer I spent eleven weeks in Kpando, Ghana, working at a small health center and treating patients in the community. Although Ghana has some fine medical facilities, I found that small, rural communities often lack proper medical care. In some of these communities I treated countless children with numerous deep wounds, and saw many people with HIV/AIDS and advanced breast cancer. After seeing many severely infected wounds, I decided to make posters and teach wound care in schools and

communities. I also learned how to give immunizations and medical assistance using limited supplies. As a certified Emergency Medical Technician, I enjoyed making use of my modest medical skills. Although my work was rewarding, I often wished that I could help more. The experience made me realize that I need to return to Ghana with more education in public health and international medicine, so I can make a greater difference.

Culture and the Arts

Don't Leave Without Your Tools: Creative Writing in America and Abroad (panel)

Pendleton East 129

Carolyn E. Hall '10, English; Inci Atrek '10, English and French; Duygu Ula '10, Cinema and Media Studies and English and Creative Writing; and Megan Cunniff '10, English
Advisor: *Daniel P. Chiasson, English*

Creative writers are a sensitive breed: They require sunlight, regular watering, and a space where they can let their imagination flourish. Where Virginia Woolf advocated "a room of one's own" as vital to the writing process, Frank O'Hara collected his "lunch poems" like anonymous scraps from the streets of New York. What are the best conditions for writers to produce their best work? How do creative writers nurture and motivate themselves to continue producing? This summer, we writers of poetry, prose, and editorials found our generative drive in places familiar and foreign—from an intensive creative-writing course at New York University to an internship with *Slate* magazine in Washington, DC, to the beaches of Turkey, to the noisy tracks of the Boston T subway system. With a view toward a pragmatic encouragement of that terrible habit, writing, we will present our work and how it came about.

From Brothels to Barns: Exploring Montana's Cultural Identity Through Architecture (panel)

Pendleton East 339

Abigail G. Hansen '11, Architecture; Allison E. Crank '11, Architecture; Caroline E. Rose '11, Architecture; Amelia E. Schladow '11, Architecture; Eliza J. Tibbits '11, Architecture; and Elaine L. Wong '11, Architecture
Advisor: *Martha J. McNamara, Art*

The six of us traveled to Butte, Montana, last June to attend the annual Vernacular Architecture Forum Conference. Our trip was certainly an adventure, because Butte is a city unlike any we had ever visited. In Butte and other areas of southwest Montana, we explored a wide range of historic landmarks: speakeasies, mines, red-light districts, ranches, Chinese noodle parlors, ghost towns, and more. Every site we visited plays an integral part in shaping Montana's unique cultural identity. In our presentation, we will reflect on different aspects of Montana's cultural landscape as experienced through various types of architecture. These aspects include mining, ranching, immigration, nightlife, and prostitution. We will discuss another theme as well: the blatant destruction and shameless exploitation of Montana's land, resources, and people.

Learning, Service, and Youth

From Student-Teacher Relationship to Policy Making: Education in International Settings (individual presentations)

Pendleton West 212

A Beautiful Disaster: The Challenge of Education in the Developing World

Maria A. Onaindia '11, Economics and Peace and Justice Studies

Advisor: *Victor H. Kazanjian, Peace and Justice Studies*

Lack of proper educational resources in developing countries has been linked to such problems as terrorism, sexism, communal violence, and overwhelming poverty. These issues are thought to be more prevalent in rural areas, yet large slums and beggars are permanent fixtures in countless urban areas. I dedicated this past summer to teaching at Diamond Jubilee High School, a nonprofit school in Mumbai, India. I taught a literature curriculum I had compiled to 150 seventh-grade students. At Diamond Jubilee, I was able to interact with students and administrators on a personal level, which allowed me special insight into the problems they face daily. I personally faced challenges communicating with teachers, earning respect as a young female, teaching the complex English language, and meeting my daily living requirements in a beautifully complex society. Each of these challenges has policy implications that I hope to now devote my education to investigating.

Art Lessons and Life Principles in Uganda

Lucia M. Nhamo '11, Media Arts and Sciences

Advisor: *Lidwien E. Kapteijns, History*

This summer I interned with the Aga Khan Education Services in Kampala, Uganda. Working in the art departments of the primary school and high school, I had the unique opportunity of interacting one-on-one with children across the student body's broad age and ethnic spectrum, and challenging their perceived inabilities in art. My experiences confirmed the

powerful, if not transformative effect that art can have on a community: Challenging students' social conscience through art is a concept I want to develop further in my work. Often, however, teachers' passion and dedication to the students were in contrast to, and somewhat dampened by the bureaucracy of the school administration. Far too often, the ideals behind education can get lost in its day-to-day implementation, and we find ourselves at a stage where, as one teacher put it, "we are no longer teaching to think, but just think we are teaching."

¿Sí se puede?: Making a Difference Through Teaching in Bolivia

Nicole C. Herrera '11, Latin American Studies

Advisor: *Joy Renjilian-Burgy, Spanish*

Interning at the Foundation for Sustainable Development in Bolivia, I was immersed in a culture rich with indigenous values and traditions but deprived of economic, educational, and social opportunities. In two childcare centers, Warmi and Los Pitufos, I acted as teacher and friend to classrooms of primary-school children challenged by poverty, abuse, and illness, to name just a few conditions. Frustrated by the lack of curricular materials, the teachers were stressed further by their low salaries. I questioned how I could meet these challenges to make a difference in the academic and social development of these young learners. Throughout my experience, I realized the need to reevaluate my assumptions and reformulate my objectives. I welcome you to explore my journey of self-searching and evolving perspectives in order to challenge your own ideas of what it really means to make a difference through education.

Exploring the Danish Approach to Educating Children

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

I spent the semester last spring in Copenhagen studying the Danish style of educating children. Children in a Multicultural Context, a class I took there included a fieldwork component in which we visited a Danish school every week. This meant I learned firsthand about the country's schools. The Danish practice involves close child-teacher relationships, exposure to the environment, encouragement of independence and risk-taking, and treatment of the child as a responsible, competent being. The Danish curriculum, at least for younger children, centers on the development of life skills instead of academic learning. As a foreigner in an unfamiliar setting, I had the unique experience of being able to absorb what was happening around me while reflecting on my own American upbringing. I hope to pass on what I learned from the Danes about their view of children as a part of society.

The Houses We Keep: History, Planning, and Finances (individual presentations)

Pendleton West 220

Honorable Intentions: Reconciling Facts and Personal Accounts in History

Hilary White '12, Undeclared
Advisor: *Quinn Slobodian, History*

As a budding historian, I have been taught to examine the validity of my sources. Yet what does one do when two sources openly conflict, but both offer a useful historical snapshot? This summer I worked as a park ranger at the John Fitzgerald Kennedy National Historic Site, in Brookline, MA.

After her son's assassination, Rose Kennedy restored the house to the way it looked the year he was born. An amateur historian, her recollections were flawed, and the house contains information that is not historically accurate. The site now is faced with the question of whether to preserve Mrs. Kennedy's vision or maintain the house's historical integrity. I will explore the conflict between historical facts and personal accounts within the context of maintaining an accurate museum committed to memorializing the 35th president of the United States.

Town Hall: From the Textbook to the Comprehensive Plan

Katherine A. Crispi '12, Undeclared
Advisor: *James M. Turner, Environmental Studies*

Town planning is an activity essential to the development of every type of community. With no planning classes at Wellesley, my education in this field has been through experience. This summer, I worked at the Clarkstown, NY planning department, helping to create the town's 2009 Comprehensive Plan, a document that establishes the town's goals for land use and protection, development projects, and more. It requires the integration of knowledge and methodologies from fields ranging from environmental resources to economics. My work included writing the plan's historical section, mapping data, and attending and assisting at townwide and departmental meetings. I was able to contribute to the plan's development by drawing on what I have learned in my classes here. I became proficient in geographic information-systems software, and gained extensive knowledge about the town-planning process that only experience can teach.

Addressing the Foreclosure Crisis Through Neighborhood Stabilization

Tess G. DeLean '11, Economics
Advisor: *Verónica Darer, Spanish*

Real-estate foreclosures are having a devastating effect on communities around the country. Through an internship at Boston Community Capital supported by the Lumpkin Summer Institute for Service Learning, I connected my classroom understanding of the current financial crisis to concrete solutions. In this presentation, I will share how I helped implement a program to address foreclosures through neighborhood stabilization. In conducting research on foreclosures in Boston and other Massachusetts towns, I became familiar with the people whom Boston Community Capital helps. I also took part in putting together spreadsheets and maps of households undergoing foreclosure for nonprofits partnering with Boston Community Capital. This summer internship experience allowed me to add a more personal dimension to my academic conception of the financial crisis.

Politics, Economics, and Activism

Exploring Social Change: From Grassroots to Global Policy (individual presentations)

Pendleton East 127

The Women of Cape Verde and the NGO That Loves Them

Debbie J. Chen '11, Economics
Advisor: *Selwyn R. Cudjoe, Africana Studies*

Cape Verde is an archipelago country in Western Africa. I interned there for two and a half months last summer at the Organization of Women of Cape Verde (OMCV), an NGO dedicated to promoting women's rights and improving their quality of life. The OMCV manages

many instrumental projects and services throughout the country, hence leveraging huge social capital. Although I worked primarily in HIV/AIDS prevention, the OMCV also provides a safe space for women, education programs, microcredit to small-scale entrepreneurs, information campaigns, and more. I observed not only the workings of and challenges facing a principal Cape Verdean NGO, but also the workings of and challenges facing Cape Verdean society. These include undervalued education, women's financial dependence on men, the stigma against HIV-positive persons, and interethnic tensions. I have discussed such issues in Wellesley courses, but through this internship I gained hands-on experience in and a heightened passion for tackling social change.

The Need for Bread: Ending Hunger in the Long Term

Vivian A. Secaïda '11, Peace and Justice Studies and Political Science
Advisor: Victor H. Kazanjian, *Peace and Justice Studies*

This summer I took a different approach in trying to end hunger. Instead of traveling to India, Brazil, or Guatemala as I had done in the past, I decided to work domestically to try to end hunger. I realized that long-term changes that will end hunger begin with U.S. legislation. I interned at an advocacy network called "Bread for the World" in Washington, DC. Bread's mission is to urge U.S. decision makers to enact policies that will end hunger at home and abroad. I engaged in research through the network's institute, which publishes the annual *Hunger Report* to inform its members about the progress made toward ending hunger. During this presentation I will discuss the policy changes that have occurred because of Bread's past efforts,

the importance of political activism, and the issues we face after the recession that Bread addresses in its 2010 report.

Information Transfer: Building Sustainable Bridges Toward the Future?

Annie He '12, Undeclared
Advisor: Akila Weerapana, *Economics*

At World Information Transfer, a global, nongovernmental, nonprofit organization that consults with the United Nations, I was able to observe firsthand the intricacies of multilateral, international policy making on developing countries' ability to achieve the Millennium Development Goals, in the context of the recent global economic crisis. As an intern and a young representative advocating for environmental health and literacy, I helped bring together two issues of the *Ecology Enquirer*, a publication that addresses critical international health and environmental issues. My studies in biology and economics at Wellesley gave me a unique perspective on the health and environmental concerns that were discussed at the United Nations. In my presentation, I will discuss some of the issues I worked on, and share details about how this experience left me with a new interest in global development.

Social Networking at Wellesley: To Community and Beyond! (roundtable)

Multifaith Center

Stephany Cuan '12, Undeclared; Marion R. Just, Political Science; Elizabeth Masiello '03, Google; Panagiotis T. Metaxas, Computer Science; Eni Mustafaraj, Computer Science; David N. O'Steen, Instructional Technology; and Folly Patterson '85, Center for Work and Service
Organizers: S. Joanne Murray '81, *Center for Work and Service* and Franklyn A. Turbak, *Computer Science*

Social-networking technology isn't just a way to meet new friends and keep up with old ones. It has become an invaluable tool for reporting and discussing news, running political campaigns, organizing protests, spearheading community activism, forming support groups, finding jobs, and conducting business. This roundtable will discuss how social-networking tools like Facebook, Twitter, LinkedIn, Google Groups, and even FirstClass are used by Wellesley students, alums, faculty, and staff to make a difference in the world.

The Real World of Law and Order (individual presentations)

Pendleton East 139

The Power of Diversity: Increasing Institutional Legitimacy in the Federal Courts

Joy A. Clarke '11, Political Science
Advisor: Nancy S. Scherer, *Political Science*

With the nomination of Judge Sonia Sotomayor to the U.S. Supreme Court, race, ethnicity, and gender diversity on the federal bench became a salient political issue. This summer, thanks to funding from the Mellon-Mays Undergraduate Fellowship, I was able to study how diversity affects the institutional legitimacy of our federal court system. With my advisor's help, I interviewed 12 U.S. District Court judges to gain their insights on two primary questions: How does increasing descriptive representation across all courts in the federal judiciary benefit or put at a disadvantage the system's key players? Second, how might the race, gender, or ethnicity of a judge impact his or her decision-making? In my presentation, I will explore the various themes and patterns that arose in these interviews, and attempt to convey the intersection of race, ethnicity, and gender with the legitimacy of an American political institution.

Family Court: *Law and Order* or *Jerry Springer*?

Jacqueline M. Stolzenberg '10, Philosophy and Political Science

Advisor: *Tom Burke, Political Science*

When most people think of the courts, they imagine high-profile murder cases or high-stakes lawsuits. I certainly did, before my internship in the District of Columbia Superior Court this past summer. The judges I worked for in Family Court handled divorce, child custody, neglect, and more. I was shocked by their overcrowded calendars and by the number of people trying to navigate our complex legal system without the help of an attorney. Everyone—rich or poor, black or white—has family, and the outcome of a family-law case intimately affects the lives of the parties involved. While less glamorous perhaps than criminal or civil law, family law directly affects more people and provides a big space to help people in great personal need. Working on cases that ranged from the silly and mundane to the frustrating and heartbreaking, I learned a great deal about family law and life itself.

Equal Under the Law?: The Invisible Victims of Crime in the United States

Monica C. Colunga '10, French and Political Science

Advisor: *Tom Burke, Political Science*

One of the biggest challenges any modern society must face is preventing and minimizing the effects of criminal activity. As an intern for the district attorney in my hometown in Texas, I set out to see firsthand how effective our criminal justice system really is. I was not surprised to find out that many decisions regarding criminal prosecutions are based on the background of the alleged offender and the capacity of detention facilities, among

other variables. It was the treatment of a group that is often overlooked that challenged my preconceptions about deterring crime and rehabilitating criminals. Incarceration of their parents often leaves the children of convicted criminals vulnerable to the risk factors that could turn them into the new generation of offenders. From my experience, I learned that how we treat the less visible victims of crime is crucial in our efforts to reduce unlawful activity and violence in our society.

“Service Before Self”: A Liberal’s Experience with the Military

Elizabeth A. Shirey '10, French and Political Science

Advisor: *Tom Burke, Political Science*

Most Wellesley students are unlikely to name the military as the ideal career for a gay, politically liberal-to-moderate individual, having associated that institution with old-boy culture and rampant homophobia. Furthermore, the military is seldom touted as a respected employer for the Wellesley “woman who will,” despite its potential to foster leadership and give real responsibility to the young graduate. My summer as a legal intern with the U.S. Air Force Judge Advocate General (JAG) Corps, sponsored by the Wellesley-in-Washington program, surprised and challenged me constantly, allowing me to take on the work of a law student and collaborate with military attorneys on an Air Force base. Not only did my experience reformulate my sweeping stereotypes about the military, but it also strongly encouraged me to pursue an Air Force JAG career.

Science, Medicine, and Public Health

Patience with Patients (individual presentations)

Pendleton East 130

Treating Patients Inside and Out: Assessing JDM Patients’ Quality of Life

Christine M. Chen '10, Neuroscience

Advisor: *Martina Königer, Biological Sciences*

As an American Cities intern this summer, I conducted psychology-based research at the Children’s Memorial Research Center in Chicago, supervised by Dr. Lauren Pachman '57. I studied the quality of life of juvenile patients with dermatomyositis, who suffer from muscle weakness and severe skin rashes. At weekly clinics I was able to observe the patients’ visits with their doctors, and studied the care provided them by a dedicated group of nurses, residents, fellows, and attending doctors. Observing patient-to-doctor interactions made me realize that patients’ quality of life depends not only on their interactions with school, family, and friends, but also on their hospital care and interactions with their doctor. As a pre-med student, this experience has taught me that connecting with patients is just as important as treating them.

The Final Hope: A Neurosurgeon’s Perspective on Patients’ Treatment

Janine P. Hegarty '10, French and Neuroscience

Advisor: *Michèle M. Respaut, French*

This summer, I shadowed Dr. Robert Spinner, a peripheral nerve surgeon, at the Mayo Clinic in Rochester, MN. I participated in his pre- and post-operational consultations with patients, in addition to watching his surgical procedures in the

operating room. Dr. Spinner operates on all parts of the body, not just the brain and the spine, as most neurosurgeons do. Spinner sees patients with a wide variety of ailments ranging from nerve damage related to trauma or illness, to tumors of all sizes that can be singular or number in the thousands. Dr. Spinner is often the last hope for patients who have exhausted all other options to regain or maintain function, relieve pain, or even preserve their life. This presentation will focus on the challenges a surgeon faces each day to design the best possible treatment for patients—which is sometimes to do nothing at all—and the consequences of his or her decisions.

Doctor, I Think You Just Operated on the Wrong Patient!

Jessica D. Li '10, Economics

Advisor: *Connie L. Bauman, Physical Education, Recreation, and Athletics*

Every year, 44,000 to 98,000 people die from medical mistakes, making such errors the fifth leading cause of preventable death in America. I spent this summer trying to reduce these numbers as a member of the Patient Safety Department of Montefiore Medical Center in the Bronx, NY. Through education, research, and policy, we worked to prevent patient injuries and deaths from errors that include deadly infection, medication overdoses, and even the amputation of the wrong limb. I had the privilege of studying the workflow of nurses and medical residents to correct flaws in the system that allowed human error. One project measured the benefits of using bar coding to identify patients correctly before medication was administered. From this exciting and meaningful experience, I will share the developments, technologies, and goals being undertaken to

make sure patients' lives are being saved, not ended by the mistakes of our health care system.

The Road to Health Is Paved with Good Research (individual presentations)

Pendleton West '16

Creating a Radon Risk-Assessment Map for the State of Maine

Amelia J. Nealley '12, Undeclared

Advisor: *Kim O'Donnell, Biological Sciences*

Asked what I did last summer, I usually respond that I learned the Maine county song, dug boxes out of a scary university basement, had frustrating conversations in small-town offices, filled notebooks with notes, learned what the acronym GIS stands for, learned how to make digital maps, and tested water for radioactive radon. The Maine Institute for Human Genetics and Health, where I interned this summer, would say that I worked on understanding the carcinogenic effects of radon in the state with the second-highest cancer-incidence rates in the United States. The maps I created are already being used to suggest remediation in high-risk areas and to determine correlations between radon, cancer, and other comorbidities. In the future, they will provide the basis for laboratory research concerning the effects of radon on human cells.

The Framingham Heart Study: Bioethics from the Classroom to the World

Nicolle K. Strand '10, Neuroscience

Advisor: *Kim O'Donnell, Biological Sciences*

For almost six decades the Framingham Heart Study (FHS) has been gathering data from thousands of voluntary research participants. Analysis of this data has led to great strides in the science and medicine of heart disease. FHS now is embarking on large-scale genetic research, and it is

struggling with a bioethical dilemma: What known genetic variants are likely to be discovered incidentally? Are these variants worthy of participant notification? How can we inform participants and make sure they comprehend the information without using complex language that induces anxiety? I assisted FHS investigators in answering these questions. The experience exposed me to the reality of bioethics in a research setting. In addition, I learned what it takes to publish scientific papers and to track the consent and data of more than 10,000 participants while consistently maintaining their trust.

Pain Management: Improving the Quality of Children's Health in South Africa

Katelin A. Snow '11, Mathematics

Advisor: *Nick Doe, Chemistry*

This summer, I interned at the Red Cross Children's Hospital in Cape Town, South Africa, working on clinical research projects in the Department of Anesthetics and Pain Management. The most rewarding part of my internship came when I joined the hospital's pain-management team, a group of women from different medical and therapeutic fields dedicated to minimizing the physical and emotional pain that hospital patients experience. I gained an entirely new perspective on patient care by observing how cultural values and financial limitations influenced a patient's expression of pain, as well as the way it was treated by hospital staff. My research helped find the gaps in the quality of pain management within the anesthetics department, leading to permanent changes in anesthetic procedures. This experience exposed me to the problems affecting children's health care in South Africa and the importance of pain management to its development.

TANNER
CONFERENCE
EXHIBITION



TANNER CONFERENCE EXHIBITION

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

International Study

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

Internships and Stipends

Wellesley College supports a large and diverse number of summer internships and community service projects in the United States and around the world. This summer, more than 300 students participated in 74 internship programs in 52 countries.

Fellowships

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

WELLESLEY IN THE WORLD

International Study

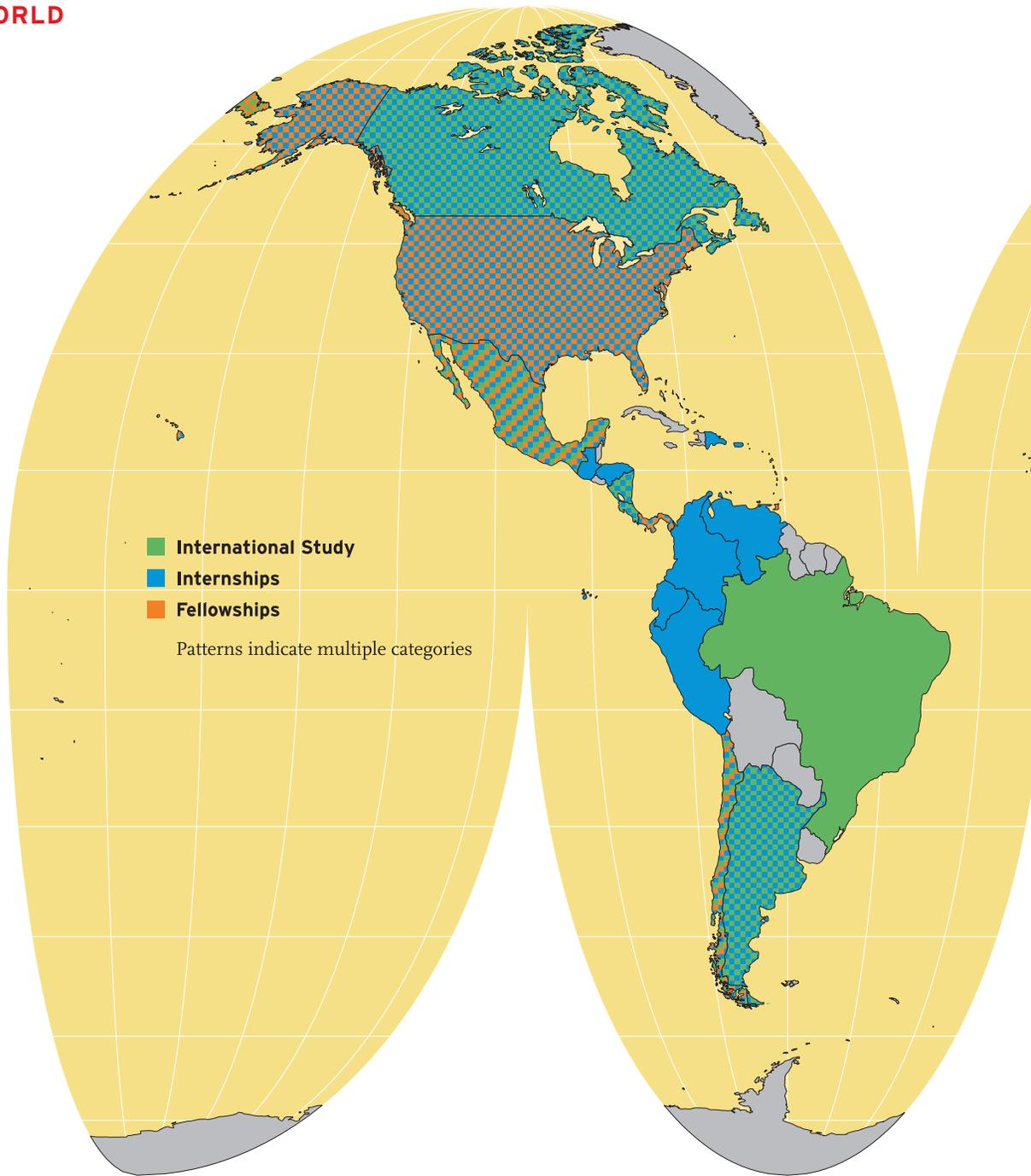
Argentina	Japan
Australia	Jordan
Austria	Kenya
Brazil	Mexico
Canada	Morocco
Chile	Netherlands
China	New Zealand
Costa Rica	Nicaragua
Croatia	Poland
Czech Republic	Russia
Denmark	Scotland
Egypt	Senegal
England	South Africa
France	South Korea
Germany	Spain
Ghana	Switzerland
Greece	Turkey
Hungary	Uganda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

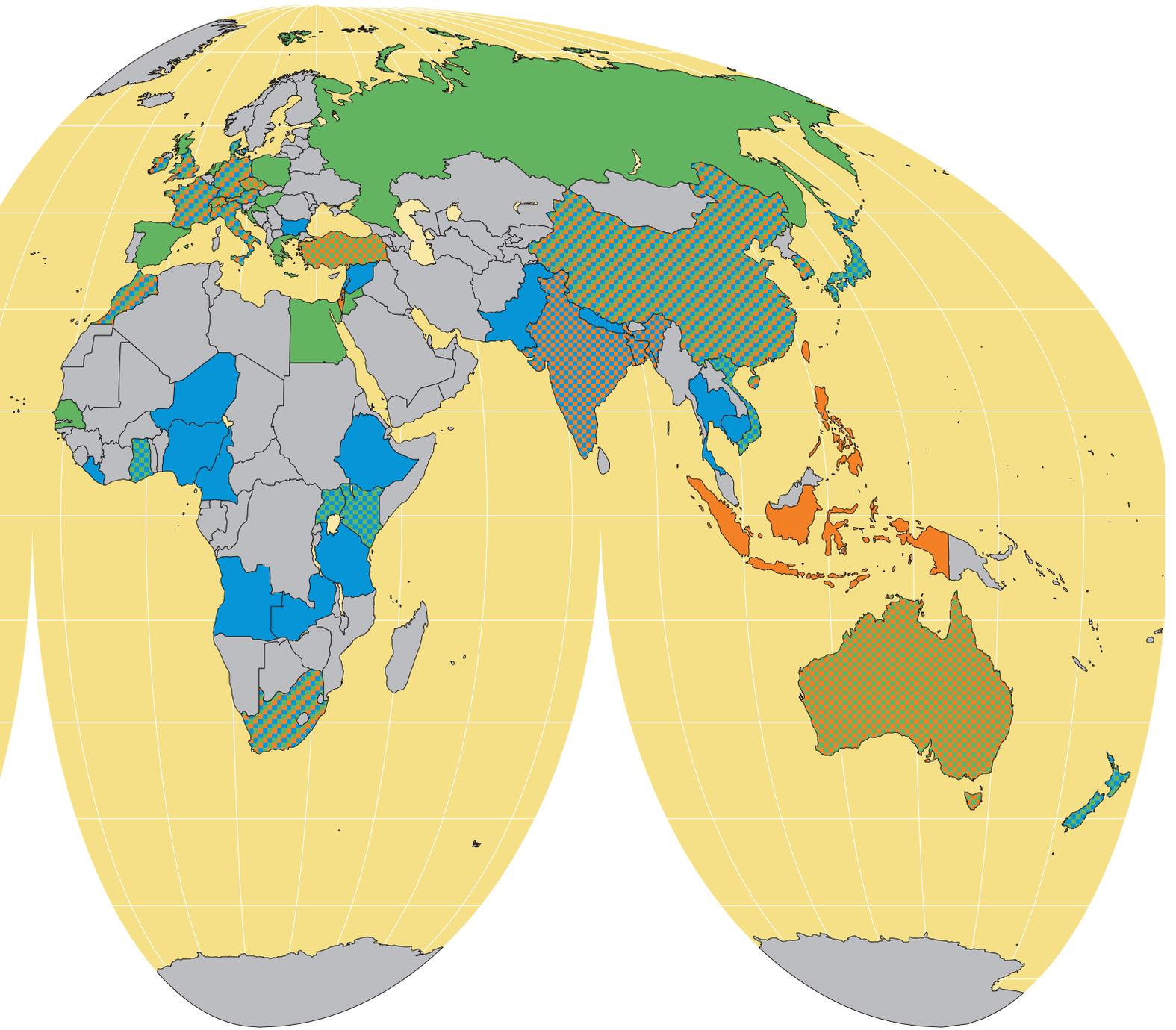
Internships

Angola	Italy
Argentina	Japan
Austria	Kenya
Bangladesh	Lebanon
Bulgaria	Liberia
Cambodia	Mexico
Cameroun	Morocco
Canada	Nepal
Cape Verde	New Zealand
Chile	Nicaragua
China	Niger
Colombia	Nigeria
Costa Rica	Pakistan
Denmark	Panama
Dominican Republic	Peru
Ecuador	Puerto Rico
England	South Africa
Ethiopia	South Korea
France	Syria
Germany	Tanzania
Ghana	Thailand
Guatemala	Uganda
Honduras	United States
Hong Kong SAR	Venezuela
India	Vietnam
Ireland	Zambia

Fellowships

Andorra	Italy
Australia	Mexico
Austria	Morocco
Bangladesh	Panama
Chile	Philippines
China	South Africa
Czech Republic	South Korea
England	St. Lucia
France	Switzerland
Germany	Taiwan
Hong Kong SAR	Trinidad and Tobago
India	Turkey
Indonesia	United States
Ireland	
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 semester or year-long program in Athens emphasizes ancient Greece, with some attention paid to modern Greece and the Greek language.

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 units: a required two-unit course on “The Ancient City”; one unit of Greek or Latin; and one other unit, such as art history or the Italian language.

Intercollegiate Center for Classical Studies in Sicily

The focus of the program in Sicily, like that of the original program in Rome, is on classical languages and on local manifestations of history and civilization in the ancient Mediterranean world. Based at the University of Catania, a city with a rich ancient, medieval, and Baroque-era history, this program offers extensive local academic resources and proximity to mainland Italy and other towns on the island. There are three mandatory courses:

Mediterranean Cultures, Greek or Latin, and Italian language. For their fourth course, students may take either a second classical language or art history.

For more information about these programs, visit: www.wellesley.edu/ClassicalStudies/CLSTWWW/abroad.html

Department of East Asian Languages and Literatures

Wellesley Summer Intensive Program in China

Wellesley College’s Chinese Program offers an intensive, four-week, summer program in Shanghai, China. Any student who has completed two years of Chinese language training at Wellesley may apply. The program focuses on intermediate-level spoken Mandarin and cultural understanding. Small group classes are taught collaboratively by Wellesley faculty and local college faculty, and are supplemented by one-to-one tutorials. There also are special lectures and weekend group trips to historic and cultural sites.

For more information, visit: www.wellesley.edu/EALL/Chinese/shanghai/index.html

CET Beijing Chinese Language Program

Based in one of China’s most dynamic cities (and the home of so-called standard Chinese), the CET Beijing program immerses students in local Chinese life. Students have the opportunity to live with Chinese roommates from local universities and to enroll in innovative language courses that challenge their skills inside and outside the classroom. The program’s unique activities further capitalize on Beijing’s rich learning environment and show students a side of China not seen by tourists. This program is available in the spring, summer, or fall terms.

Associated Kyoto Program, Japan

Wellesley College is a member of a consortium of 16 liberal arts colleges that sponsors the Associated Kyoto Program at Doshisha University in Kyoto, Japan’s ancient capital. This two-semester program is an enriching, rigorous experience that provides an opportunity for students to study the Japanese language and take related courses in the humanities and the social sciences while living with a homestay family in the Kyoto area. Courses are taught by professors from the participating colleges and by Japanese-language teachers. Students take courses in English and Japanese, and are encouraged to participate in travel and cultural activities.

For more information, visit: www.associatedkyotoprogram.org/index.html

Ewha Womans University, Seoul, South Korea

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

For more information, visit: www.wellesley.edu/EALL/Documents/korean_abroad.html

Japan Women’s University, Tokyo

This is a challenging, total-immersion, year-long, student-for-student exchange program for one or two students per year between Wellesley College and Japan

Women's University, which is located in the heart of Tokyo. Students take courses at the university in addition to intensive Japanese-language courses for a total of 30 to 32 credits, and receive full credit for the year. One academic-year course may be taken at the coeducational Waseda University's International Division (in English) at no additional expense. Students have the choice of living in a dormitory or a homestay. In addition to a versatile liberal arts curriculum with a strong emphasis on Japanese studies, the university offers a wide range of club and extracurricular activities.

For more information, visit:
www.wellesley.edu/EALL/Documents/japanese.html

Department of French

Wellesley-in-Aix

The Wellesley-in-Aix program offers an exciting and challenging course of study, as well as an authentic experience of French life and culture. It is open to women and men alike. Its modest size (30 to 35 participants) allows close attention to be paid 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. Students also are registered at the Institut d'Études Politiques in Aix. Participants share studio apartments in Aix's *centre-ville* (downtown); a few homestays with selected families also are available.

For more information, visit:
www.wellesley.edu/OIS/Aix/wellesley-in-aix.html

Department of German

Wellesley-in-Vienna

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

For more information, visit:
www.wellesley.edu/German/studyabroad.html

Office of International Study

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

For more information, visit:
www.wellesley.edu/OIS/

Department of Italian Studies

Eastern College Consortium (ECCO), Bologna, Italy

The Department of Italian Studies offers a program of one-semester and year-long courses in Bologna. Students take University of Bologna courses and have the opportunity to take courses offered by the Eastern College Consortium program.

For more information, visit:
www.wellesley.edu/Italian/ecco-bologna.html

Department of Spanish

Program for Mexican Culture and Society in Puebla, Mexico

Wellesley College, Oberlin College, Smith College, and Wheaton College (Massachusetts) jointly offer an international-study program in conjunction with the Benemérita Universidad Autónoma de Puebla (BUAP). This program focuses on the 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 institutions. Supplemental language and subject-matter tutoring is provided. As bona fide students of the BUAP, participants enjoy full access to university facilities and services. They 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 has two terms: from early August through mid-December and from early January through late May. Each term offers a considerably longer international-study

experience than the usual semester—which may be of particular benefit to students who cannot spend an entire year outside the United States.

For more information, visit:
www.wellesley.edu/Spanish/StudyAbroad/index.html

Programa de Estudios Hispánicos en Córdoba (PRESHCO), 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. The program offers students an opportunity to strengthen their acquisition of the Spanish language, and fosters their knowledge and appreciation of Spanish culture through studies in the fine arts, humanities, and social sciences. In PRESHCO, academic study centers on a variety of courses developed for students in American colleges and universities and taught by regular faculty of the University of Córdoba; the program offers direct matriculation at the university. Course offerings are extensive, in terms of both PRESHCO courses and general university offerings. Depending on individual preferences, students are housed in privately run dormitories or with host Spanish families. A variety of excursions complement and enhance the program of study.

For more information, visit:
www.wooster.edu/preshco/preshco/

Internships and Stipends

Center for Work and Service Identified Internship Programs

American Cities Internship Program

What is it like to have a job in a major American city? The American Cities Internship Program translates Wellesley College's liberal arts education into action by providing interns with an intensive, career-related experience and the opportunity to live in such cities as Atlanta, Chicago, Los Angeles, New York City, and San Francisco. Students are placed in for-profit and not-for-profit organizations, with alumnae mentors when possible. Through their internships, students become familiar with professional responsibilities, create networks for future employment, and learn the importance of cultivating relationships with coworkers of diverse ages and backgrounds. By living independently, students gain an understanding of city living from a multidisciplinary perspective.

For more information, visit:
www.wellesley.edu/CWS/students/amcitiesintern.html

Anchor Point Internship in Global Leadership

These internships were established through the generosity of Amy Batchelor '88 and Brad Feld. Wellesley College students undertake ten-week summer internships in programs that foster their connections to the global community and encourage their global leadership skills and activities. In 2009, Anchor Point internship placements are available in Douala, Cameroon, and in Cape Verde, for students from a variety of academic backgrounds. Internship sites range from a foundation dedicated to young women's scientific and technological education to a local women's

NGO working to improve economic and social conditions. These community-development-based projects will enable students to encounter the diversity, creative dynamism, and humanity existing throughout the world.

For more information, visit:
www.wellesley.edu/CWS/students/anchorpointgloballeadership.html

Children's Hospital Boston, Division of Hematology/Oncology

This internship provides an opportunity for students to learn skills related to basic, translational and clinical research in pediatric blood diseases, cancer, and stem cell biology. The intern will identify a specific faculty mentor and participate in basic research within this mentor's laboratory or will participate in developing a clinical research effort. The intern and mentor will develop a learning contract that delineates the specific goals of the internship. The intern is expected to become familiar with the research approaches used by her mentor and at the mentor's discretion, may develop a specific project with a current member of the research team.

For more information, visit:
www.wellesley.edu/CWS/students/ChildrenHosHematology.html

Clinton Foundation HIV/AIDS Initiative Internship Program

The Clinton Foundation was established to address poverty and health inequalities across the globe, by expanding access to lifesaving medicines and by helping developing countries systematize their approaches to health care. As a Clinton Foundation intern, students undertake ten-week summer internships as part of the Clinton Foundation HIV/AIDS Initiative (CHAI). Established in 2002,

the program is the cornerstone initiative of the foundation. In summer 2009, a Clinton Foundation internship placement was available in China. Students applying for a CHAI internship should state their preferred country on their application. However, ultimate country placement is determined by the Clinton Foundation.

For more information, visit:
www.wellesley.edu/CWS/students/wclintonchai.html

Internships in International Human Rights Organizations

This program places students in international NGOs working on human rights problems. During their internship, students address the issues of civil rights, equality and justice throughout the world. Placements vary from year to year. In 2009, a student was selected to work with the Citizens' Alliance for North Korean Human Rights in Seoul, South Korea.

For more information, visit:
www.wellesley.edu/CWS/students/ihrdc.html

Lumpkin Summer Institute for Service Learning

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

For more information, visit:
www.wellesley.edu/CWS/

The Elisabeth Luce Moore '24 Summer Internships in Asia

The Elisabeth Luce Moore '24 Summer Internships in Asia aim 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 a knowledge of local business and cultural norms that informs their liberal arts education and prepares them for professions in an interconnected world. The program, which currently sponsors internships in China, Hong Kong SAR, Japan, and South Korea, was established in 1999 with a grant from the Henry Luce Foundation, and builds on ties between Wellesley College and Asia that date to the late 19th century.

For more information, visit:
www.wellesley.edu/CWS/students/luce.html

SoundWaters Summer Internship Program

This program funds a student to work as a head educator, deckhand, and mate aboard *SoundWaters*, an 80-ft., three-masted schooner docked in Stamford, Connecticut. This "floating classroom" program offers a multi-disciplinary environmental curriculum for children and adults in Westchester, Nassau, and Suffolk counties in New York, and in Fairfield County in Connecticut. Educators live and teach aboard *SoundWaters*.

For more information, visit:
www.wellesley.edu/cws/students/soundwaters.html

Vieques Internship Program

During this Wellesley College Winter-session and summer internship, volunteers at the Vieques Conservation & Historical Trust promote and carry out its mission of developing a community actively involved in the protection of the environment. Vieques Island, 21 miles long and 5 miles

wide, is located 10 miles off the eastern shore of Puerto Rico's main island. This small island is dedicated to protecting and preserving its natural resources, one of which is the most abundant bioluminescent bay in the world. The VCHT operates several educational and research programs that focus on the importance of the island's natural resources and how they benefit the Vieques community, including children, visitors, and natives.

For more information, visit:
www.wellesley.edu/CWS/students/vieques.html

Walker School Summer Internship Program

Working full-time as summer camp counselors at the Walker School in Needham, Massachusetts, interns will spend forty hours a week helping the campers develop new life-skills and continue their schooling through a variety of academic activities incorporated into daily camp activities. Interns will work closely with Walker's dedicated interdisciplinary staff of psychologists, social workers, speech and occupational therapists, and psychiatrists. As part of the program, interns will participate in group supervision at Walker, and will attend additional after-hours lectures and group discussions led by a member of the Psychology Department at Wellesley College and Walker's staff members. Supervised by a Walker staff member and a Wellesley College faculty member, each intern will also write an in-depth case study of one summer-camp participant.

For more information, visit:
www.wellesley.edu/CWS/students/WalkerSchoolIntern.html

Wellesley Internships in Africa

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

For more information, visit:

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

Wellesley in Europe

Established in 2009, the Wellesley in Europe program provides an intensive, career-related internship in a student's field of interest. In its inaugural year, an intern was placed with the Peggy Guggenheim Collection in Venice, Italy. Through the internship, students will become familiar with museum management in one of the great art cities of Europe. In future years, Wellesley in Europe interns will have the opportunity to manage the complexities of European business culture, and set realistic expectations for their professional job experience while living in a major European city.

For more information, visit:

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

Wellesley Internships in India

Established in summer 2007, the Wellesley Internships in India program offers students in all majors the opportunity to undertake ten-week summer internships in educational, organizing, and advocacy organizations in Delhi, Mumbai, and

Varanasi. Responsibilities and projects include research, teaching, mentoring, communications, and office projects. Participation will enable students to develop flexibility, acquire knowledge about the complexities and cultures of India, and gain the ability to work in varying cultural contexts. Students are exposed to the culturally rich regions and diverse populations of the Indian subcontinent.

For more information, visit:

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

Wellesley Internships in Latin America (WILA)

The Wellesley Internships in Latin America program provides an ideal environment for students to learn more about Latin America. Through internships in such fields as political and environmental sciences, economics, Latin American politics, history, biology, and sociology, they gain real-world experience about the challenges facing this region. Students in all fields and majors are encouraged to apply for WILA internships in Costa Rica and Argentina. The program's current offerings are applicable to many areas of study, including art, government, education, business, women's studies, human rights, peace and justice studies, religion, and science. Its interns access an insider's perspective to some of the most dynamic areas of the world.

For more information, visit:

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

Wellesley Words on Wheels (WWOW) Internship

This fund provides a student the opportunity to work during the academic year with the Framingham Public School System in Massachusetts to promote literacy, while gaining substantive administrative and managerial experience. The Wellesley

Words on Wheels intern is responsible for recruiting volunteers and managing 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.

For more information, visit:

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

Center for Work and Service Summer Stipend Programs

The Paul B. Beal and Mona Phillips Beal Internship

This internship was 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 their choices. It is hoped that, as a result of their internship participation, students 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 during their internship, and become more competitive candidates for future opportunities in their chosen career path.

Carolyn Shaw Bell Internship

The Carolyn Shaw Bell Internship encourages and supports sophomores and juniors seeking internships 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. It is designed for a student who is interested in working with

a not-for-profit or public organization and in building a long-term commitment to service. In addition, it will support students who show leadership potential in this area or in their past service work. The intern's 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 for the elderly or for young children. The placement must be with a not-for-profit organization.

The Wei Fong Chu Chao Endowed Fund

This fund supports Wellesley College students pursuing summer internship opportunities outside the United States in for-profit and not-for-profit organizations. Preference is 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 a governmental position in the United States at the local, state, or national level.

Class of 1969 Community Service Internship Fund

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

Class of 1989 10th Reunion Fund

This fund supports one student every 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 in an urban public-school reform or support program. The stipend enables a student to take an unpaid internship 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 internships in not-for-profit and for-profit organizations.

The Jeniam Foundation Internship Grant

This grant supports two students wishing to work in a not-for-profit dedicated to preserving and protecting the environment.

Susan Rappaport Knafel '52 International Internship Fund

This fund supports Wellesley College students pursuing summer internships outside 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 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 internships in not-for-profit organizations dedicated to preserving and protecting the environment.

The Emily Cohen MacFarquhar '59 Internship for International Journalism

This internship was established to encourage and support Wellesley College students who have demonstrated an interest in journalism or photojournalism. The stipend provides the recipients with the opportunity to learn about journalism through an internship at an international news organization or to travel in order to document a foreign culture outside the United States. (Note: This internship does not apply to creative writing.)

For more information, visit:
www.wellesley.edu/CWS/students/macfarquhar.html

MasterCard Microfinance Internships

This fund supports Wellesley students working in a not-for-profit microfinance organization in order to learn how to provide new business opportunities and access for poor people around the world.

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 program provides unpaid summer career-development internships in not-for-profit or for-profit organizations, with a focus on the applicants' career development and exploration. Emphasis is placed on first-time experiences within an industry and/or organization.

The Barbara Scott Preiskel '45 Endowed Fund for Internships

This fund supports a student seeking an internship to develop her career goals. It 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, it supports students working full-time in not-for-profit organizations that otherwise could not employ them. Priority is given to applicants whose work relates to young children and their families, particularly those who are economically or otherwise disadvantaged.

Responding to World Crises

This fund supports one or two students seeking to make a difference in the world by tackling contemporary crises worldwide. In 2009, students were selected to work with the Women's Organization of Cape Verde and the North Korean Human Rights Association, both rights-based advocacy and service NGOs. Previous projects have included work on Darfur-related initiatives in the United States and abroad, and work with women's rights in India. Responding to World Crises is funded through the Office of the President.

For more information about this program, visit: www.wellesley.edu/CWS/students/Crises.html

Service Opportunity Stipend

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

Beth K. Smith Award

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

The Helen Wallace Health Sciences Internship Fund

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

Oprah Winfrey Award for Volunteerism

This award 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 Wellesley College 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 about these programs, visit: www.wellesley.edu/CWS/students/internshipsbyname.html#CWSStipend

Davis Museum and Cultural Center

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

For more information, visit: www.davismuseum.wellesley.edu/information/student_internships.html

Office of the Dean of the College

Social Sciences Summer Research Program

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

For more information, visit: 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.

For more information, visit:
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 2009, one editorial summer internship was offered at *The Paris Review*, one at *AGNI* magazine, and one at the online magazine *Slate*.

For more information, visit:
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-year 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.

For more information, visit:
www.wellesley.edu/French/prizes.html#fellows

Department of German

Wellesley-in-Vienna Internships

This program funds students pursuing internships in Vienna, Austria, in the areas of international relations, cross-cultural exchange, the arts, and community service. It is open to participants enrolled in the Wellesley-in-Vienna junior-year-abroad program and offers support for semester or yearlong internships.

For more information, visit:
www.wellesley.edu/German/studyabroad.html

Department of Political Science

Washington Summer Internship Program

This program 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 ten-week program involves weekly seminars and a mentor program with the Wellesley Club of Washington. Wellesley College's Department of Political Science has run this program since 1943. The program is supported through the following endowed funds: Bertha S. Adkins '28 Washington Internship Fund, Washington Summer Internship Fund in Memory of Marguerite Stitt Church '14, Alona Evans Scholarship Fund for the Washington Internship Program, Sherley Heidenberg Koteen '40 Washington Internship Fund, Anne Livingstone Williamson Quackenbos '41 Memorial Fund, Laurence S. Rockefeller Fund, Ruth Goldman Schapiro '47 Washington Internship Fund, and the Washington Internship Anniversary Fund.

For more information, visit:
www.wellesley.edu/Polisci/Intern/index.html

Department of Psychology

Psychology Practicum Program

This 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 run collaboratively through the Department of Psychology and the Center for Work and Service. All participants have an advisor in the psychology department who oversees their internship work through scheduled meetings. The Center for Work and Service consults with potential and currently participating organizations about possible internships, and assists students in determining the placement that best matches both their interests and the organization's needs.

For more information, visit:
www.wellesley.edu/Psychology/Psych/Research/research.html

Department of Religion

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

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

For more information, visit:
www.wellesley.edu/CWS/students/religint.html

Peace and Justice Studies

Emily Greene Balch Class of 1950 Summer Internship

This fund supports one or more students conducting a summer project that analyzes the ways 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.

For more information, visit:
www.wellesley.edu/Peace/internships.html

Science Center Summer Research Awards

Beckman Scholars Program

Wellesley College was selected in June 2007 to receive a three-year Beckman Scholars Program Award from the Arnold and Mabel Beckman Foundation. Supporting student research in the Biological Sciences and Chemistry departments, this grant enables four Wellesley students to undertake cutting-edge scientific inquiry over a 15-month period, which covers an academic year and the preceding and following summers.

Sherman Fairchild Foundation Summer Research Awards

The foundation provides these awards to support Wellesley College students conducting research with a faculty member in astronomy, biological science, chemistry, computer science, geosciences, mathematics, neuroscience, or physics. Awards are ordinarily given to sophomores and juniors.

Brachman Hoffman Fund Faculty Awards

Marilyn Brachman Hoffman '52 has endowed this fund to encourage members of Wellesley College's science faculty 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, including biological chemistry, biological sciences, chemistry, mathematics, neuroscience, and physics. Students in all classes are eligible, including graduating seniors. Recipients may work with a Wellesley College 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 sophomores and juniors to encourage and strengthen their early interest in science.

Sara Langer Awards for Research in Geosciences

These awards support students doing summer research in geosciences on- or off-campus. The work may be supervised by a Wellesley College faculty member or a faculty member of another institution. It is expected that this summer work will culminate in research, individual study or a senior thesis in Geosciences 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 faculty member.

Massachusetts Space Grants Awards

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

Merck/AAAS Undergraduate Science Research Program

Awards are available to students for ongoing collaborative research projects undertaken by student researchers working directly with faculty members in Wellesley College's Biological Sciences, Chemistry, and Geosciences departments.

Georgianne Miller Mulhern Summer Research Awards

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

National Science Foundation Research Experiences for Undergraduates in Chemistry and Physics Awards

The NSF-REU program provides awards for students to work with faculty in Wellesley College's Chemistry and Physics departments. First-year students, sophomores, and juniors are eligible to apply; graduating seniors are not eligible. Applicants must be U.S. citizens or permanent residents. Those planning to teach science at the precollege level are encouraged to apply.

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

This program provides awards in any discipline, including the social sciences and humanities, to undertake cancer-related research. The awards may be used to conduct research with a Wellesley College faculty member or at an off-campus site.

Wellesley Summer Research Awards from the Office of the Dean of the College

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

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

Wellesley Centers for Women

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

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

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

Fellowship Programs

For Wellesley College Graduating Seniors Only

Jacqueline Krieger Klein '53 Fellowship in Jewish Studies

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

Susan Rappaport Knafel '52 Scholarship for Foreign Study

This scholarship is awarded to a member of the graduating class who displays a desire for learning and an ability to impart knowledge 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. U.S. tax laws apply.

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 international travel 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. U.S. tax laws apply.

Trustee Scholarship

This scholarship is awarded on a competitive basis to graduating seniors who are 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 internationally 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 or public administration, including MBA candidates planning 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, internationally 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 applicants in the fields of geology and geography.

Ruth Ingersoll Goldmark Fellowship

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

Horton-Hallowell Fellowship

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

Peggy Howard Fellowship in Economics

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

Edna V. Moffett Fellowship

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

Alice Freeman Palmer Fellowship

This fellowship supports study or research internationally or in the United States. The holder must be no more than 26 years old at the time of her appointment, and remain unmarried throughout 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 fields 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 in a foreign country. 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 a student taking as much as a year of travel or study outside the United States to benefit from the knowledge and understanding of a

global education. Any scholarly, artistic, or cultural purpose may be considered. Except under unusual and compelling circumstances, the committee in recent years has not chosen to fund formal graduate study or PhD dissertation research. Candidates must be at least 25 years old in the year they apply.

Maria Opasnov Tyler '52 Scholarship in Russian Studies

For graduate study in Russian studies.

Sarah Perry Wood Medical Fellowship

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

Fanny Bullock Workman Fellowship

This fellowship supports graduate study in any field.

Elisabeth Luce Moore '24 Wellesley-Yenching Fellowship Program

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

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 as needed.

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 the candidate with relief from household and child care expenses while she pursues graduate study. The award is made on the basis of scholarly potential and identified need. The candidate must be at least 30 years old 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 candidate studying medicine with a view to general practice, not psychiatry.

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

**WELLESLEY COLLEGE
SUPPORTED
INTERNSHIPS
2009**

**WELLESLEY COLLEGE
GRADUATE
FELLOWSHIPS
2009**

**NATIONAL
FELLOWSHIP
COMPETITIONS
2009**

WELLESLEY COLLEGE SUPPORTED INTERNSHIP RECIPIENTS 2009

Center for Work and Service Identified Internship Programs

American Cities Internship Program

Atlanta

Camille E. Doykan '10, *Emory Center for Neurodegenerative Disease, Atlanta, GA*
Anna G. Goldstein '10, *The Georgia Trust for Historic Preservation, Atlanta, GA*

Chicago

Christine M. Chen '10, *Children's Memorial Institute for Education and Research, Chicago, IL*
Yaffa S. Frederick '11, *WTTW, Network Chicago, Chicago, IL*
Kimberly A. Frost '10, *The Field Museum, Chicago, IL*
Anita U. Nwachukwu '10, *Morningstar Inc., Chicago, IL*
Melissa C. Thoma '10, *The Field Museum, Chicago, IL*

Los Angeles

Laura L. Reddy '10, *Marc Platt Productions, Universal City, CA*
Elizabeth C. Schaaf '10, *Kurtzman-Orci Productions, Universal City, CA*

New York

Olinda T. Hassan '10, *Social Accountability International, New York, NY*
Hope Lewis '10, *Social Accountability International, New York, NY*
Courtney F. Richter '09, *Blackburn Printmaking Workshop, New York, NY*

San Francisco

Emily E. Firgens '11, *Children Now, Oakland, CA*
Karen A. Gates '10, *BCV Architects, San Francisco, CA*

Susan E. Goldman '11, *San Francisco Works, San Francisco, CA*
Alicja E. Lam '11, *Global Business Network, San Francisco, CA*
Rachel N. Shaw '10, *AXA Rosenberg, San Francisco, CA*
Rachel Spaulding '11, *The Judah L. Magnes Museum, Berkeley, CA*

Internships in International Human Rights Organizations

Alice J. Lee '11, *Citizens' Alliance for North Korean Human Rights, Seoul, South Korea*

Lumpkin Summer Institute for Service Learning

Makkah S. Ali '10, *St. Francis House, Boston, MA*
May Chen '10, *Boston Area Rape Crisis Center, Boston, MA*
Jessica G. Chin '11, *Boston Chinatown Neighborhood Center, Boston, MA*
Tess G. DeLean '11, *Boston Community Capital, Boston, MA*
Audrey G. Gill '10, *Riverside Community Care, Needham, MA*
Gauri U. Gadgil '10, *Office of Senator Harriette L. Chandler '59, Boston, MA*
Meredith C. Hall '10, *Women's Inc., Teen Voices, Boston, MA*
Yasmin I. Kassam '11, *Medical Legal Partnership for Children, Boston, MA*
Brittany V. Low '10, *Women's Inc., Teen Voices, Boston, MA*
Ariel P. Nathanson '10, *Crittenton Women's Union, Boston, MA*
Julia M. Probert '11, *Riverside Community Care, Needham, MA*
Svetlana Roskin '10, *Riverside Community Care, Norwood, MA*
Mita V. Shah '10, *St. Francis House, Boston, MA*

Samantha K. Skinner-Hall '10, *Riverside Community Care, Newton, MA*
Kiley M. Workman '11, *Boston Area Rape Crisis Center, Boston, MA*

The Elisabeth Luce Moore '24 Summer Internships in Asia

Beijing, China

Mihaela V. Georgieva '11, *The Economist, Beijing, PR China*
Jennifer Wu '10, *ABC News Beijing Bureau, Beijing, PR China*

Shanghai, China

Siwen Chen '11, *China Market Research Group, Shanghai, PR China*
Satomi Ginoza '11, *Ventures in Development, Shanghai, PR China*

Hong Kong SAR

Cynthia Chen '10, *Civic Exchange, Hong Kong SAR*
Ashley L. Lee '11, *Asia Art Archive, Hong Kong SAR*
Sheng (Leslie) Shen '10, *Hong Kong Monetary Authority, Hong Kong SAR*

Japan

Melissa Cheung '10, *Kapatiran, Tokyo, Japan*
Rebecca J. Fiske '10, *FUJI TV, Tokyo, Japan*
Janice D. Kim '11, *Keidanren, Tokyo, Japan*

South Korea

Alice J. Lee '11, *Citizens' Alliance for North Korean Human Rights, Seoul, South Korea*
Hannah Rainey '10, *Korean National Commission for UNESCO, Seoul, South Korea*

Wellesley Internships in Africa

Kathryn O. Frett '11, *Center for Cross-Cultural Learning, Rabat, Morocco*
Christina Gossmann '11, *Center for Cross-Cultural Learning, Rabat, Morocco*
Lucia M. Nhamo '11, *Aga Khan Education Service, Kampala, Uganda*
Ikhlas S. Saleem '11, *Aga Khan Education Service, Kampala, Uganda*

Anchor Point Internships in Africa

Debbie J. Chen '11, *Organização das Mulheres de Cabo Verde, Cape Verde Islands*
Margaret T. Chidothe '11, *Organização das Mulheres de Cabo Verde, Cape Verde Islands*
Tinia Dhawan '11, *Rubisadt Foundation, Douala, Cameroon*
Imogen A. Pierce-Cooke '10, *Rubisadt Foundaton, Douala, Cameroon*

Wellesley Internships in Latin America

Costa Rica

Kara L. Feilich '11, *Organization for Tropical Studies, La Selva Biological Field Station, Costa Rica*
Yi Zhang '10, *United Nations Development Program, San José, Costa Rica*

Argentina

Adilene Flores '10, *Poder Ciudadano, Buenos Aires, Argentina*
Rachel B. Snyderman '11, *Directorio Legislativo, Buenos Aires, Argentina*

Wellesley Internships in India

Hannah Z. Catzen '11, *Bal Ashram (Children's Ashram), Varanasi, India*
Amelia L. Iuvino '11, *Gandhi Institute for Studies Trust, Varanasi, India*
Shivani Kaul '10, *Action India, New Delhi, India*
Zehra B. Omer '10, *Operation Asha, Delhi, India*

Maria A. Onaindia '11, *Aga Khan Education Service, Mumbai, India*
Angela Xiong '09, *Bal Ashram (Children's Ashram), Varanasi, India*
Fan (Anna) Zhang '11, *Aga Khan Education Service, Mumbai, India*

Wellesley in Europe

Kelley Tialiou-Ziegler '10, *Peggy Guggenheim Collection, Venice, Italy*

Clinton Foundation HIV/AIDS Initiative Internship Program

Yiting (Lisa) Sun '10, *The William J. Clinton Foundation, Beijing, PR China*

Children's Hospital Boston, Division of Hematology/Oncology

Jennie D. Krasker '11, *Children's Hospital, Boston, MA*

Walker School Summer Internship Program

Katherine H. Frost '10, *Walker School, Needham, MA*
Katherine E. O'Donnell '11, *Walker School, Needham, MA*
Rachel P. So '10, *Walker School, Needham, MA*

Wellesley Words on Wheels (WWOW) Internship

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

SoundWaters Summer Internship Program

Emily B. Hewitt '09, *SoundWaters, Stamford, CT*

Center for Work and Service Summer Stipend Programs

The Paul B. Beal and Mona Phillips Beal Internship

Sophie (Shuona) Wang '11, *The Media Laboratory, Cambridge, MA*

Carolyn Shaw Bell Internship

Siwen Chen '11, *China Market Research Group, Shanghai, PR China*
Athena A. Gee '11, *Asian Women In Business, New York, NY*
Satomi Ginoza '11, *Ventures in Development, Shanghai, PR China*
Anna G. Goldstein '10, *The Georgia Trust for Historic Preservation, Atlanta, GA*
Kaitlin A. Lebbad '10, *Business Council for the United Nations, New York, NY*
Cassie L. Magalhaes-McGurk '10, *CIPPEC, Buenos Aires, Argentina*

Barbara Bush Award for Volunteerism

Shannon P. Hill '09, *Turtle Mountain Indian Reservation Summer Children's Program, Turtle Mountain, ND*
Mehreen Iqbal '09, *Aga Khan University: Community Health Sciences, Karachi, Pakistan*
Kacie L. Martinez-Kocher '09, *Franziska Racker Center, Ithaca, NY*
Kathryn E. Thompson '09, *Malaria No More, London, England*

Wei Fong Chu Chao Endowed Fund

Stephanie Newton '11, *Neuropsychiatry Lab, University of Puebla, Puebla, Mexico*
Linh H. Vu '11, *Vietnam Operation Smile, Ho Chi Minh City, Vietnam*

Class of 1962 Student Internship Fund

Michaela S. Wilkes Klein '11, *U.S. Department of State, Bureau of International Organization Affairs, Washington, DC*
Yifei Zheng '10, *Office of Senator Kay Bailey Hutchison, Washington, DC*

Class of 1969 Community Service Internship Fund

Florence X. Doo '10, *Gwalior Children's Hospital, Gwalior, India*
Gabiella M. Wakeman '10, *Special Olympics, Pleasant Hill, CA*

**Susan Todd Horton 1910
Internship Fund**

Sana Aslam '10, *Brookhaven National Lab, Upton, NY*

Olivia K. G. Berzin '10, *Women's Bureau, U.S. Department of Labor, Boston, MA*

Julia M. Chrusciel '10, *University of California Press, Berkeley, CA*

Kelly A. Mennemeier '11, *Capital Public Radio, Sacramento, CA*

Sarah A. Parmeleen '11, *The Boston Consortium on Gender Security and Human Rights, Boston, MA*

Marguerite (Maggie) A. Rowe '11, *Office of Congressman Artur Davis, Birmingham, AL*

**The Jeniam Foundation
Internship Grant**

Kara L. Feilich '11, *La Selva Biological Field Station, Organization for Tropical Studies, Costa Rica*

Taylor Y. Harvey '10, *Cape Cod National Seashore, Wellfleet, MA*

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

Lauren S. Choi '10, *International Volunteer Headquarters, Cusco, Peru*

Malina E. Dumas '10, *United States Embassy, Sofia, Bulgaria*

Rebecca J. Fiske '10, *FUJI TV, Tokyo, Japan*

Kathryn O. Frett '11, *Center for Cross-Cultural Learning, Rabat, Morocco*

Katharine E. Gosling '10, *Glenbow Museum, Calgary, Alberta, Canada*

Christina Gossmann '11, *Center for Cross-Cultural Learning, Rabat, Morocco*

Nicole C. Herrera '11, *Foundation for Sustainable Development, Cochabamba, Bolivia*

Da Eun (Dana) Im '10, *The Guatemalan Project, El Triunfo, Guatemala*

Annick-Marie S. Jordan '11, *Global Learning, Guanacaste, Costa Rica*

Pui Man Rosalind Lai '11, *Open Mind Projects, Kathmandu, Nepal*

Hoi-Fei Mok '10, *Projects Abroad, Madurai, India*

Imogen A. Pierce-Cooke '10, *Rubisadt Foundation, Douala, Cameroon*

Jessica L. Quist '11, *A Broader View, Volta Region, Ghana*

Kelley Tialiou-Ziegler '10, *Peggy Guggenheim Collection, Venice, Italy*

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

Adilene Flores '10, *Poder Ciudadano, Buenos Aires, Argentina*

Rachel B. Snyderman '11, *Directorio Legislativo, Buenos Aires, Argentina*

**The Lumpkin Family Internships
for the Environment**

Rebecca L. Cannon '11, *Restore Hetch Hetchy Foundation, San Francisco, CA*

Catarina L. Pien '10, *Operation Wallacea, Utila, Honduras*

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

Edith (Emi) Zudi Shi '10, *21st Century, E-Paper of China Daily, Beijing, China*

MasterCard Microfinance Internships

Andrea Chu '11, *MicroCapital, New York, NY*

Ypsse Kim '11, *The Grameen Bank, Dhaka, Bangladesh*

Parents' Internship Program

Hannah M. Braaten '11, *The Paris Review, New York, NY*

Janet C. Chen '10, *Museum of Fine Arts, Boston, MA*

Yaffa S. Frederick '11, *WTTW, Network Chicago, Chicago, IL*

Hannah A. Keck '11, *The Art Newspaper, New York, NY*

Maria Lisiakova '10, *Ministry of Foreign Affairs of the Slovak Republic—Embassy in the United States, Washington, DC*

Cara N. Parcell '10, *Manchin and Aloï PLLC, Fairmont, WV*

Caitlin M. Toole '11, *Office of Senator Jack Reed, Washington, DC*

**The Barbara Scott Preiskel '45
Endowed Fund for Internships**

Danielle R. Boudrow '11, *Women and Public Policy Program, Harvard Kennedy School, Cambridge, MA*

Christina D. Smith '11, *ECHO Center, Burlington, VT*

Gloria K. Yip '10, *Farrar Straus & Giroux, New York, NY*

Sarah B. Zaidi '11, *Pakistan Mission to United Nations, New York, NY*

Public Service Internship Fund

Emily E. Firgens '11, *Children Now, Oakland, CA*

Jessica Lin '10, *International Volunteer Headquarters, Cusco, Peru*

Nohemi Maciel '11, *College Track, Oakland, CA*

Maya N. Mazul '11, *Loyola Academy High School, Council for the Spanish-Speaking, Milwaukee, WI*

Maysa M. Mourad '11, *Youth Association of the Blind, Tripoli, Lebanon*

Responding to World Crises

Debbie J. Chen '11, *Organização das Mulheres de Cabo Verde, Cape Verde Islands*

Alice J. Lee '11, *Citizens' Alliance for North Korean Human Rights, Seoul, South Korea*

Service Opportunity Stipend

Hannah Z. Catzen '11, *Bal Ashram (Children's Ashram), Varanasi, India*

Christine M. Chen '10, *Children's Memorial Institute for Education and Research, Chicago, IL*

Catherine J. Chu '10, *Lambda Legal, New York, NY*
Monica C. Colunga '10, *Cooke County District Attorney's Office, Gainesville, TX*
Daisy E. Cuellar '11, *Oportunidad Para Transformar Educando (OPTE), Santiago, Chile*
Sarah A. Dickerson '10, *Musée National d'Art Moderne, Paris, France*
Amanda J. Faulkner '11, *William J. Clinton Foundation, Boston, MA*
Leah E. Hamilton French '11, *Karnataka Holy Cross Sisters Society, Karnataka, India*
Katherine H. Frost '10, *Walker School, Needham, MA*
Janine P. Hegarty '10, *Mayo Clinic, Rochester, MN*
Jennifer E. Holland '11, *American Public Health Association, Washington, DC*
Amelia L. Iuvino '11, *Gandhi Institute for Studies Trust, Varanasi, India*
Krishnapriya Josyula '10, *Osher Research Center, Harvard Medical School, Boston, MA*
Shivani Kaul '10, *Action India, New Delhi, India*
Laura E. Marrin '11, *The Boston Consortium on Gender Security and Human Rights, Boston, MA*
Emilie K. Mitten '10, *Pre-Med Opportunities Research Program at Mount Sinai, New York, NY*
Eliza S. Murphy '10, *Ute City Farm, Woody Creek, CO*
Lucia M. Nhamo '11, *Aga Khan Education Service, Kampala, Uganda*
Katherine E. O'Donnell '11, *Walker School, Needham, MA*
Zehra B. Omer '10, *Operation Asha, Delhi, India*
Maria A. Onaindia '11, *Aga Khan Education Service, Mumbai, India*

Laura L. Reddy '10, *Marc Platt Productions, Universal City, CA*
Ikhlas S. Saleem '11, *Aga Khan Education Service, Kampala, Uganda*
Mary-Reid Savoca '11, *Nancy's Gone Green, Framingham, MA*
Elizabeth C. Schaaf '10, *Kurtzman-Orci Productions, Universal City, CA*
Claire Shea '11, *Video Intervention/Prevention Assessment, Center on Media and Child Health, Boston, MA*
Jiwon (Helen) Shin '11, *Boston Health Care for the Homeless, Boston, MA*
Katelin A. Snow '11, *Red Cross War Memorial Children's Hospital, Cape Town, South Africa*
Rachel P. So '10, *Walker School, Needham, MA*
Rachel Spaulding '11, *The Judah L. Magnes Museum, Berkeley, CA*
Melissa C. Thoma '10, *The Field Museum, Chicago, IL*
Emily L. Tramont '11, *Miami-Dade County Public Defender, Miami, FL*
Shu-Yen J. Wei '11, *Orphans International Worldwide, New York, NY*
Angela Xiong '09, *Bal Ashram (Children's Ashram), Varanasi, India*
Fan (Anna) Zhang '11, *Aga Khan Education Service, Mumbai, India*
Yi Zhang '10, *United Nations Development Program, San José, Costa Rica*

Beth K. Smith Award
Jennifer B. Chun '10, *Smithsonian Asian Pacific American Program, Washington, DC*
Jillian M. Cunningham '10, *Department of Anthropology, History and Social Medicine, University of San Francisco Medical Center, San Francisco, CA*
Jessica T. Dill '10, *911 Seattle Media Arts Center, Seattle, WA*
Alethea H. Dopart '11, *National Geographic Society, Washington, DC*

Kimberly A. Frost '10, *The Field Museum, Chicago, IL*
Olinda T. Hassan '10, *Social Accountability International, New York, NY*
Alexandra S. Goodman '10, *Corcoran Gallery of Art, Washington, DC*
Rayla S. Heide '10, *Interlock Media, Cambridge, MA*
Naomi G. Iwata '10, *The Institute for Music and Brain Science, Boston, MA*
Marie Z. Le Clair '11, *Massachusetts General Hospital, Boston, MA*
Elisa J. Lee '10, *Social Accountability International, New York, NY*
Susan E. Goldman '11, *San Francisco Works, San Francisco, CA*
Dana L. Ostrander '10, *Minneapolis Institute of Arts, Minneapolis, MN*
Ellyn M. Schmidt '11, *Smith College, Northampton, MA*

The Helen Wallace Health Sciences Internship Fund

Camille E. Doykan '10, *Emory Center for Neurodegenerative Disease, Atlanta, GA*
Jennie D. Krasker '11, *Children's Hospital, Boston, MA*

Oprah Winfrey Award for Volunteerism

Johannah M. Murphy '09, *Ute City Farm, Woody Creek, CO*
Elise H. Traub '09, *The Humane Society of the United States, Washington, DC*
Katherina M. Wolff '09, *Women's Initiative for Self-Empowerment (WISE), St. Paul, MN*

Davis Museum and Cultural Center

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

The Liliane Pingoud Soriano Curatorial Fellowship at the Musée du Louvre in Paris

Ashley M. Boulden '09

The Summer Fellowship Program at the Davis Museum and Cultural Center

Ashley M. Boulden '09
Alexandra L. Brown '11
Sarah B. Fiori '11
Megan E. Garratt-Reed '11
Rachel A. Kaston '10
Anna S. McCarthy '11
Shirley S. Palomino '10
Jessica T. Planos '10
Courtney F. Richter '09, *Blackburn
Printmaking Workshop, New York, NY*
Melinda C. Rios, DS '10
Emma F. Wright '11

Office of the Dean of the College

Social Sciences Summer Research Program

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

Sonrisa C. Cooper '11
Megan A. Goossen '10
Yue Guan '10
Natalia Kopyra '10
Jessica J. Lee '10
Ami D. Li '10
Jennifer C. Lu '12
Jenna E. Miller '10
Rachel A. Nagin '11
Lauren A. Rivard '10
Lily Tsoi '11
Sarah K. Turrin '11
Tejaswi Velayudhan '10
June Wang '10

Department of Economics

Audrey Freedman '51 Endowed Fund for Students in Economics

Susan E. Goldman '11, *San Francisco Works,
San Francisco, CA*
Caitlin M. Kearns '10, *Grupo de Análisis
para el Desarrollo, Lima, Peru*

Department of English and Writing Program

Department of English and Writing Program Summer Internships

Hannah M. Braaten '11, *The Paris Review,
New York, NY*

Department of French

French House Fellows Program

Stephanie Buhle '10, *Documentation
Department, Musée d'Orsay, Paris, France*
Rosie Osire '10, *Association de la Santé de
Mères et de Nouveau Nées, Lome City, Togo*

Department of German

Wellesley-in-Vienna Internships

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

Ashley E. Muller '10

Department of Political Science

Washington Summer Internship Program

Caitlin N. Alcalá '10, *Heritage Foundation,
Washington, DC*
Alyssa M. Beauchamp '10, *Office of Violence
Against Women, Department of Justice,
Washington, DC*
Katherine E. Chanpong '10, *National
Women's Law Center, Washington, DC*
Kate A. Davis '10, *Office of the United States
Trade Representative, Washington, DC*
Porsha L. Eden '10, *Office of Dr. Vivian
Pinn, Director, Office of Research on
Women's Health, Washington, DC*
Alison Harrington '10, *The Albright Group,
Washington, DC*
Alexandra M. Joseph '10, *Office of Senator
Johnny Isakson, Washington, DC*
Kimberly E. Killen '10, *Massey Media,
Washington, DC*
Elizabeth F. Laferriere '10, *Center for
Strategic and International Studies,
Washington, DC*

Candice K. Lee '10, *House Foreign Affairs
Subcommittee on Asia, Washington, DC*
Alaya N. Levi Salley '10, *Office of Public
Liaison and Communications, National
Institutes of Health, Washington, DC*
Loren M. Lopez '10, *Central America and
Caribbean Action, Washington, DC*
Parnian Nazary '10, *Embassy of Afghanistan/
Institute of International Education,
Washington, DC*
Elizabeth A. Shirey '10, *Office of the Judge
Advocate General, Washington, DC*
Katherine V. Spelman '10, *DC Commission
on the Arts and Humanities,
Washington, DC*
Jacqueline M. Stolzenberg '10, *Office of the
Honorable Ann O'Regan Keary, Criminal
Division, Superior Court of the District of
Columbia, Washington, DC*
Ilene K. Tsui '10, *Office of Biotechnology,
National Institutes of Health,
Washington, DC*
Jacqueline O. Valentine '10, *The American
Red Cross, Washington, DC*
Karina Wagnerman '10, *Office of
Representative Pete Stark,
Washington, DC*
Yuechao (Jane) Zhou '10, *Worldwatch
Institute, Washington, DC*

Department of Psychology

Psychology Practicum Program

Fall 2008

Jennifer D. Gocos '09, *Riverside
Community Care, Needham, MA*
Jennifer M. Moriuchi '09, *Children's
Hospital, Boston, MA*
Siena C. Napoleon '09, *BU Medical Center,
Boston, MA*
Stephanie-Lydia Njemanze '09, *Walker
School, Needham, MA*
Julia G. Rutenberg '09, *Children's Hospital,
Boston, MA*

Rachel P. So '10, *Germaine Lawrence Inc., Arlington, MA*

Mercedes D. Tran '09, *Germaine Lawrence Inc., Arlington, MA*

Spring 2009

Adrienne Z. Borders '09, *Walker School, Needham, MA*

Elizabeth S. Brown '09, *Children's Hospital, Boston, MA*

Stephanie C. DeAlmeida '09, *Walker School, Needham, MA*

Sophie E. Feather-Garner '09, *Walker School, Needham, MA*

Joanna J. Kim '09, *Riverside Community Care, Needham, MA*

Svetlana Roskin '10, *Riverside Community Care, Needham, MA*

Mercedes D. Tran '09, *Germaine Lawrence Inc., Arlington, MA*

Lianna A. Wilson '10, *Walker School, Needham, MA*

Department of Religion

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

Amanda B. Davis, '11, *Come Let's Dance, Uganda*

Claire F. Droste '10, *Pluralism Project, Cambridge, MA*

Estelle S. Olson DS '11, *Cross Cultural Solutions, Tanzania*

Vivian A. Secaida '11, *Bread for the World, Washington, DC*

Peace and Justice Studies

Emily Greene Balch Class of 1950 Summer Internship

Anna K. Dechert '10, *Asociación Hogar Nuevos Horizontes and Trama Textiles, Xela, Guatemala*

Sara Minkara '11, *Youth Association of the Blind, Beirut, Lebanon*

Science Center Summer Research Awards

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

Beckman Scholars Program

Smadar V. Levy '09

Adriane G. Otopalik '11

Yang Xie '10

Brachman Hoffman Fund Faculty Awards

Stefanie Chan '10

Catherine R. Grevet '09

Gloria H. Lee '10

Thanh Thu T. Ngo '10

Victoria A. Nichols '11

Yu-Chieh (Diana) Wang '11

Jing (Jasmine) Wang '10

Magdalena J. Zebracka '12

Faculty Grants

H. Grady Bailin '11

Stephanie S. Huang '12

Melanie R. Kazenel '10

Rosa Lafer-Sousa '09

Phuong N. Ngo '11

Jaclyn D. Payne DS '10

Claire L. Rimkus '10

Madeline I. Vara '10

Sherman Fairchild Foundation's Summer Research Awards

Leslie C. Diaz '11

Olivia L. Hendricks '12

Linnea E. Herzog '12

Karen Kemirembe '12

Jessica H. Lee '12

Weiya Mu '11

Emma J. Nechamkin '12

Jasmine K. Rana '12

Ruth Ann C. Smith '11

April R. Yeane '12

Howard Hughes Medical Institute Summer Research Awards

Shoshana Bachman '12

Megan R. Carter-Thomas '10

Michelle K. Corkrum '12, *University of Minnesota, Minneapolis, MN*

Cristine S. De La Hoz Ulloa '10, *Cummings School of Veterinary Medicine, Tufts University, North Grafton, MA*

Sarah J. Elfenbein '10

Sam C. Grossmith '11

Marika Hayashi '10

Yoon-Young Heo '11

Elizabeth Jeruto '09

Madeleine E. Kieffer '10

Kyung Hwa (Alison) Lee '12, *Yale University School of Medicine, New Haven, CT*

Christine Min '10, *Massachusetts Institute of Technology, Cambridge, MA*

Mona S. Minkara '09

Priyanka Nakka '12

Marlie Philiossaint '10

Caroline R. Pires '11, *Cognitive Evolution Lab, Harvard University, Cambridge, MA*

Bracha Y. Schindler '11

Aabha Sharma '12

Megan K. Strait '10

Emily R. Strong '10, *School of Medicine and Dentistry, University of Rochester, Rochester, NY*

Lee H. Ung '10, *The Bottlenose Dolphin Research Institute, Golfo Aranci, Italy*

Sherry S. Zhou '10

Amabel Boyce James Fund for Summer Research in the Sciences

Luyang Jin '12

Rachel E. Kery '12

Liz D. Krainchich '11

Jenny C. Lu '12

Lindsey L. Migliore '11

Christine M. Miller '11

Alejandra C. Ortiz '10

Jane J. Park '11

Jessica L. Quist '11

**Sara Langer Awards for
Research in Geosciences**

Noranda E. Brown '12
Kimberley A. Corwin '11

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

Neria L. Douglass '10
Emily R. Estes '10
Cleo M. Stoughton '11

Massachusetts Space Grants Awards

Ijeoma C. Ekeh '12
Emily E. Krupczak '12, *Massachusetts
Institute of Technology, Cambridge, MA*

**Merck/AAAS Undergraduate
Science Research Program**

Lauren F. Allison '10
Yih-Chieh S. Chen '10
Daryl J. Selen '10
Hatice G. Yayla '11

**Georgianne Miller Mulhern Summer
Research Awards**

Neishay Ayub '10
Nicole W. Bollinger '10
Morgan K. Carr-Markell '10
Catherine C. Caruso '10, *New England
Aquarium, Boston, MA*

**National Science Foundation Research
Experiences for Undergraduates in
Chemistry and Physics Awards**

Kathleen M. Doherty '11
Sarah A. Hyde '11
Jana W. Qiao '11
Jizhou Wang '11

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

Adina Badea '11
Ryann C. Guayasamin '10
Ka Yiu (Alice) Kwan '11
Natalie H. Matthews '11
Zoe M. Samer '10
Sarah A. Spinella '11
Johanna G. Stein '10
Christina H. Sun '11

**Wellesley Summer Research
Awards from the Office of the Dean
of the College**

Madeline H. Elkins '10
Chloe C. Fan '09
Michelle Lee '12
Carla M. Lopez '11
Rachel W. Magid '12
Celeste A. Mallama '10
Andreyia C. Piplica '10
Jessica L. Tse '09

Wellesley Centers for Women

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

**The Anne Murray Ladd Student
Research Internship**

Rebecca E. Parker '10

The Class of '67 Internship

Natalie J. Russ '10

The Morse Fellowship

Kristel C. Dupaya '10

**The Linda Coyne Lloyd Student
Research Internship**

Megan A. Budge '12

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

Yi Zhang '10

WELLESLEY COLLEGE GRADUATE FELLOWSHIP RECIPIENTS 2009

Trustee Scholarships

Katrina Louise Browne '09, *for graduate study in political science, United States*

Laura Huang '09, *for graduate study in medicine, United States*

Karla Paola Reyes '09, *for graduate study in Latin American studies*

Sarah Elizabeth Shiplett '09, *for graduate study in computer science*

Anne Louise Barrett Fellowship

Margaret Anne Samu '01, *United States*

Margaret Freeman Bowers Fellowship

Stephanie Lee Abbott '06, *United States*

Eugene L. Cox Fellowship

Madeleine Kennedy Saraceni '07, *United States*

Professor Elizabeth F. Fisher Fellowship

Catlin Ishihara Powers '09, *United States*

Ruth Ingersoll Goldmark Fellowship

Marthine Desiree Sattris '04, *United States*

Horton-Hallowell Fellowship

Kristen Elizabeth Fay '02, *United States*

Crystal Marie Fleming '04, *United States*

Maria-Christina Stewart '03, *United States*

Jessica Lynne Urban '06, *United States*

Peggy Howard Fellowship in Economics

Jennifer Allard '07, *United States*

Adrienne Hathaway '06, *United States*

Marissa Eve Pelliccia '09, *United States*

Nayoung Rim '05, *United States*

Jacqueline Krieger Klein '53 Fellowship in Jewish Studies

Hannah Deborah Heller '09, *United States*

Lisa Rachel Snider '11, *United States*

Edna V. Moffett Fellowship

Ching-Tien Lee '07, *United States*

Beth Louise Romano '08, *Ireland*

Alice Freeman Palmer Fellowship

Narges Bajoghli '04, *United States*

Kathryn Conway Preyer Fellowship

Karla Paola Reyes '09, *United States*

Mary McEwen Schimke Scholarship

Rachel Tamar Van, *United States*

Vida Dutton Scudder Fellowship

Hana Scheetz Freymiller '07, *England*

M.A. Cartland Shackford

Medical Fellowship

Cassandra Grace Kunkel Peitzman '08, *United States*

Takudzwa Shumba, *Yale University '07, United States*

Harriet A. Shaw Fellowship

Alice Jane Fu '04, *United States*

Maria Opasnov Tyler '52 Scholarship in Russian Studies

Emma Cerelia Pratt '09, *United States*

Sarah Perry Wood Medical Fellowship

Daiva Nevidomskyte '05, *United States*

Fanny Bullock Workman Fellowship

Sarah Elizabeth Shiplett '09, *United States*

Susan Rappaport Knafel '52 Scholarship for Foreign Study

Karen Nzilani Mwaniki '09, *England*

Susan Rappaport Knafel '52 Traveling Fellowship

Alice Margaret Rose '09, *Germany,*

Australia, Israel, South Africa, Taiwan

Mary Elvira Stevens Traveling Fellowship

Maureen Ann Cassidy-Geiger '78, *Germany, Czech Republic, Italy*

Elizabeth S. Graybill '95, *Africa, Europe*

Vijayalakshmi Natarajan '97, *India*

Nancy Byrd Weber '65, *Mexico*

Elisabeth Luce Moore '24

Wellesley-Yenching Fellowship Program

Lillian Chu '09, *Wellesley-Yenching Graduate Fellow at the National Palace Museum, Taipei, Taiwan*

Joanna Jandee Kim '09, *Wellesley-Yenching Graduate Fellow at Ginling College, Nanjing, China*

Kyla Jean Raetz '09, *Wellesley-Yenching Graduate Fellow at Ginling College, Nanjing, China*

Tiffany Peterson Rechsteiner '08, *Wellesley-Yenching Graduate Fellow at Chung Chi College, Hong Kong SAR*

NATIONAL FELLOWSHIP COMPETITION RECIPIENTS AND NOMINEES 2009

Austrian Government Teaching Assistantship in English

Colleen Marie Corcoran '09, *Austria*

Beckman Scholarship

Adriane Gerndt Otopalik '11, *United States*

Allison Xie '10, *United States*

Boren Fellowship

Katherine Zhao '05

Carnegie Junior Fellows Program

Kelima Vangasovna Yakupova '09,

United States

Chinese Government Scholarships

Kwanza Kenyetta Fisher '09, *China*

Chanda Wong '09, *China*

Congressional Medal of Honor Foundation and the Armed Forces Communications and Electronics Association Scholarship

Andrea Danielle Herbin '10, *United States*

Kathryn Wasserman Davis 100 Projects for Peace Award

Ruth Ann Cecilia Smith '11, *Panama*

French Government Teaching Assistantship in English

Adrian Adena Bockian '09, *France*

Sara Qu '09, *France*

Julia Northington Rowe '09, *France*

Margaret Irene Crippen Siebens '09,

France

Alexandra Lee Williams-Fleck '09, *France*

Fulbright U.S. Student Program

Amythest Rey Beaver '08, *Full Grant to Chile*

Alexandra Ruth del Solar '05, *English Teaching Assistantship to Andorra*

Susae Janani Elanchenny '09, *Full Grant to Turkey and Fulbright Critical Language Enhancement Award*

Alma Rachel Heckman '09, *Full Grant to Morocco and Fulbright Critical Language Enhancement Award*

Jessica Jeana Kim '09, *English Teaching Assistantship to South Korea*

Kathleen Dorothy McCarthy '08, *Full Grant to Switzerland*

Jessamyn Martha Randall '09, *English Teaching Assistantship to South Korea*

Natalie Jo Ross '09, *English Teaching Assistantship to South Africa*

Hannah Dale Sholder '09, *Full Grant to Bangladesh and Fulbright Critical Language Enhancement Award*

Naomi Wells '06, *Full Grant to Philippines*

Debra Michelle Hausladen '09, *Alternate, English Teaching Assistantship to Indonesia*

Alice Kyungsun Min '09, *Alternate, English Teaching Assistantship to Taiwan*

Mellon Mays Undergraduate Fellowship

Megan Rene Carter-Thomas '10, *United States*

Joy Alexandra Clarke '11, *United States*

Stephanie Janet Gomez '11, *United States*

Ikhlas Suad Saleem '11, *United States*

National Science Foundation Graduate Research Fellowship

Merideth Ann Frey '07, *United States*

Ashley M. Groh '06, *Honorable Mention*

Andrea Hodgins-Davis '04, *Honorable Mention*

Catlin Ishirhara Powers '09, *United States*

Sanja Jagesic '08, *Honorable Mention*

Rachel Elizabeth White '05, *Honorable Mention*

Harry S. Truman Scholarship

Racquel Lovelene Armstrong '10, *United States*

Jennifer Bliss Hatch '10, *United States*

Morris K. Udall Scholarship

Leslye Dodds Penticoff '11, *United States*

Thomas J. Watson Fellowship

Courtney Lindsey Akiko Sato '09, *France, Ireland, St. Lucia, Trinidad and Tobago, Czech Republic, and Germany*

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