

Tanner 2010

Tanner Conference Sustainability Initiatives:

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- This program is printed on 100% recyclable paper with soy-based ink. Please recycle when finished.
- Breaks designed to feature local foods.
- Utensils and packaging are compostable and will be composted at a WeCare facility.



THE TANNER CONFERENCE

2010

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Wellesley College gratefully acknowledges the generous alumnae and friends who support experiential learning. Their support enables students to engage in off-campus learning opportunities that have become an integral part of the Wellesley College educational experience.

The Tanner Conference Committee gratefully acknowledges staff in the following departments and facilities for their commitment to the Tanner Conference: Auxiliary Services, AVI Fresh, Campus Police, Communications and Public Affairs, Custodial Services, Diana Chapman Walsh Alumnae Hall, Department of Computer Science, Grounds, Instructional Technology, Jewett Arts Center, Moore & Associates, Mail Services, Media Services, Newhouse Center for the Humanities, Pendleton Hall, and Special Events.



THE TANNER CONFERENCE

It is our privilege to invite your participation in the 2010 Tanner Conference. Established through the generosity of trustee emerita Estelle “Nicki” Newman Tanner ’57, the Tanner Conference explores the relationship between the liberal arts classroom and student participation in an increasingly diverse and interdependent world. The conference is premised on the belief that a greater understanding of the learning that takes place off-campus—combined with critical inquiry into the purpose, value, and effect of such learning—has the potential to move liberal education in new directions.

Encompassing the diversity of student experiences and interests, the Tanner Conference takes as its subject internships and service learning, international study, experiential learning in courses, research conducted away from Wellesley, and fellowships. The conference provides a venue for faculty, staff, and students to discuss the challenges to teaching and learning presented by new definitions of what constitutes the classroom. It also invites alumnae to return to campus to discuss how their decisions to participate in these experiences as Wellesley students later proved to be ones of consequence. A special poster exhibition at the conference will display profiles of alumnae who presented at Tanner during their time at the College.

The Tanner Conference represents the work of over 300 Wellesley students, alumnae, faculty, and staff. In its tenth anniversary, the conference includes special technology projects showcasing Wellesley’s presence throughout the world.

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

The 2010 Tanner Conference Committee

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Class of 2012

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The Writing Program

Tanner Conference Roundtable Topics 2001–2009

2009

The New Word: What Happens When Libraries Go Digital?

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

Social Networking at Wellesley: To Community and Beyond!

2008

International Study and the Liberal Arts

Tea and Crackers, Thee and Me:
The Salon in the Twenty-First Century

Sustainability at Wellesley:
How Green Can Blue Be?

2007

The Multicultural Requirement:
Can Exposure Be Measured?

Grunt Work or Course Work?: The Culture of Internships in the College Setting

Connecting the Campus: Getting Oriented in Leadership

Study Abroad and the Scientist:
Why Would She? How Could She?

2006

International Study or Globetrotting?
Cultural and Academic

Learning on Short-Term Study Abroad Programs

Don't Ask, Can't Tell: Issues of Confidentiality and Self-Disclosure at the Internship Site

Wellesley's Role in Service and Education for Natural Disasters

2005

Evaluating Study Abroad Programs and Experiences: A Faculty Exploration

Educating for Citizenship

How Do We Think About Class in America Pre- and Post-Katrina? Reconciling History

*What does a Wellesley student do during the summer?
She works, she thinks, she does research, she serves...*

To contemplate “Tanner at 10” is to realize just how different a student’s learning experience at Wellesley is than it was just ten short years ago. A Wellesley education does not end in May, nor does the classroom door divide her intellectual experiences from her world experiences. We have come to understand education as a recursive process, in which students test their classroom understandings against the world, bring their world experiences back into the classroom, deepen their learning, and then return to the world beyond Wellesley for experience and consideration. Perhaps most important, through their work outside the classroom, students come to understand how they can extend the gift of a Wellesley education to others.

Think of the changes Wellesley has seen in the last ten years. And think of how Tanner has accompanied, fostered, and (we immodestly claim) prompted many of these changes:

- The number of college-supported internships has increased from just 30 in 1999 to over 300 today. Countless other students find their own internships, both at home and abroad.
- Students returning from powerful summer work find in Tanner a time and a place to reflect on the meaning of their experiences, and to share their thinking with their peers and professors. Attendance at Tanner sessions has burgeoned; it is not unusual for a student to find herself speaking to a packed room, supported not just by her friends and family but also by interested community members who want to learn from what she has learned.
- Students’ summer work is supported by interested faculty members who write letters of recommendation, debrief with them when they return, advise their Tanner presentations, and frequently incorporate students’ experiences into classroom learning and teaching. Realizing the importance of experiential learning for students, faculty members have increasingly worked to develop new internships and research opportunities that support students’ work in their majors.

2004

Experiential and Service Learning for Academic Credit:

A Faculty Exploration

Democracy: It's More Than Just Voting

Environmental Activism Meets the Academy

2003

Endpoints: Moving from Simple Reflection to Finished Work

From Reflection to Presentation

The Role of Activism in a Liberal Arts Education

The Role of Study Abroad in a Wellesley Education

2002

Finding the Words: Shaping and Transforming Experience

From Victim to Survivor: Rape Recovery and the Feminist Empowerment Model

Bearing Witness: The Ethical and Moral Dimensions of Fieldwork

Bringing International Identities into Our Communities: The United World College Case Study

Voices from Abroad: The African American Experience in Japan

Experiential Learning in a Liberal Arts Education: Focus on Wintersession

When Opportunity Knocks: Alternatives to Wellesley Programs

2001

Integrating Academic Excellence and Community Service "I Hate Coming Back"

Beyond the Borders That Divide Us When Bad Things Happen to Good Internships

Women Crossing Cultures

Starting an International Internship Program

Just as Wellesley has changed, the Tanner Conference has proven dynamic and flexible, each year considering suggestions from our student leaders and our Tanner Conference Committee to make use of new technologies and ways of being in the world. Consider these areas of change:

- *Public Speaking.* The Tanner Conference provides forum, instruction, and model for students seeking to speak in public. Each year, we see strong, thoughtful, and innovative presentations, as students learn from each other. Increasingly, students practice with the Public Speaking Tutors provided by the Pforzheimer Learning and Teaching Center, whose help we gratefully acknowledge.
- *Technological Change.* The Tanner Web site has grown richer, more helpful and more dynamic each year, and technology has helped us manage the increasing number of abstract submissions and responses we receive—this year, a record high of 189 submissions representing 265 students. And look for this year's exciting touch-screen map and interactive surfaces created by student interns working with the Department of Computer Science!
- *Tanner Roundtables.* Local vs. global? Institutional vs. individual work? Each year, Tanner provides a selection of four to five roundtables, proposed by the members of the Tanner Conference Committee, to provide open and probing discussion of the questions that continually emerge from our students' reports on their work.

Early roundtable discussions focused on theories of service and experiential learning. In other years, roundtables responded to emerging and emergency issues: sustainability and Hurricane Katrina. This year's roundtables focus on how faculty-student research can help Wellesley develop its institutional citizenship. Our students' presentations always create the Tanner buzz—but this year, we take special note of the roundtable buzz, too. See the sidebars for past and present roundtable topics.

What does a Wellesley student do during the summer?

She works, she thinks, she does research, she serves...

...And then she comes back to share it with us via Tanner!

by Winifred J. Wood, The Writing Program

TAGS BY SESSION

| Tag | Session 1 Presentations 9:15–10:25am | Session 2 Presentations 10:45–11:55am | Session 3 Presentations 1:30–2:40pm | Session 4 Presentations 3:00–4:10pm |
|-------------------------|---|---|--|---|
| Animals | | 56, 67, 69, 78 | 118, 119, 120 | |
| Arts | 12, 13, 34, 45 | 58, 59, 60, 61 | 103, 127, 128, 129 | 95, 150 |
| Cultural/Ethnic Origins | 30, 31, 32, 33, 34, 39 | 58, 59, 73 | 104, 105, 106, 109, 122, 126 | 159, 162, 163, 164 |
| Disaster | | 65 | 133 | |
| Education | 4, 5, 6, 30, 35, 40, 43, 44 | 48, 53, 74, 79, 80, 81, 82, 86, 87, 88, 89 | 96, 97, 103, 113, 114, 115, 116, 117, 119, 130, 132 | 95, 134, 150, 155, 156, 157, 158, 159, 161 |
| Environment | 16, 18, 38 | 53, 54, 55, 56, 57, 67, 68, 69, 70, 78 | 118, 119, 131, 132, 133 | 161, 172, 173, 174 |
| Food | 18 | | 131 | |
| Grassroots Organizing | 3, 17, 19, 29, 41, 43, 44 | 50, 54, 58, 63, 64 | 98, 99, 100, 101, 102, 108, 114, 121, 125, 132 | 137, 155, 173 |
| Health | 7, 8, 9, 10, 11, 17, 21 | 53, 85 | 113, 120 | 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 167, 176, 177, 178 |
| Housing | 45, 46, 47 | 65, 84 | | 145 |
| Human Rights | 2, 19 | 66 | 98, 102, 109, 121, 123 | 137, 138, 147, 149, 154 |
| Language/Literature | | 75 | | 159 |
| Law/Politics | 12, 15, 19, 20, 21, 22, 23, 24, 25, 28, 31, 47 | 62, 63, 64, 68, 77, 90 | 91, 92, 93, 107, 108, 125 | 139, 153, 156, 169, 172 |

| Tag | Session 1 Presentations 9:15–10:25am | Session 2 Presentations 10:45–11:55am | Session 3 Presentations 1:30–2:40pm | Session 4 Presentations 3:00–4:10pm |
|--------------------|---|--|--|--|
| Media | 13, 14, 15, 33 | 76 | 104 | 150, 151, 152, 153, 175 |
| Migration | 20 | 49, 72 | 103, 123 | 146, 147, 148, 149, 177 |
| Money | 2, 3, 20, 26, 27, 28, 29 | 76 | 91, 92, 93, 94, 102, 110, 111, 112, 124 | 149, 168, 169, 170, 171 |
| Museums | | | 106 | 152, 160, 161, 162, 163, 164 |
| Poverty | 1, 2, 3, 4, 5, 18, 26, 27, 28, 29 | 52, 87 | 99 | 145, 148, 158 |
| Religion | 34, 41, 43 | 49, 71, 72 | | |
| Science/Technology | 7, 8, 9, 10, 15, 36, 37, 38, 40 | 55, 70, 74, 76, 78, 79, 89 | 100, 118 | 153, 165, 166, 167, 172, 175 |
| Urban | 23, 47 | 61, 66, 71, 83 | 99, 101, 115 | 156, 163, 164 |
| Violence | 23 | 83, 84, 85 | | |
| War/Peace | 42 | 49, 50, 51, 52, 66 | 109 | |
| Water | 16 | 54, 55, 56, 57, 67, 69, 70 | | |
| Women | 25, 27 | 83, 84, 85 | 121, 122, 123, 124, 125 | 134, 139, 177 |
| Youth | 4, 5, 6, 7, 11, 25, 30, 41, 44 | 51, 52, 74, 86, 87 | 96, 97, 98, 113, 114, 115, 116, 117 | 134, 155, 157, 158, 173 |

CONFERENCE SCHEDULE

| | | |
|----------------------|------------------|--|
| 8:30–9:15am | Break | International Continental Breakfast <i>Pendleton Atrium</i> |
| 9:15–10:25am | Session 1 | Presentations 1 to 47 |
| 10:25–10:45am | Break | Refreshments <i>Pendleton Atrium</i> |
| 10:45–11:55am | Session 2 | Presentations 48 to 90 |
| 12:00–1:25pm | Break | Coffee <i>Pendleton Atrium</i> |
| 1:30–2:40pm | Session 3 | Presentations 91 to 94 and 96 to 133 |
| 2:40–3:00pm | Break | Refreshments <i>Pendleton Atrium</i> |
| 3:00–4:10pm | Session 4 | Presentations 95 and 134 to 178 |

| | | |
|---------------|---|--|
| 8:30am–4:10pm | Poster Exhibition | Profiles of Tanner Alumnae <i>Pendleton Atrium</i> |
| 8:30am–4:10pm | Touch-Sensitive Interactive Surface Display | Tanner Technology Initiative <i>Pendleton Knuckle</i> |

Session 1: 9:15–10:25am

**Alleviating Poverty
(individual presentations)**

PNE 127

1

Coming Home: South Africa Through Different Eyes

Samantha N. Malambo '12

Advisor: *Gauri K. Shastry, Economics*

I was born and raised in various parts of southern Africa and was accustomed to the harsh reality of poverty. I knew my side of the continent was in dire need of help so I jumped at the opportunity to volunteer with Innovations for Poverty Action (IPA) in Johannesburg, South Africa, this past Wintersession. Mine workers in South Africa are faced with a severe debt crisis. In an attempt to alleviate this, Inkumiseng, an independent company, came up with a financial education course to help miners better manage their funds. Our goal at IPA was to create and pilot a baseline survey to use in evaluating the effectiveness of this course. While engaged in development work, I interacted with the mine workers on our pilot runs and met citizens to whom South Africa still owes a great deal.

Tag(s): *Poverty*

2

Oxfam America: An Innovative Approach to Poverty Alleviation

Kerry Scanlon '10, Economics and French

Advisor: *Joseph P. Joyce, Economics*

Often when individuals consider how to help the poor living in developing countries or right down the street, they consider donating

their used clothing or giving money to a charity. But how many think of the role that a multinational company can play in poverty alleviation? While working in the private sector department at Oxfam America I have seen how Oxfam has worked with corporations to help them engage with poor people all over the globe. In its unique position as the liaison between the poor and the private sector, Oxfam America has been able to launch pro-poor projects such as a micro-insurance scheme for farmers and the Poverty Footprint Study. Come learn what innovative techniques Oxfam America is using to help corporations become more responsible in order to help the deprived escape poverty.

Tag(s): *Poverty, Money, Human Rights*

3

PoverUp: Students Fighting Poverty One Microloan at a Time

Hillary A. Clevenger '12, Undeclared

Advisor: *Verónica Darer, Spanish*

Inspired by the Wellesley course Gender and International Development, I created PoverUp, a nonprofit grassroots organization in the field of microfinance. The goal of PoverUp, a microfinance action platform, is to help high school and college students learn about, connect with, and invest in global microfinance institutions such as Grameen America and Pro Mujer. In this session I will share the process of starting an NGO while balancing a full course load at Wellesley. Specifically, I will discuss how I recruited board members from corporations such as HSBC and Morgan Stanley, raised necessary start-up capital, and created an international

network of students interested in alleviating global poverty. By establishing PoverUp, I now understand the impact students can have, both individually and collectively, on creating a better future for all, lifting one person at a time out of poverty.

Tag(s): *Poverty, Grassroots Organizing, Money*

4

Bridging the Gap: An Initiative to Move Secondary Education Forward in South Korea

Keyong Ah Tabk '12, Biological Sciences

Advisor: *Jennifer M. Stephan, Office of the Class Deans*

This summer at the Korean National Commission for United Nations Educational, Scientific and Cultural Organization (UNESCO), I had the opportunity to work as part of the Global Education Team to organize two educational conferences on social and ethical dimensions of climate change for high school students and young professionals. Although I was mainly in charge of Global Seminar 2010, the international conference for young professionals conducted in English, I observed the unequal educational opportunities for Korean high school students firsthand when I assisted in organizing the Model UNESCO Conference. Through many meetings and discussions, I worked with a team to extend the socioeconomic boundaries of students selected to participate by providing financial aid, changing the conference language to Korean, and holding a preparation conference before the actual event. This experience broadened my perspective on the future of secondary education in Korea and instilled

hope in the possibilities of overcoming the socioeconomic gap in education.

Tag(s): *Poverty, Education, Youth*

5

Play-Doh, Puppets, and Poverty: Child and Family Homelessness in Massachusetts

Katherine M. Blair '11, Classical Civilization and Political Science

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

This summer I sought to understand how educational programs can help to alleviate urban poverty by interning with Horizons for Homeless Children in Boston. My tasks included working directly with young children, constructing playrooms in homeless shelters throughout the city, and recruiting and training new volunteers for the organization. As someone who hopes to teach young children in the future, I was happy to learn a great deal about child development, both from the talented professionals in my office and from the preschoolers themselves. As a political science major, I was able to see how public policy directly influences people's lives every day. I also discovered an interest in nonprofit management as I observed the positive and negative aspects of the organization's style of administration. I will discuss the interplay between these various fields and the strategies that work to lift families out of poverty.

Tag(s): *Poverty, Youth, Education*

6

Are You Smarter Than a Fifth Grader? Yes, But They Taught Us Some Surprising Lessons! (panel)

PNW 117

Jennie D. Krasker '11, Psychology;

Andrea J. Chang '11, Biological Sciences;

Amy E. Wolkin '12, Biological Sciences;

Nia S. Jones '11, Neuroscience; and

Isabella I. Zeng '12, Psychology

Advisors: *Connie L. Bauman, Physical Education, Recreation, and Athletics and Jocelyne L. Dolce, Biological Sciences*

Armed with a passion for science and a love of teaching, Wellesley students made weekly visits to "Science Club for Girls" (SCFG) sites in local suburban and inner city school districts. What began as an effort to engage elementary and middle school girls in science while fostering teamwork and a passion for learning soon transformed into a more compelling quest. The students were taught raw "science" material, and to our surprise, they grew more confident and engaged with each week's lesson. These invaluable lessons, developing self-confidence and realizing one's potential, are particularly beneficial for girls interested in traditionally male-dominated fields of science. What began as strictly an outreach effort for young children at risk for academic disengagement ultimately hit "back home" for us, as our experiences in creative teaching allowed us to gain a greater perspective and to reframe our own academic approaches and goals.

Tag(s): *Education, Youth*

Bedside to Bench: Physicians as Scientists (individual presentations)

PNE 130

7

Curing Cancer: The Players in the Battle Against Disease

Amanda J. Daigle '12, Bioinformatics

Advisor: *Brian C. Tjaden, Computer Science*

In the study of medicine, there are two ways to fight diseases like cancer—do research to find the cures or practice medicine to help individuals with illnesses. This summer I had the opportunity to see both in action. At Children's Hospital Boston, I was part of a

dedicated research lab searching for answers to childhood leukemias that are still uncured. I experienced professional lab research as part of a project investigating the genetic causes of MLL-AF9 leukemia, a rare but particularly deadly form of the disease. But I also saw practitioners at work when I shadowed doctors treating patients at the Dana-Farber's Jimmy Fund. The people I met with impressed me constantly with their resolve and left me convinced of the scientific community's power to change the course of disease. The experience was priceless preparation for my own future in medical research.

Tag(s): *Science/Technology, Health, Youth*

8

Saving Lungs One Cell Line at a Time: Researching Cystic Fibrosis

Maria E. Bustillo '13, Undeclared

Advisor: *Yuichiro Suzuki, Biological Sciences*

This summer I worked at Children's Hospital Oakland in Oakland, California, doing research on the airway disease cystic fibrosis. Cystic fibrosis (CF) is an autosomal recessive disease that affects nearly 300,000 Americans, causing reduced pulmonary function and limiting the lung's ability to fight off bacterial infections. Over the course of the summer I investigated methods to correct the membrane channel protein defect that blocks chloride transport across the cell membrane and subsequently causes CF. I was also able to meet and work with families affected by the disease and see how my research could translate into improved treatment options for CF in the future. This experience has inspired me to continue scientific research in addition to pursuing a medical degree. I will work at the interface between scientific research and medicine, finding interdisciplinary treatments for diseases.

Tag(s): *Science/Technology, Health*

9

The Niche of the Physician-Scientist: From Patients to Molecular Genetics and Back

Rachel A. Roston '11, Biological Sciences

Advisor: *Yuichiro Suzuki, Biological Sciences*

“You are a biology major. Are you premed or are you going to graduate school?” While I am often asked these questions, I have struggled to choose between these two career paths.

This summer I discovered that it isn't necessary to choose between science and medicine. Interning in the Cantor Lab at Children's Hospital Boston, I was able to explore the niche of the physician-scientist and see firsthand the frontier where science and medicine interact. I used molecular biological techniques to study causes of leukemogenesis, the development of leukemia, in human patients and mice, while also getting an insider's view of both cancer and stem cell research. I will reflect upon my discoveries inside and outside of the lab and why I no longer feel the need to choose between science and medicine.

Tag(s): *Science/Technology, Health*

10

Unraveling the Genetics of Stroke: Science and Practice at Massachusetts General Hospital

Caroline R. Pires '11, Neuroscience

Advisor: *Barbara S. Beltz, Neuroscience*

Stroke is the leading cause of adult disability in the United States and the second leading cause of death worldwide. While certain mechanisms and risk factors are understood, the role our genes may play in causing stroke remains a mystery. This summer I interned at Massachusetts General Hospital, in a lab whose mission is to discover which genes can predict likelihood, severity, and outcome of stroke. The lab draws from a database of thousands of stroke patients around the world

to map genetic patterns and use them to make new recommendations for prevention and treatment of stroke. As an intern, I aided with data collection, shadowed in the Neurological Intensive Care Unit, and conducted an independent research project. By working within a community that included both scientists and physicians, I gained new skills and insight into how science and practice inform each other, in critical care neurology and beyond.

Tag(s): *Health, Science/Technology*

11

Genes or Vaccines? The Search for Biological and Environmental Causes for Autism

Xiaoyue M. Guo '11, Neuroscience and Rachel

Y. Casiano '12, Psychology

Advisor: *Sally A. Theran, Psychology*

The prevalence of autism is rising, and better diagnostic criteria and more accurate diagnoses can't completely account for this rise. There is increasing evidence that a unique interaction between genetic and environmental factors precipitates the onset of autism. Over the summer we interned at University of California, Davis for a longitudinal study, Marking of Autism Risk in Babies: Learning Early Signs (MARBLEs), which aims to determine pre- and post-natal causes of autism in at-risk children. In addition to learning about the background work necessary for successful research, we were involved in every aspect of the study from processing biological samples to interviewing parents. We thus not only confirmed our interests in public health and psychiatric disorders, but also realized firsthand the toll that autism has on families and society in general. In our presentation, we will share our experiences in the groundbreaking research in which we participated.

Tag(s): *Health, Youth*

Civic Media: Politics and Production (individual presentations)

FND 120

12

Activism Through Art: Poetry, Performance, and Peace

Diamond J. Sharp '11, Peace and Justice Studies

Advisor: *Victor H. Kazanjian, Office of Religious and Spiritual Life*

When you think of activism, do you think of art? This summer in Washington, DC, I had the unique experience of interning for a performance artist. The nation's capital is often thought of as just the focal point of policy making for our country. However, it is also home to a vibrant and politically active arts community. My internship with Holly Bass Performance Projects provided invaluable insight into the connection between art and politics. Through my work and my interviews with local artists, I realized the importance of promoting art as a medium for empowerment. Furthermore, this experience reaffirmed that a career that fused public policy, law, and the arts was a viable path for me. My presentation will discuss the importance of performance art as a political tool, share excerpts from the artist interviews, and discuss the performance projects I worked on.

Tag(s): *Arts, Law/Politics*

13

No Time for Lunch: Life as a Documentary Film Production Assistant

Lucia M.T. Nhamo '11, Media Arts and Sciences

Advisor: *Salem Mekuria, Art*

This summer I interned at Vital Pictures, an award-winning independent documentary production company based in Boston, that makes films for national broadcast. One of my most valuable experiences was seeing how the different parts of the independent film

process come together to form a whole. As a production assistant in a relatively small company, I had the privilege of working in diverse capacities on multiple film projects, doing everything from conducting funding and archival research in the office, to operating the boom microphone, and ordering lunch for the crew during shoots. As a studio art major, I'm looking forward to an in-depth exploration of the moving image in my remaining year at Wellesley, examining some of the questions that this internship helped raise, concerning the power of institutions that mediate our realities.

Tag(s): *Arts, Media*

14

Learning Local News: The Role of Local Television in Society

Mary E. Kenefake '13, Undeclared
Advisor: *Wilfrid J. Rollman, History*

This summer I was an intern at KTKA 49 ABC News in Topeka, Kansas. I worked with reporters and photographers to learn to produce a local nightly news program. I thought an ideal internship for a journalism student would be in a major city, but a smaller media market internship offered me invaluable hands-on experiences such as appearing on camera and writing news scripts. Local stations broadcast what their viewers want to see; national and international news are omitted. This realization left me wondering if viewers were getting a complete picture of an increasingly globalized society. The experience reaffirmed my belief that not only should international relations be a firm base for practicing modern journalism but also that local news serves as an important information source to communities. Although I discovered a disconnect between national and local news, I now have the technical skills to begin a career in journalism.

Tag(s): *Media*

15

Politics and Media in Chicago: My Summer as a News Producer

Kelsey R. Savage '11, Philosophy and Political Science

Advisor: *Marion R. Just, Political Science*

Over the summer I produced news segments for a public television show, *Chicago Tonight*. The show, which airs live four times a week, prides itself on being a reliable source of local events and critical analysis of city and state policies. A majority of my work included conducting background research on our guests, preparing visual elements, writing engaging story introductions, and brainstorming potential interview questions. This was a particularly interesting time to be reporting in Chicago because of former Governor Rod Blagojevich's dramatic corruption trial, the state's fickle financial situation, and the upcoming Senate election. Additionally, I managed the station's social media accounts, a developing form of journalism, that is making it easier for audience members to participate in current events. This internship deepened my knowledge of the American political system and the role of the media as a necessary watchdog of democracy.

Tag(s): *Media, Law/Politics, Science/Technology*

16

Drop by Drop: Reclaiming Our Waters (panel)

FND 102

Jing Chen '11, Economics; Alexandra F. Nagourney '13, Undeclared; Genea C. Foster '12, Environmental Studies; Kelli N. Stephens '12, Economics; and Pin Pravalprukskul '12, Environmental Studies

Advisor: *Kristina N. Jones, Biological Sciences and Environmental Studies*

Five Wellesley students interned with Sea Scavenger, a start-up nonprofit organization created by a Wellesley Davis alumna. Based in San Francisco, Sea Scavenger focuses on cleaning ocean plastic pollution in San Francisco Bay. We towed nets weekly on a Hobie Cat in the Bay to test collection methods and equipment for a long term goal of estimating the plastic load in the Bay. We also learned to navigate a nonprofit, clean up shorelines, mobilize volunteers, and raise awareness using scarce resources.

Tag(s): *Environment, Water*

Global Development Challenges (individual presentations)

FND 207

17

Bangles, Babies, and Bilingualism: Working for Public Health in Bangalore, India

Elizabeth G. Thayer '11, Biological Sciences
Advisor: *Charlene A. Galarneau, Women's and Gender Studies*

Malnutrition, childbirth, and preventable infections are disturbingly common causes of death in rural Indian villages, and are targets for local and international public health organizations. Working this summer for a small, local organization in Bangalore, India, I engaged with the immediate problems in the surrounding villages of Kanakapura, with the organization's particular challenges and with the local people working to improve conditions in their villages. My main task was to edit and expand manuals for training community health workers (CHWs). Working directly with the CHW trainer and original author, I experienced firsthand the delights and challenges of working cross-culturally. In my presentation, I will compare these cross-cultural interpersonal dynamics with parallel dynamics between local and international

organizations I explored during previous international public health study. I will also discuss how my summer work reinforced my confidence in the powers of mutual respect and involvement and my commitment to public health work.

Tag(s): *Grassroots Organizing, Health*

18

Farm Alarm

Ruth Ann C. Smith '11, Biological Sciences and Political Science

Advisor: *Gail W. Jong, Office for Resources*

“Man—despite his artistic pretensions, his sophistication, and his many accomplishments owes his existence to a six inch layer of topsoil and the fact that it rains.” —Unknown

I never truly acknowledged how important rain and soil are to human existence until I worked on agricultural development projects. My presentation will document two related experiences: a Kathryn Wasserman Davis Peace Project completed in northern Panama, and a summer internship at the World Agroforestry Center involving travel to Kenya, Malawi, and Tanzania. Both focused on improving smallholders' access to farm inputs as a means of spurring rural development, and renewed my resolve to pursue a career related to agriculture in the developing world.

Tag(s): *Environment, Poverty, Food*

19

Project Malaysia 2010: Delving into Religion, Politics, and the Environment

Chaitra M. Nerurkar '13, Undeclared

Advisor: *Karen Y. Shih, Office of Multicultural Programs and Services*

The plan: teach composting and recycling methods in the Kampung Simpang Arang in southern Malaysia. The reality: walk into the intricacies of politics and village hierarchy and shuffle around the entire country of

Malaysia instead of implementing our community service project due to the interference of a Malaysian political group. In my presentation, I will discuss what I learned about the multifaceted society of Malaysia, the strength of religion, the power of government, and the unpredictability of life through this Southeast Asian Service Leadership Network (SEALNet) project.

Tag(s): *Law/Politics, Human Rights, Grassroots Organizing*

International Development: Working from Within (individual presentations)

PNE 339

20

The New Bulgaria (Is Not in Bulgaria)

Olivia E. Kingsley '11, English

Advisor: *Margery M. Sabin, English*

After decades languishing in obscurity behind the Iron Curtain, Bulgaria now holds the dubious honor of being the poorest country in the European Union (EU). Facing a new era and a national identity crisis, young Bulgarians are trying to revitalize their country while fighting against systemic problems such as organized crime, a gray economy, and unregulated development. My work in Pazardjik, Bulgaria, focused on one of these new efforts: the Pathways Center, a USAID-sponsored school teaching English, computer science, and entrepreneurship to teenagers seeking to attend college abroad. Working with a program from the preliminary stages onward gave me the opportunity to see the complex challenges involved in taking control of a country in transition. I will consider the problems with current approaches and discuss the effects of global citizenship, private-public partnerships, new technologies, and stray kittens on international development.

Tag(s): *Law/Politics, Money, Migration*

21

Lessons from the Unforeseen: Experiencing the Public Sector in Cairo, Egypt

Jaya Gupta '11, International Relations-Political Science and Sarah R. Shaer '11, Studio Art
Advisor: *Kate Miller, The Madeleine Korbel Albright Institute for Global Affairs*

“One does not discover new lands without consenting to lose sight of the shore for a very long time.” —André Gide

Like many Wellesley students, we opted to intern abroad in search of inspiration and to reach outside our comfort zones. This summer we found ourselves in a small apartment in the heart of Cairo, Egypt. We both worked in public sector offices: one at Health Systems 20/20 and one at the Ministry of Family and Population. In the process, we found our internships evolving into unanticipated experiences, and thus found ourselves readjusting and adapting to the unpredictable nature of life in Cairo. As the first interns in our respective offices, we learned that being flexible and open minded in a new work environment was of utmost importance. Outside of the office, maintaining an open mind was similarly imperative for dealing with the everyday life challenges of young women in Cairo. Upon our return to Wellesley, it became ever more clear that the lessons we stumbled upon this summer will stay with us in our final year.

Tag(s): *Law/Politics, Health*

Law and Order in the Real World (individual presentations)

PNW 212

22

In the Realm of Criminal Law: Does Money Really Talk While Clients Walk?

Grace N. Tien '12, International Relations-Political Science

Advisor: *Tom Burke, Political Science*

As an intern and sworn in “special investigator” at the New Jersey Office of the Attorney General in the Division of Criminal Justice, I worked closely with state prosecutors and detectives on various gang and organized crime-related cases. From these cases, I observed a common theme among the defendants who were prosecuted, which paralleled Marc Galanter’s argument on “why the ‘haves’ come out ahead” in the legal system. While most defendants belonged to racial minority groups, the defendants who actually went to trial usually had better socioeconomic resources. In contrast, the defendants who lacked these socioeconomic resources quickly settled for plea bargains with prosecutors. Based on the cases I observed, it seemed that socioeconomic resources and not race, played a bigger role in determining if a defendant went to trial. At the same time, I observed that socioeconomic resources don’t necessarily guarantee acquittals.

Tag(s): *Law/Politics*

23

Criminals or Clients? Working at the Office of the Attorney General and Office of the Public Defender

Emily L. Tramont '11, Economics

Advisor: *Tom Burke, Political Science*

Are low-income individuals more likely to commit a crime? What is the difference between blue-collar and white-collar crime? Are wealthier individuals more likely to get away with breaking the law? Blue-collar crime is used to describe crimes associated with low-income individuals. The crimes include theft, robbery, drug possession, and other violent acts; white-collar crimes involve fraud, embezzlement, bribery, and other illegal financial transactions. These criminals are typically wealthier individuals who abuse their position of power to benefit financially. I saw these cases hands-on during my internship this

summer working at the Office of the Attorney General in Massachusetts. There I compiled evidence for the attorneys to use in the prosecution of these white-collar crimes. Prior to that, I interned at the Miami-Dade Office of the Public Defender, where I spent much of my time in the county jail, working with the assistant public defenders to help represent low-income clients who had been arrested and charged with a crime. Playing both sides of the legal fence during my summer internships, I learned that a person’s income can’t predict whether he or she will commit a crime. It is a combination of environment, opportunity, and moral standards that shape a criminal.

Tag(s): *Law/Politics, Urban, Violence*

24

How Is Justice Best Served?: An Inside Look at Judicial Decision Making

Ashley M. Paquin '11, English

Advisor: *Tom Burke, Political Science*

Working one-on-one with a trial justice in Rhode Island Superior Court, I observed judicial decision making in action both from the bench and behind closed doors. Through observation and candid discussions with the judge I discovered that many factors—from a noble desire to do justice to personal biases—influence judicial decision making. I often completed legal research to justify decisions made from the bench. Regardless of the reasons behind a decision, it was always justified with legal reasoning and substantial case law. I found that though there are checks on their power, judges retain an immense amount of flexibility in interpreting the law. As I observed the efforts of our legal system to do justice, I was both encouraged and disheartened by the system’s successes and failures. My experiences taught me, however, that though our trial court system may be imperfect, more often than not, justice is served.

Tag(s): *Law/Politics*

25

Life Behind Bars: My Summer Spent in a Maximum Security Prison

Katherine E. O'Donnell '11, Psychology

Advisor: *Paul M. Wink, Psychology*

Imagine not seeing your family for over eight years. This is the reality that some women face when placed at Bedford Hills Maximum Security Prison for Women. I spent my summer interning at the Parenting Center, which provides support and advocacy for the women housed at Bedford. I helped coordinate their summer program which brings children, from all over New York State, to the prison for four days in order to visit with their mothers. The children enter the prison during the day, and at night go home with a host family who houses them for the time span of the program. The summer opened my eyes to a whole new world that I had never seen. I plan to take the knowledge that I gained this summer and apply it to my continued work with children and parents in the future.

Tag(s): *Law/Politics, Women, Youth*

Moneylenders and Microfinanciers (individual presentations)

PNE 239

26

Black Market Microfinance: Informal Moneylending in Honduras

Rachel B. Snyderman '11, Economics and Latin American Studies

Advisor: *Patrick McEwan, Economics*

The moneylender has always existed, and is a legendary yet unknown figure who successfully operates within the black market. Microfinance institutions, despite their mission to take clients out of the clutches of the moneylenders, have not been entirely successful at removing loan sharks, as they are often called. Perhaps they never will be, as the

moneylenders provide the most flexible loans at times when no one else will. However, we don't know much about moneylenders' costs and returns. How do they operate? How do they structure their interest rates? What costs do they incur? How do they finance themselves? I spent this summer conducting fieldwork in Honduras by initiating contact with informal moneylenders to learn more about their illegal business practices. This research will be used to produce academic papers about the moneylender business model as well as to inform future research about financial products in underdeveloped and developing countries.

Tag(s): *Poverty, Money*

27

Kriolu and Mikrokredit: 100 percent Kaboverdianu!

Sarah M. Gray '12, Peace and Justice Studies
Advisor: *Salwa Nur Muhammad '06, Center for Work and Service*

The *Organização das Mulheres de Cabo Verde* (OMCV) or Cape Verdean Women's Organization strives to eradicate poverty through the distribution of microloans to entrepreneurs, specifically focusing on below-the-poverty-line female clientele. In addition to its financial services, OMCV works nationwide to improve women's conditions by offering vocational training, child day care, women's empowerment seminars, and health services. This summer I spent ten weeks living in Praia, Cape Verde's capital city, and interning with OMCV. My presentation will offer insight into the workings of OMCV, explore Cape Verde's microfinance sector, and delve into the culture-specific struggles of women in Cape Verdean society through personal reflection.

Tag(s): *Poverty, Women, Money*

28

Interning at the Grameen Bank: Changing Perspectives on Microfinance and Development

Tess G. DeLean '11, Economics and Andrea Szasz DS '11, International Relations-Economics
Advisor: *Akila Weerapana, Economics*

Ever since Nobel Laureate Muhammad Yunus declared, "Credit is a human right," microfinance has gained international prominence as a tool of development. This summer we had the opportunity to extend our classroom knowledge of microfinance to its practical implementation through an internship in Bangladesh at the Grameen Bank, founded by Professor Yunus. As interns, we were able to experience the drastically different urban and rural settings of Bangladesh. At the headquarters in Dhaka, Bangladesh, we learned about the philosophy and operations of the Grameen Bank. During three weeklong stays in villages around the country, we interviewed recipients of different types of loans. This presentation will discuss how our summer internship experiences challenged and changed our views about microfinance and development, particularly with regard to the importance of women's empowerment, eradication of poverty, and role of government.

Tag(s): *Poverty, Law/Politics*

29

Exploring the Microfinance Magic in India and Peru

Erica Saldivar '12, International Relations-Economics and Farheen G. Mohammad '13, Undeclared
Advisor: *Smitha Radhakrishnan, Sociology*

Backed by nearly \$42 billion worth of investment worldwide, microfinance has impacted over 80 million people living in poverty through the provision of banking facilities in impoverished areas. In Peru, Erica provided

social and financial education to villagers and their children through an internship with FINCA Perú. Based on the village banking methodology, Erica explored the effectiveness of education models on both child and adult groups. Through Swadhaar Microfinance, Farheen questioned the methods of microfinance in the slums of Mumbai, India. Do rural banking practices work effectively in metropolitan cities or does urban microfinance require a new and unique model of implementation? Since urban microfinance is relatively new, Farheen also interned with the Development Credit Bank, a private commercial bank, to evaluate the role banks play in supporting microfinance activities. Erica and Farheen's work brought them face-to-face with the social and financial implications of microfinance in developing countries.

Tag(s): *Poverty, Money, Grassroots Organizing*

Navigating Through Home (individual presentations)

FND 126

30

From Oreo to Mzungu: Experiencing the Disconnect Between Africans and African Americans in Uganda

Chanelle M. Lansley '12, Psychology
Advisor: *Lidwien E. Kapteijns, History*

The Oreo is no longer just a delicious cookie. Now used as a derogatory term to refer to African Americans who fail to adhere to mainstream stereotypical expectations of the African American community, the Oreo has become a metaphor with a disparaging connotation. This summer I interned at Aga Khan Education Services in Kampala, Uganda, teaching and working with children in the primary and nursery schools. Fully immersed in Ugandan urban culture and interacting daily with local Ugandans I discovered that I was not seen as an Oreo but as a *mzungu*, the

Swahili word for “European colonial outsider” or “white person”. In my presentation, I will reflect on how I responded to this confrontation with a different perspective on race and racial identity and how I hope to incorporate my new insights into my future studies in the psychology of racial identity development in black transracial adoptees.

Tag(s): *Cultural/Ethnic Origins, Education, Youth*

31

Coming Up: Coalitional Community Development among African Indians in Karnataka, India

Joy A. Clarke '11, Political Science

Advisor: *Pashington J. Obeng, Africana Studies*

After being formally reclassified by the Indian government in 2003 as a Scheduled Tribe (ST), life for the African Indian (*Siddi* or *Habshi*) people in Karnataka is slowly improving. Today, African Indians, along with other recently reclassified groups, are entitled to government benefits for basic necessities such as food, education, and health care. However, after centuries of disenfranchisement and marginalization by central and state governments, African Indian people must learn to navigate the intimidating and complex social and political bureaucracy of India. This summer I observed firsthand the daily obstacles African Indian people overcome in their attempts to “come up,” in hopes of forging a better and brighter future for generations of African Indians. This presentation will focus on the ways in which African Indians have organized themselves to address the many social, political, and economic issues facing their communities.

Tag(s): *Cultural/Ethnic Origins, Law/Politics*

32

Living and Working as *Gyopho* in Seoul, South Korea

Shannon M. Coyne '11, Sociology and Economics and Jaeeun Ahn '12, Art History and Economics

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

The Seoul metropolitan area has a population of over ten million people. It is an economically diverse city with an incredibly dense population, where cultural heritage sites such as Sungnyemun and Gyeongbok Palace blend with tall buildings and financial districts. This summer we interned in Seoul and experienced working as *gyopo*, a term used to refer to “outsiders of Korean ancestry,” in Korea. Our work experiences range from a small one-room nonprofit organization for North Korean human rights to a United Nations commission with its own 12-story building in Myeong-dong. Due to cultural clash, we encountered a number of uncomfortable situations both at work and daily life where we were largely left alone to cope. But we also gained insight into navigating different cultural situations, being more open and empathetic, and learning from and teaching through difference. In our presentation, we will discuss our daily lives and the projects we worked on, in the context of global learning and culture.

Tag(s): *Cultural/Ethnic Origins*

33

The “Korean Wave” Sweeps Asia: Hybridization and Globalization of Pop Culture

Ji-Su Park '13, Undeclared

Advisor: *Carlos Ramos, Spanish*

As a host for my Chinese friend visiting Seoul this summer, I saw excited Asian tourists visiting sites where contemporary Korean dramas

are filmed. On television, I saw Thai fans screaming “I love you” in Korean and welcoming Korean singers at the Bangkok airport. I was experiencing *hallyu* or the “Korean Wave”: a hybridization of American and Korean pop cultures that has become popular throughout Asia. Korean pop culture attracts Asian audiences by blending American images and Asian values. How and why did this hybridization of distant cultures take place? What are its dominant traits? Is *hallyu* a positive link between Asian countries or a new form of cultural hegemony? Can *hallyu* help establish a genuine pan-Asian bond or is it just another short-lived fad? In this presentation, I will explore the history, values, and dissemination of *hallyu* as a case study in the globalization of pop culture.

Tag(s): *Cultural/Ethnic Origins, Media*

34

Jewish Art: Variation and Tension

Marjorie D. Cantine '13, Undeclared

Advisor: *Bryan E. Burns, Classical Studies*

Jews and Jewish culture exist across the world in Portugal, North Africa, France, Ethiopia, and Iraq. Jewish art interacts with these different cultural surroundings, as exemplified by Hanukkah lamps that resemble Italian Renaissance buildings and marriage contracts illuminated with Moorish arabesques. The class of “Jewish art” is thus wonderfully varied. However, it is united by the inherent tension between the religious commandment that forbids making images “whether in the form of anything that is in heaven... on the earth... or in the water,” and the desire to create representational art. While interning at the Maltz Museum of Jewish Heritage, I created an educational program for the public about Jewish

art history, using objects from the museum's collection as well as masterpieces from around the world. My program will be used to educate visitors about the great tradition of Jewish art and prepare them for more direct engagement with the museum's exhibitions.

Tag(s): *Cultural/Ethnic Origins, Arts, Religion*

Science Goes Global (individual presentations)

PNE 129

36

Creating Cartilage: Tissue Engineering for Cartilage Repair

Olivia L. Hendricks '12, Chemistry

Advisor: *Nolan T. Flynn, Chemistry*

Osteoarthritis is a debilitating disease that affects 27 million people throughout the United States. Patients with osteoarthritis suffer from damage to articular cartilage, a protective lining in joints. Because articular cartilage lacks a high density of blood vessels, this damage is difficult for the body to repair. Consequently, the field of tissue engineering holds much promise for developing new methods of cartilage repair. This summer I worked at Imperial College London to develop implantable materials for cartilage tissue regeneration within the body. I had the opportunity to engage in a radically different research environment, working with a large group of post-docs and graduate students. Adapting to this new environment and exploring an entirely new field of research was a challenging and empowering experience. This presentation will address the basic principles of tissue engineering, my experimental results, and my experience conducting research abroad.

Tag(s): *Science/Technology*

37

One Hundred and Twenty Hours at SOLEIL: Synchrotron Radiation, Undulators, and Fine Wine

Lucy E. Archer '12, Physics

Advisor: *Glenn Stark, Physics*

Last summer I went to SOLEIL, a synchrotron radiation facility in France, to record absorption spectra of carbon dioxide and molecular nitrogen, two simple molecules found in planetary atmospheres. Working in a group of six people from four different countries, we gathered data 24-hours-a-day for five days, using a Fourier transform spectrometer, the highest-resolution instrument of its kind. During this experience, I saw the real world uses for Fourier transforms, which previously had only theoretical significance to me, and also saw the global nature of this kind of scientific research. This experience allowed me to make connections to the scientific community in France, which I will find useful when I return next semester to study at the École Polytechnique.

Tag(s): *Science/Technology*

38

Oh, the Places You'll Go with Hydrogen Storage Research

Willa C.E. Freedman '11, Physics

Advisor: *Yue Hu, Physics*

Governments, industry, and academia all over the world are involved in hydrogen storage research in an attempt to address the issues of energy sources, climate change, and sustainable energy generation. Hydrogen storage research is a vital part of the United States' renewable energy initiative as research and development in this field will promote the clean energy revolution in the transportation sector. My participation in hydrogen storage

research with scientists from remote Iceland as well as urban Los Angeles was rewarding because it highlighted how international scientific research has developed, especially when seeking answers to global problems.

Tag(s): *Science/Technology, Environment*

39

Kia Ora Aotearoa: Six Months, One Country, but Three Very Different Adventures

Kimberley A. Corwin '11, Geosciences and

Medieval and Renaissance Studies

Advisor: *Brittina A. Argow, Geosciences*

This past semester I studied abroad in New Zealand. Little did I know that by choosing this location I would end up with not one but three distinct international study experiences. During my six months abroad, I spent three weeks with the Wellesley Geosciences Wintersession field course, three weeks traveling independently, and a semester studying at the University of Otago. These different components allowed me to view New Zealand through three distinct lenses, ultimately providing me with a more well-rounded cultural perspective. From examining volcanoes and designing a travel itinerary to learning to whitewater kayak in the adventure capital of the world, I transitioned from considering New Zealand through the eyes of an outside researcher to being fully immersed in and loving the Kiwi and Maori cultures. This multifaceted adventure taught me that it takes various levels of engagement with a host country to fully appreciate all that it has to offer.

Tag(s): *Cultural/Ethnic Origins*

Field Studies Abroad: New Zealand Geology Outside the Classroom

Nooreen A. Meghani '11, *Geosciences*
Advisor: David P. Hawkins, *Geosciences*

We study abroad as college students to learn about new cultures, languages, people, and to experience a different lifestyle. How can we begin to understand other people and cultures without learning about their land? The “land” includes the bedrock that supports them, the cobbles in the fields they till, the metamorphosed granites in the mountains that tower in the distance, and the limestone bluffs that contain skeletons of ancient whales. It is not surprising that as a geology major in New Zealand, I studied rocks. What is surprising is how valuable learning about New Zealand geology in a field course became. After my field course, beautiful landscapes transformed into stories, that were unique and compelling. They helped me understand my Kiwi flatmates, classmates, and friends. For me, this field course was vital to developing a true connection with New Zealand and its people.

Tag(s): *Science/Technology, Education*

Service and Soul-Searching: Reflecting on Social Justice (individual presentations)

PNE 139

Life Unscripted: How to (NOT) Plan the Rest of Your Life

Amanda B. Davis '11, *Religion and Stephanie G. Perez '11, Cinema and Media Studies*
Advisor: Stephen A. Marini, *Religion*

How did two Wellesley women inadvertently find themselves in Africa? Our story starts The Street Child Project (SCP), a Christian

nonprofit that uses the arts to educate and rehabilitate Ugandan street children. During this presentation, Amanda, the Founding Director of SCP, will recount how homeless children have beautifully interrupted her life and why she chooses to advocate on their behalf. Stephanie, a SCP intern, will screen the documentary she created for the project, while elaborating on her unpredicted move from Hollywood to the developing world. We will conclude with our recent efforts to orient the organization toward economic sustainability and environmental responsibility, while inviting Wellesley students to join our work. Our individual stories will reflect the surprising joy that follows the unfathomable decision not to plan the rest of your life. Separate, yet intertwined, they remind us that life is better unscripted.

Tag(s): *Youth, Grassroots Organizing, Religion*

A Road Map to Peace

Maya S. Randolph '12, *Political Science and Psychology*
Advisor: Tracey L. Cameron, *Harambee House*

Social justice issues are often deemed too large and complex for anyone to actually make a difference. I myself have been trained to academically discuss and lead workshops on issues such as race, ethnicity, sexuality, and gender. Working for Multicultural Village, a Natick-based organization, I found an outlet for all of my training and concern. By embracing their model of education, service, and discussion, peace building in troubled communities became more accessible. I realized that I can use my training and discussions to help others recognize issues within themselves and how those relate to the larger world. This presentation will discuss the intersection between the intellectualization of social justice issues and the service that actually combats the problems.

By combining academic theory with community service, the acts of peace building and global justice become something that everyone can comprehend and participate in.

Tag(s): *War/Peace*

Self(less) Service: Making a Difference from the Inside Out

Hannah Z. Catzen '11, *Music and Peace and Justice Studies*
Advisor: Victor H. Kazanjian, *Office of Religious and Spiritual Life*

When Gandhi said, “Be the change you want to see in the world,” I do not think he meant “DO the change you want to see in the world.” In that spirit, I returned to Bal Ashram in Varanasi, India, for the second time to dedicate myself to being and embodying my vision for global change: peace, simplicity, community, and gratitude. By deepening my commitment to the two pillars of ashram life, *sadhana* (spirituality) and *seva* (selfless service), I was able to affect change within myself and let that overflow into a life of service. Whether it was teaching English to street children, building a rainwater harvesting system to sustainably prepare for monsoon season, or meditating and doing yoga in a personal practice, I was contributing to a project dedicated to sustainable and proactive community outreach and social justice. My Bal Ashram experience further enriched my existing commitment to public service and peacemaking work and brought hands-on grassroots experience to the spirituality and education concentrations in my peace and justice studies major. Ultimately, Bal Ashram taught me more than just how to serve, it taught me how to truly live a life of service.

Tag(s): *Religion, Education, Grassroots Organizing*

**Somos Aprendizaje Global:
Transcending Cultural Boundaries and
Teaching in Central America (panel)**

PNW 116

Amanda L. Crescitelli '12, Spanish; Yubelka A. Hernandez '13, Undeclared; Kate M. Kemmerer '13, Undeclared; Camila A. Arze '12, Latin American Studies and Environmental Studies; Melanie S. Bellini '12, International Relations-Economics and Spanish; and Sarah K. Gontarek '13, Undeclared

Advisor: *Winifred J. Wood, Writing Program*

Global Learning is a unique nonprofit organization dedicated to the improvement of public education for peace and justice. The speakers in this panel taught a specially-designed curriculum in local elementary schools in Nicaragua and Costa Rica, with the goal of inspiring the students to continue learning throughout their lives. Each teaching team comprised of both local and international volunteers in equal numbers; the great success of the program can be attributed to this collaboration. This presentation will focus on how the structure of the organization changed the participants' awareness of the world around them and how the experience influenced our academic aspirations and personal life goals. In addition, the student-centered pedagogy allowed us to break away from the traditional teaching methods in Central America and introduce new concepts such as project-based learning. In Global Learning, there are no boundaries because we break them.

Tag(s): *Education, Youth, Grassroots Organizing*

**There's No Place Like Home:
Housing Solutions for
Low-Income Communities
(individual presentations)**

FND 128

45

**Cheap and Undesirable: Affordable
Housing of the Past**

*Emily M. Darling '12, Architecture
Advisor: Martha J. McNamara, Art*

Affordable housing isn't a topic covered in many architecture or art history classes. The field has a stigma-filled history, dating back to the 1800s when the nation's first "poor houses" were built. Yet affordable housing has the potential to be well designed and sustainable—fulfilling a basic need for the ever-increasing number of Americans who are homeless or cannot afford the market rates for housing. This summer I interned with Design Initiatives, a nonprofit wing of the affordable housing developer Enterprise Community Partners. Design Initiatives aims to foster design excellence in a field where quality design is often forgotten. The office sponsors the Enterprise Rose Architectural Fellowship to facilitate leaders of a new generation of architects dedicated to creating sustainable communities for people at all income levels. During my internship, I researched affordable housing and was able to participate in the first Affordable Housing Design Leadership Institute in Minneapolis.

Tag(s): *Housing, Art*

46

Foreclosure: An End or a Beginning?

*Toby R. Chaiken '11, Economics and Spanish
Advisor: Verónica Darer, Spanish*

As a part of the Lumpkin Summer Institute for Service Learning, I worked at Boston Community Capital (BCC), a community

financial development institution. BCC's mission is to build healthy communities where low-income people live and work. In this presentation, I will share my work on BCC's Stabilizing Urban Neighborhoods (SUN) Initiative. The SUN Initiative is a program for individuals facing foreclosure who have not yet been evicted from their homes. The focus of the program is to buy the property from the bank and mortgage it back to the owner at a price that reflects the home's true value. For clients, foreclosure marks the beginning; they keep their homes and start again with a clean slate. I will discuss how I connected concepts from my majors in economics and Spanish to my work assessing property values, translating documents, and creating databases that reflected the total debt of each client.

Tag(s): *Housing*

47

**The Realities of Real Estate:
Housing Predicament
in Mumbai, India**

*Aditi G. Patel '11, Political Science and Spanish
Advisor: Nikhil Rao, History*

Why is Mumbai, India, one of the most expensive, unlivable cities in the world? Why do over 50 percent of its residents live in slums? Who is responsible for planning the city? Has nothing worked? My internship at the Observer Research Foundation this summer aimed at trying to understand and answer these questions. Through interviews with experts, case studies, and secondary research, our project examined the policies concerned with the issue of affordable housing in Mumbai. Over the course of the research, I became increasingly dismayed at Mumbai's seemingly unsolvable urban problems. In trying to understand why I was so frustrated and upset, I began to redefine my perceptions

of my home city, especially my notions of Mumbai's progress in the context of an "economically booming" India. My presentation will focus on the highlights of the research project, through the lens of my changing perspectives.

Tag(s): *Housing, Urban, Law/Politics*

Session 2: 10:45–11:55am

48

Being a Foreigner in Japan: Reexamining Cultural Perception (panel)

PNW 116

Giao Linh T. Nguyen '11, Economics and Japanese Language and Literature; Carolyn R. Posner '11, History; Jessica G. Chin '11, East Asian Studies; Abigail B. Cassel '11, Japanese Language and Literature; Subin Park '11, Mathematics; and Tama Mizuno '11, Economics
Advisor: *Carolyn A. Morley, Theatre Studies*

In the last few decades, the number of foreigners in Japan has risen dramatically. Although Japan has been known as a racially homogeneous society, it is currently undergoing the effects of rapid globalization and migration. Our panel will discuss that change from the perspectives of our various experiences as foreigners of different backgrounds studying and working in Japan on four different international study programs—Associated Kyoto Program, Japan Women's University, Sophia University, and the Luce Summer Internships.

Tag(s): *Education*

Blood, Sweat, and Tears: A Postwar Analysis (individual presentations)

PNE 339

49

Czech Jewry in the Aftermath of World War II

Michele H. Bornstein '11, History

Advisor: *Frances G. Malino, Jewish Studies*

I worked at the Jewish Museum Library in Prague, Czech Republic, during a semester abroad, going through its vast inventory of sources. The project allowed me to utilize my studies on totalitarianism, identity, and trauma, and to use the knowledge I had gained to better understand the history of both the Czech Jews who stayed in the Czech Republic as well as those who left for Israel. I gained an insight into Israeli society, simultaneously strengthening my background as a student of middle eastern studies and history, bridging the gap between my two majors.

Tag(s): *War/Peace, Religion, Migration*

50

Our Way Is Peace: Nonviolent Conflict Resolution in Postwar Bosnia and Herzegovina

Tyler L. Branscome '11, Peace and Justice Studies and Political Science

Advisor: *Lawrence A. Rosenwald, English*

Nonviolent conflict resolution is a delicate process for groups attempting to rebuild peace and trust, but for the people in Bosnia and Herzegovina, this process is especially difficult. This past spring, I had the unique opportunity to experience this process in a Peace Camp with Croats, Serbs, and Bosniaks (Bosnian Muslims) hosted by the organization for which I was volunteering, The Center for Peacebuilding in Sanski Most, Bosnia and Herzegovina. The week, packed with workshops on active listening, the circle of reconciliation, and daily prayers from each faith represented at the camp, provided me with an in-depth view on the art of peacebuilding and the importance of nonviolence in post-conflict transformation. I hope that this presentation will shed light on the importance of activities and workshops that peacebuilding NGOs direct and facilitate for the people whom they represent on a grassroots level.

Tag(s): *War/Peace, Grassroots Organizing*

Overcoming Obstacles: Social Change Through Community Programs in Peru

Kristine A. Bundschub '12, Cognitive and Linguistic Sciences and Spanish

Advisor: *Joy Renjilian-Burgy, Spanish*

How does a city named “corner of death” overcome its tragic past and current obstacles? The people of Ayacucho, Peru, are haunted by the 1980s and 1990s guerilla warfare of the *Sendero Luminoso*, “Shining path.” They are also burdened by the local cocaine trade. I assumed that the city would be encumbered by its troubled past but my assumption was challenged this summer when I observed first-hand how community programs addressing the needs of children and young adults can decrease the impact and lure of the *Sendero Luminoso* and drug trade. Through my volunteer work with Cross-Cultural Solutions in a *Wawa Wasi*, “Baby house” for infants in a poor neighborhood, as well as my interactions in an adolescent inmate rehabilitation program, a tutoring center for children, and a model kindergarten, I observed the positive role that government and local community-based programs can play in creating social change for an oppressed population.

Tag(s): *War/Peace, Youth*

Children of the Dumps of Phnom Penh, Cambodia: A Legacy of Violence

Viveka Bhandari '12, History

Advisor: *Wilfrid J. Rollman, History*

This summer I had the unique opportunity of working with *Pour un Sourire d'Enfant* (PSE), an NGO based in Cambodia. *Pour un Sourire d'Enfant* when directly translated means “for the smile of a child” and that is truly the goal of the organization. I worked alongside 30 Europeans and 40 Khmers to run a summer

camp for the children of the main dump of Phnom Penh. Children ranging from the age of four to 18 years, born to the ex-Khmer Rouge children soldiers and poverty came into the camp everyday. Playing and dancing with the children, I saw marks of the extreme violence faced by the young and realized the long-lasting impact of a brutal regime. For a month, I cared only for the smiles of the 4,000 children we worked with and was inspired by their determination and ability to laugh.

Tag(s): *War/Peace, Youth, Poverty*

Eat, Play, Love: Building Networks Among Future Leaders of Southeast Asia (panel)

FND 126

Lin Davina Huang '13, Undeclared; Maria Victoria A. Abrenica '11, Chemistry; Maria T. Prebble '12, International Relations-History; Alyssa G.S. Wibisono '13, Undeclared; and Chan Myae Myae Soe '12, Chemistry
Advisor: *Karen Y. Shih, Office of Multicultural Programs and Services*

Every year, college students from around the world participate in service projects with SEALNet (Southeast Asian Service Leadership Network), a nonprofit organization that aims to promote the spirit of service and leadership among Southeast Asian communities in the United States and abroad. This summer we spent two weeks in Vietnam and Philippines tackling health and waste management issues. Throughout our projects, we not only fostered a strong leadership network with the local students and partners but also sowed the seeds of motivation for making a difference in the communities with which we worked. We will discuss experiences in implementing an overseas community service initiative, specifically addressing how we overcame cultural differences, personal struggles, and logistical

barriers to ensure project sustainability. We hoped to inspire but ended up being inspired by our teammates, our mentees, and the countries in which we volunteered. Now we want to share this inspiration with you!

Tag(s): *Health, Environment, Education*

Going with the Flow: The Formation and Preservation of Underwater Environments (individual presentations)

PNE 130

The Politics of Water: Organizing to Protect Our Most Precious Resource

Tiffany Lam '13, Undeclared

Advisor: *Laura K. Grattan, Political Science*

Food & Water Watch is a nonprofit consumer advocacy organization that strives toward environmental and economic justice by working to stop the privatization of water and the corporate abuse of food. As an organizing and advocacy intern, I worked on the campaign to oppose the construction of dams and water-related projects in California. I was given responsibilities to lead meetings and presentations with city officials and other organizations, coordinate community outreach such as volunteer orientations and events, and draft education and advocacy materials. The local and global concerns of how water privatization endangers our most precious collective resource was suddenly gaining new urgency for me. In the process, I confronted the challenge of how to make these issues relevant to civic politics and a wide range of constituents by moving beyond talking points and ideologies to utilizing effective grassroots organizing targets and strategies.

Tag(s): *Environment, Water, Grassroots Organizing*

Investigating the Bedforms of the Connecticut River

Lynn M. Geiger '13, *Undeclared*

Advisor: Brittna A. Argow, *Geosciences*

This summer I was part of a research group studying sand formations on the Connecticut River, a major tributary of the Long Island Sound. The flow of water in the river creates bedforms, such as sand ripples and subaqueous dunes, in the sediment on the floor of the river. I focused on the grain-size gradient in a sand-wave: coarser grains are found in the troughs while finer sand forms the crests. My study compared how this gradation of grain size differs from the smaller ripples to medium-sized and larger dunes. The internship involved a lot of fieldwork and taught me a multitude of techniques used in geology that are hard to replicate in the classroom. The work showed both the fun and studious sides of being a scientist.

Tag(s): *Environment, Water, Science/Technology*

Freshwater Fish and Their Prey: A Study of Local Sources of Contaminants

Eliana R. Blaine '13, *Undeclared*

Advisor: Marcia E. Thomas, *Biological Sciences*

What can two-year-old fish teach us? They can quickly indicate sources of local contamination and the impacts of human habits on ecological systems. This summer I had the opportunity to intern with Kwiáht, a nonprofit research organization, where I was involved in a project geared to assess the contamination of a local estuary as it related to the viability for reintroducing native salmon populations. I learned how tests for key contaminants can be used to infer primary sources of pollution and gained valuable understanding of laboratory

research procedures connected to environmental testing, as well as the dangers of emerging endocrine-disrupting contaminants. In a location where many residents self-identify as eco-conscious and feel they have minimal detrimental impacts on their surrounding environment, I learned that we critically need further action.

Tag(s): *Animals, Environment, Water*

Louisiana's Wetlands: A Glimmer of Hope

Cyndhia G. Ramatchandirane '11, *Geosciences*

Advisors: Brittna A. Argow, *Geosciences and Alex Kolker, LUMCON and Tulane University*

In southeast Louisiana, a football field-sized wetland disappears every 20 minutes. But after a strategic Mississippi River diversion was created in the mid-twentieth century, new wetlands may be rebuilding in southwest Louisiana. This summer I interned at the Louisiana Universities Marine Consortium (LUMCON) in Cocodrie, LA, two hours south of New Orleans. I had the unique opportunity of applying the field and lab skills I learned at Wellesley along the country's most environmentally fragile coastline. I will demonstrate the research we conducted on wetland accretion and storm impact chronology from sediment cores we collected on the Chenier Plain in southwest Louisiana. This experience has boosted my motivation to continue studying wetlands. It has also challenged my notion that all man-made environmental disasters are irreversible. Instead, I am discovering that we still have the power to correct some of our mistakes if well-informed steps are taken, and soon.

Tag(s): *Environment, Water*

In Perfect Harmony: Building Community Through Music (individual presentations)

FND 120

Fast Cars, Hot Chicks, and Social Activists: Ugandan Hip-hop in Social Development

Rebecka H. Marcucci '11, *Economics*

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

Traditionally within the arena of development studies, economic value supercedes all other markers of growth, often undermining the relevance of cultural maturation. Culture in Uganda is often regarded as being exclusively traditional and indigenous. Last fall, I had the privilege of being able to study a contemporary sector of Uganda's culture, hip-hop music, and its role in the social development of Ugandan society. Through working with youth hip-hop organizations, the National Theater of Uganda, and several prominent hip-hop artists, I was able to analyze the effect of hip-hop music on several aspects of the country's development. In particular, I researched how this music can effectively serve as a teaching tool to supplement missing elements of formal education, empower and relate to Ugandan youth, and serve as a tool to promote strong communities and to encourage national pride.

Tag(s): *Arts, Grassroots Organizing, Cultural/Ethnic Origins*

Ethnic Music and Social Identity in Spain

Diana F. DiZoglio DS '11, *Psychology*

and *Spanish*

Advisor: Jill A. Syverson-Stork, *Spanish*

How did the Spaniards go about celebrating as "los campeones del mundo" after they victoriously took home the World Cup this year? They flocked to the streets and began dancing

in fountains, beeping their car horns, and boldly singing about their love for their country. Finally, the Spanish flag was waved with pride. Thousands of people in Spain identified with their ethnic group and/or nation by singing out musical excerpts or chants such as, “*Yo soy Español*” and “*Que viva España*”. As an observer, I studied these groups of people while actively participating in this and other culturally significant events. This presentation will demonstrate my observations on how social identities, such as ethnicity and nationality, are related to music in Spain.

Tag(s): *Arts, Cultural/Ethnic Origins*

60

More Than Music: Finding the Inspiration to Forge One’s Own Path

Alexandra M. Kurland ’11, Music and Kirsten

E. Scott ’11, Music

Advisor: *Gale Fuller, Music*

What is it like to be surrounded by those who share your passion? In a field where experience is essential, the opportunity for two young musicians to get out of the classroom into the living world of music was educational in distinct ways. As lovers of music, we both began to gain vital skills in translating that love into success fed by inspiration. From the auditioning and performing experience at a music institute in Austria to the communications department of a music festival outside Chicago, IL, we gained insight into the complex lives of performers and those who organize and promote their performances.

Tag(s): *Arts*

61

American Music Abroad: Jazz as Taught and Heard in Italy

Ali C. Rucker ’11, Music

Advisors: *Tamar Barzel, Music and Claire Fontijn, Music*

After studying jazz piano at the Conservatory of Bologna during the 2009–2010 academic year, I discovered striking differences between the musical environment in which I was immersed and the one that nurtured me as a jazz musician in the United States. The way jazz enthusiasts in Italy express their interest in music and associate with musical communities was vastly different from my experience in the United States. After finishing my studies at the conservatory, I spent a month delving into the question of the jazz aesthetic in Europe. I traveled to Barcelona, Spain; Hamburg and Berlin, Germany; Porto, Portugal; and Vicenza and Bologna, Italy, to see concerts, jam with musicians, and talk to them about their experiences. In this presentation, I will consider the cultural and musical reasons among the jazz scenes I encountered and what makes them so different from the way jazz is played and conceptualized in the United States.

Tag(s): *Arts, Urban*

Making Change Happen from the Inside Out (individual presentations)

PNW 212

62

From Paper to People: Democracy and Global Affairs at the Department of State

Debbie J. Chen ’11, Economics

Advisor: *Robert L. Paarlberg, Political Science*

As an Albright fellow and a Wellesley-in-Washington participant, I interned this summer in the Office of the Under Secretary for Democracy and Global Affairs. I researched current affairs, wrote memos, and sat in on meetings. For much of my internship I struggled with the long hours spent attending to my computer, instead of interacting with human beings whose lives my office professed to improve. I became overworked and disillusioned. Fortunately, my final week

coincided with the duration of the President’s Young African Leaders Forum. Our office had assumed a leading role in its coordination, and we remained engaged throughout its successful execution. I felt inspired as I witnessed the fruits of my labor. When I recounted my internship experience to the African delegates, I described my research on Blue Skies and microfinance, my timely memos on forthcoming droughts in South Asia, and my harrowing briefings on human rights and Tibet.

Tag(s): *Law/Politics*

63

What I Learned at the United Nations

Adan Haj-Yehia ’11, Cognitive and

Linguistic Sciences

Advisor: *Angela Carpenter, Cognitive and Linguistic Sciences*

This summer I had the unique experience of participating in an internship at the United Nation’s Office for Project Services (UNOPS) in Jerusalem, Israel, gaining firsthand experience in managing a variety of projects centered on building infrastructure and state institutions. I learned the importance of using diplomacy to leverage success stories into appeals for further financial support from donor countries. Preparing reports and presenting them to senior management, including the deputy executive director of UNOPS and the assistant secretary-general, taught me how to be successful in interpersonal communication within large organizations. This internship was especially valuable for the behind the scenes exposure it gave me to communication and cooperation at the global level. I will discuss some of the inner workings of UNOPS as well as insights gained into building our global society.

Tag(s): *War/Peace, Urban, Human Rights*

Clean Politics: The Intersection of Community Organizers and Politicians

Alexandria M. Barnes '12, Urban Studies
Advisor: *Verónica Darer, Spanish*

This summer through the Lumpkin Summer Institute for Service Learning, I interned in the Office of State Senator Harriette L. Chandler '59. Senator Chandler represents the first district of Worcester. She was the first woman from Worcester to be elected to the Massachusetts State Senate. In her office, I was able to see firsthand what it is like to be a politician. Moreover, I learned how nonprofits and legislators work together to accomplish positive change. My specific project was to assist a group of people in Northborough to obtain permission to build a wind turbine on protected farmland. I will discuss how the relationship between politicians and their constituents can mobilize political representatives to take action. After my internship, I better understand how grassroots movements work and how individuals and groups can work with political representatives to help change the world.

Tag(s): *Law/Politics, Grassroots Organizing*

Building Back Better: Haiti Relief and Recovery Efforts at the Clinton Foundation

Katherine S. Cho '10, Economics
Advisor: *Joseph P. Joyce, Economics*

On January 12, 2010, a devastating earthquake struck Haiti, where approximately 300,000 Haitians were killed and 1.5 million have been displaced. This summer I had the opportunity to be a part of Haiti's post-earthquake relief and recovery efforts at the Clinton Foundation. I worked with the Haiti team supporting President Clinton's roles as the United Nations Special Envoy to Haiti and

the co-chair of the Interim Haiti Recovery Commission (IHRC). Throughout the summer, I witnessed the complex challenges that Haiti faces in the post-earthquake context, which requires a delicate balance between the pressure to act quickly and the need to plan carefully. Given the various challenges that range from legal property rights issues to the lack of basic infrastructure, I was able to realize that the rebuilding process in Haiti requires a truly multidisciplinary approach. I will present my experience conducting research on post-disaster reconstruction approaches and developing health, education, and housing initiatives for Haiti.

Tag(s): *Disaster, Housing*

Making Democracy Happen: From Wellesley to the White House (panel)

FND 207

Amanda R. Wyatt '11, Peace and Justice Studies;
Graciela K. Gonzales '11, Sociology; and
Lindsay C. Barnes '12, Economics
Advisor: *Laura K. Grattan, Political Science*

This presentation explores the complexities of developing and implementing public policy through the lenses of three Wellesley students who had the opportunity to work as White House interns in the Office of Public Engagement, the National Economic Council, and the Domestic Policy Council. By working extensive hours, participating in discussions with senior officials, and working behind the scenes at historic White House events, each student finished the internship with a new understanding of how the Obama Administration works to create social change. The presentation will interweave three different narratives to provide a glimpse into the current political climate in Washington, DC and the day-to-day struggles and achievements of administration officials who work around

the clock to move forward an ambitious political agenda. Finally, each student will discuss how their previous assumptions were challenged and the implications of this internship for their current and post-Wellesley careers.

Tag(s): *Law/Politics, Grassroots Organizing*

Nature in the Balance: Communities and Conservation (individual presentations)

PNE 127

Tents, Mud, Axes, and 30 Pounds of Chocolate: A Conservation Crew Experience

Anastasia Thayer '12, Economics and Environmental Studies
Advisor: *Beth DeSombre, Environmental Studies*

The media, politicians, and academics throw around the word conservation with little explanation as to what this term entails. This summer I worked and lived with an all female leadership development crew through the Vermont Youth Conservation Corps, learning what projects, issues, and types of work fall under the blanket term conservation. In nine weeks our crew of eight tackled projects ranging from building a bridge across a stream to trail maintenance and creation. I learned that no project is the same and the needs of every community are different, but the central idea to conservation is to provide connections for the public to nature while maintaining and protecting the resource. This summer pushed me beyond my academic knowledge of conservation to question what work should be funded under conservation while meeting the needs and desires of the community, the land, and government agencies.

Tag(s): *Environment, Animals, Water*

One Cubicle From Cape Wind: Joining the Massachusetts Office of Environmental Affairs

Leslye D. Penticoff '11, Environmental Studies
Advisor: *Beth DeSombre, Environmental Studies*

Learning how to slow-pitch a softball to the Secretary of Energy and Environmental Affairs was one of the valuable skills I gained while interning for the Massachusetts government. The internship introduced me to the government sector while engaging me in a challenging range of environmental issues, from climate change mitigation to sustainable forest-cutting practices. With the land use and forestry policy team, I calculated a lawn's net greenhouse gas (GHG) emissions to promote smart land-use policy, created a directory of Massachusetts wood manufacturers to support a local wood-marketing campaign, and joined a task force to brainstorm the best method for achieving 80 percent emissions reductions by 2050 under the Global Warming Solutions Act. Amid these diverse projects, I discovered the limits of Massachusetts' progressive environmental agenda, the counterintuitive interplay between private, nonprofit, and public agents in shaping environmental regulation, and the sheer fun of working to safeguard this precious public good.

Tag(s): *Environment, Law/Politics*

Coral Reef Surveys in the Cayos Cochinos, a Marine Protected Area

Julia I. Wucherpfennig '12, Biological Sciences
Advisor: *Marianne V. Moore, Biological Sciences*

This summer I spent six weeks in the Cayos Cochinos, a marine-protected area in Honduras, working on a marine biology

conservation project. The goal of the project was to evaluate whether the protected area was successful in conserving and restoring marine wildlife. Using scuba and underwater surveying techniques, I identified species living in coral reefs and quantified species composition and abundance. I quickly discovered that field research never works as planned, because one cannot control the weather or other influences on the habitat under investigation. More importantly, I learned that while establishing protected areas is ideal from the perspective of a biologist, the politics and reality of people's livelihoods make it far more complex and imperfect than one may think. This presentation will address how conservation projects affect local human communities.

Tag(s): *Environment, Water, Animals*

A Bay in Peril, Saved by a Benthic Community Analysis

Ellen M. Willis-Norton '12, Environmental Studies and Biological Sciences
Advisor: *Marianne V. Moore, Biological Sciences*

As the largest and most productive bay on the Pacific side of the Americas, Bahía Magdalena, Mexico, supports a multitude of species as well as a commercial fishery. The fishery encouraged the installation of a tuna and sardine cannery that releases its effluents directly into the bay. This summer I quantified species diversity of the benthic community, and analyzed the cannery's adverse impacts on the bay. I gained a greater understanding of biological parameters used to determine the health of a marine environment, and discovered how to work with members of an impoverished town to solve an environmental problem in such a way that shutting down an economic resource will not be necessary. I learned how to frame a scientific question that did more than simply quantify the pollution

in the bay; I also determined the physical and biological factors that could indicate ways to reduce the pollution.

Tag(s): *Environment, Science/Technology, Water*

Old Cities, New Problems (individual presentations)

FND 102

Jerusalem: An Ancient City Encountering a Modern World

Susan V. Schwartz '11, Economics
Advisor: *Jennifer Thomas-Starck, Office of International Studies*

Simply put, Jerusalem, Israel is a complicated place. While the world's media widely covers the conflict and tension that can sometimes be found in the ancient city, many people never hear about the daily lives of Jerusalemites, nor do they know that in many ways Jerusalem has stepped into the twenty-first century as a modern city. In Jerusalem, construction cranes dot the horizon, thousand-year-old-walls are found next to busy thoroughfares, and people of all types rub elbows on buses and in the markets. I will discuss my experiences from living in Jerusalem, as well as the 3,000-year history and development of one of the world's most important cities. I will also discuss how living in a city both ancient and modern, and supposedly wrought with conflict has affected my view on history, media, the western world, and my role on campus in Jewish life.

Tag(s): *Urban, Religion*

Religion's Role in Austria: A Shifting Dynamic

Katherine A. Van Adzin '11, Political Science
Advisor: *Thomas Nolden, German*

An internship with a secular NGO called Agnostics and Atheists for a Secular Austria

in Vienna provided a firsthand look at the complex role of religion in the country known as the bridge between Eastern and Western Europe. Flanked on the one side by Western Europe, which is becoming ever more secular, and on the other by Eastern European countries with high numbers of Eastern Orthodox and Islamic adherents, Austria's religious makeup is undergoing rapid change. Sizable immigration from Eastern European countries to Austria continues to alter the demographics of Austrian culture and with it the traditional primacy of the Catholic Church.

Tag(s): *Religion, Migration*

73

Becoming an Adult and Finding a Spouse: Japan Today

Suzannah B. Schindler '11, East Asian Studies
Advisor: *Carolyn A. Morley, Theatre Studies*

Studying abroad on the Associated Kyoto Program, I was prepared for the abundance of historical temples and shrines. I was not prepared for the equally numerous sparkling “Wedding Palaces.” While signs indicating a commercialized couples/marriage craze in Japan were numerous, I also learned that Japan now faces national problems from delayed marriage, declining birthrates and an aging population. Intrigued, two classmates and I conducted our own survey on marriage and adulthood in modern Japan. As a foreign student, I was able to ask complete strangers their personal views on dating, adulthood, and marriage. Differences in attitudes were apparent, not only between Americans and Japanese, but also between Japanese of different ages and genders. This unique experience taught me how young Japanese are struggling to negotiate the seemingly inevitable stress of adult life in Japan, and the increasing appeal of western models—from fancy white weddings to mothers with successful careers.

Tag(s): *Cultural/Ethnic Origins*

74 Roundtable

Passing It On: Science Outreach from Wellesley Classrooms to Boston-Area Schools

Newhouse Center, GRH 240
(seating limited to 30)

Connie L. Bauman, Physical Education, Recreation, and Athletics; Marina Heinrich '12, Music; Jennie D. Krasker '11, Psychology; Janet McDonough, Biological Sciences; and Christa D. Skow, Biological Sciences
Organizer: *Emily A. Buchholtz, Biological Sciences*

A dynamic outreach program allows Wellesley College undergraduates opportunities to share their love of science with elementary to high school students in greater Boston. Initiated in 2002, the program now involves over 75 students using the “students teaching students” model in multiple programs. With initial faculty coordination and guidance, Wellesley undergraduates plan and then teach their own curricular modules, each designed to be hands-on and discovery-based. Among current programs are CSI (Cerebral Science Investigators), SLAMDUNK (Science Learning and Mentoring: Discovering and Understanding New Knowledge), outreach experiences assigned as parts of introductory biology courses, and the Summer High School research experience. Of diverse backgrounds and majors, Wellesley student participants almost uniformly report pleasure in sharing their passion for science, interactions with target groups, and the opportunity to enhance their own scientific knowledge and teaching skills. The roundtable will highlight student and faculty participants and the incoming student director.

Tag(s): *Education, Youth, Science/Technology*

Pen, Paper, and Pressure Cooker: Applying Classroom Lessons in the Real World (individual presentations)

FND 128

75

Not Just Slush: Our Experiences with Literature and Publishing

Victoria E. Doherty Munro '11, English and Sara Y. Waltuck '11, English
Advisor: *Timothy W.H. Peltason, English*

This summer we interned at Writers House and LJK Literary Management, literary agencies that act as advocates for authors in the publishing world. Our experiences ranged from reading unsolicited manuscripts submitted by unpublished authors hoping to gain representation, to reading and critiquing manuscripts already being considered for signing. When reading these manuscripts, we chose those interesting and well-written enough to consider representing and shaped the manuscripts already being considered, effectively deciding what may be in bookstores in coming years. As English majors at Wellesley, we read books that have stood the test of time and books that are considered classics; this summer we needed to look for books that were not only of high quality, but would also be popular and sell in today's market. Our internships gave us a new understanding and appreciation of publishing and literature, and a deeper understanding of the writing process as a whole.

Tag(s): *Language/Literature*

76

From Philosophy to Statistics to Web Analytics and Back Again

Margaret Hall '11, Mathematics and Philosophy
Advisor: *Courtney C. Coile, Economics*

This summer interning at World Vision, a Christian-based humanitarian aid organization, I worked in their Internet business

department doing statistical analysis related to their homepage. I had the opportunity to run statistical regression using basic survey data and modern Web tracking information. More than what I did for the organization, I learned about professional development and got a glimpse of what it is like to work in a corporate-like nonprofit. This presentation will cover how my Wellesley course work in philosophy, math, and economics prepared me for the internship, what I did for the organization, and what I carry from the internship back to Wellesley and beyond. In short, what got me my internship was Economics 203: Econometrics. What I left the internship with was more than what a Wellesley course alone could impart.

Tag(s): *Science/Technology, Money, Media*

77

American Politics: From the Classroom to Capitol Hill

Sarah N. Oddie '11, Medieval and Renaissance Studies and Political Science

Advisor: *Jill A. Syverson-Stork, Spanish*

This summer I had the opportunity to intern for Congressman Pete Stark of California's 13th district in the U.S. House of Representatives. My internship allowed me to work on projects with staff members, attend meetings and hearings on various issues, as well as do some of the usual office work. I gained valuable insight into the inner workings of the U.S. Congress. I applied the knowledge previously gained from Wellesley's American Politics course, clarified my own professional goals, and identified the issues that will likely shape my future career in public service.

Tag(s): *Law/Politics*

78

From Algae to Biofuel: A Comparative Study—Why Stress Is Good

Sabrina A. Maisel '12, Biological Sciences
Advisor: *Martina Königer, Biological Sciences*

This summer I worked with aquaculture company and research lab Live Fuels Inc. in the Bay Area in California. Live Fuels Inc. is developing processes to convert algae to biofuel by creating and manipulating entire ecosystems. I performed a comparative study of published Department of Energy research to determine what has changed between 2009 and 2010 in the world of aquaculture and its success in creating viable biofuel. These findings will be included in an upcoming book, *The Truth About Algae*. This research also introduced me to patent law. My presentation will look at the background of aquaculture companies, how biofuel is made, and just what happens when you pressure cook a tilapia.

Tag(s): *Environment, Science/Technology, Animals*

Rock, Paper, Scissors: Educational Systems Around the World (individual presentations)

PNW 117

79

Microscopes and Microbuses: Within and Beyond a Mexican Research Lab

Stephanie Newton '11, Neuroscience
Advisor: *Verónica Darer, Spanish*

At Wellesley, we take pride in “learning how to learn,” rather than memorizing rote facts, a concept I did not fully grasp until I studied abroad in Puebla, Mexico. As an intern at a neuropsychiatry research laboratory, my concept of learning was both challenged and reinforced as I stumbled over colloquialisms and unfamiliar lab equipment. In addition, my encounter with Mexican cultures,

including a disorganized but thrilling public transportation system, offered the opportunity to discover the impact of experiential learning. I will discuss incidents and encounters that ultimately deepened my understanding of the Wellesley educational philosophy and its application beyond the classroom.

Tag(s): *Education, Science/Technology*

80

Building Shalem College: Looking at Liberal Arts Around the Globe

Lisa R. Snider '11, Sociology
Advisor: *Jonathan B. Imber, Sociology*

The Shalem Center, a research institute in Jerusalem, Israel, founded in 1994, recently submitted an application to Israel's Council for Higher Education to open the country's first liberal arts college. The purpose of establishing such an institution is to better prepare the future ranks of Israeli thinkers and decision makers. The rationale of an Israeli liberal arts college is that knowledge of subjects such as philosophy, political theory, religion, Middle East studies and languages, and Islamic studies will enable alumni to address the most challenging obstacles facing the State of Israel and the Jewish people. Currently, Israel's higher education system operates much like Europe's in which the bachelor's degree is three years. Similarly, there is no such thing as the liberal arts in Israel right now, at least in the sense with which we at Wellesley and in the United States are familiar.

Tag(s): *Education*

81

Adventures in Aix-en-Provence

Tiffany H. Pyen '11, International Relations-Political Science

Advisor: *Sylvaine V. Egron-Sparrow, French*

In early June, my semester in Aix-en-Provence completed, I sat at Logan airport, furiously

journaling in French. I was so afraid to forget the joys of discovering other worlds, to lose all that I had gained in France. Several months later, I hold on to the precious memories of an opportunity that has changed my life and broadened my worldview. In a small perimeter, different worlds opened to me: the daily mores of a provincial French city, the ancient world when I was walking through the vestiges of an old Roman city in Provence, the world of immigrants while meeting with a Tunisian girl, and her family in Marseille. Join as I reflect about what I learned about French life and culture, and tell of the joys and the hurdles of my time abroad.

Tag(s): *Education*

82

The Tutorial: Oxford's Crown Jewel

Yaffa S. Fredrick '11, Cinema and Media Studies and Political Science; Sarah B. Zaidi '11, International Relations-History; and Adina Badea '11, Chemistry
Advisor: *Stephen A. Marini, Religion*

With two years of Wellesley behind us, we embarked on a new intellectual venture—an academic year spent in the “City of Dreaming Spires”: Oxford, England. The University of Oxford, an internationally renowned British institution based in the city that bears its name, is famed for its unique pedagogical style. In place of the standard classroom dynamic, students engage directly with their “tutors” (a term roughly equivalent to professors) in intensive one-on-one sessions pertaining to their particular subject matter. In preparation, students write eight to ten page papers or complete exhaustive problems sets for each weekly meeting. While there are slight differences in tutorials in the humanities, social sciences, and natural sciences, the overall outcome is the same—confident young adults capable of engaging in an alternative

educational approach: the give-and-take in British academia. This presentation will explore Oxford's academic intimacy and contrast it with the traditional methods in American liberal arts education.

Tag(s): *Education*

Safe Havens: Sheltering and Empowering Abused Women (individual presentations)

PNE 129

83

From Victims to Survivors: Eradicating Domestic Violence Through Empowering Women

Maya A. Lochan '12, Political Science and Women's and Gender Studies
Advisor: *Elena Tajima Creef, Women's and Gender Studies*

This summer I interned with the YWCA of Nashville and Middle Tennessee, where I worked in the domestic violence shelter tending to the daily needs of the women and children, working the crisis hotline, and assisting with support groups and programs. My most valuable experiences were derived from spending time with the clients and hearing not only their stories of misfortune, but also their plans to rise above and become self-sufficient women. After being trained on the “cycle of violence” and the “power wheel,” I quickly discovered all of my previous misconceptions about domestic violence. While many assume that domestic violence only affects people of a certain race, gender, or socioeconomic status, in fact this social problem crosses all boundaries. I will discuss how this life-changing experience solidified my devotion to helping women while empowering them to take charge of their lives and make their own decisions.

Tag(s): *Women, Violence, Urban*

84

The View from Inside a Domestic Violence Shelter

Claire J. Lee '12, Psychology
Advisor: *Beth A. Hennessey, Psychology*

Not many people get the opportunity to get a glimpse into the world of a domestic violence survivor or to experience firsthand the daily life of a shelter. This summer I had the unique experience of interning at Becky's House Emergency Shelter, a facility that is part of the domestic violence program at the YWCA of San Diego County. During my time at Becky's House, I shadowed residential specialists who ran the shelter, and I also worked as a case manager intern, taking on my own individual clients. From hotline calls to getting beds ready for incoming clients, I gained a range of experiences and learned a great deal both about women who face domestic abuse and about myself and my own interest in social work.

Tag(s): *Women, Violence, Housing*

85

Joining Social Justice with Medicine: Clinical Care at a Rape Crisis Center

Elizabeth D. Krainchich '11, Biological Sciences
Advisor: *Yuichiro Suzuki, Biological Sciences*

The Boston Area Rape Crisis Center (BARCC) is a nonprofit organization aiming to end sexual violence through social change. BARCC offers educational outreach, legal, and clinical services to survivors, their loved ones, and the community. This summer I interned in the medical advocacy and hotline programs. In addition to office work and monthly meetings, I was on call twice a week for both clinical programs. As a medical advocate, I was called into the emergency department if a survivor needed to be medically checked and receive a rape examination. Through both medical advocacy and the hotline, I provided survivors with

information, resources (including legal and case management referrals), and emotional support. As someone who aspires to work as a nurse-midwife, I believe strongly in the union of the medical experience with social justice, and my internship demonstrated to me how powerful that union can be in making a difference in people's lives.

Tag(s): *Women, Health, Violence*

86

When the Personal Becomes Political: Teaching in Uganda and India (panel)

PNE 239

Galen T. Danskin '11, English; Sua Im '11, Neuroscience; Hayley C. Merrill '11, English; and Kelsey D. Rodriguez '12, Psychology
Advisor: *Deborah A. Donahue-Keegan, Education*

In our respective home countries, we grow up understanding social boundaries and taboo subjects. From childhood our parents instill within us the proper social mores of our culture, while our school systems serve to continue this social education until we emerge as properly matured adults. Placed within this social capital framework, we found ourselves as mentors in foreign cultures, in a position of guiding children as we attempted to navigate difficult borders: from dealing with classroom arguments about homosexuality in Kampala, Uganda, to confronting racism and gender discrimination in Mumbai, India, to promoting sustainability in Varanasi, India, our personal lives were thrust into the political battleground of our host countries. We explored the challenging role that educators have, not only as academic teachers but also as teachers of social-emotional skills. This presentation will describe the challenges we faced as we ventured to develop our identities as teachers.

Tag(s): *Youth, Education*

Yes We Can Make a Difference (individual presentations)

PNE 139

87

Decreasing Dependence: Efforts in Making Underprivileged Communities Self-Reliant Through Education

Zijun J. Pang '13, Undeclared and

Nuha Khan '13, Undeclared

Advisor: *Olga Shurchkov '01, Economics*

"Education equals empowerment," is a concept Wellesley students understand and experience firsthand in their academic lives. Yet for many underprivileged communities in developing nations, the importance of this notion is unfamiliar, superseded by abject poverty, extreme living conditions, complex education systems, and cultural restraints. This summer we volunteered in several schools in Pakistan and Ecuador through the ABNI (*Anjuman Behbood-e-Niswan-O-Itfal*) Program and the Village Education Project, where we taught basic math, English, and computer skills to disadvantaged and marginalized children. Our daily interactions with these children exposed the difficulties they face in obtaining education. As we worked to help them overcome these hardships, we witnessed a growing sense of confidence and a desire to learn. This experience taught us the importance of education not only for individual growth, but also for the growth of a nation.

Tag(s): *Education, Poverty, Youth*

88

From Ideas to Reality: Creating a Monthlong Student Conference

Ikuno Naka '12, International Relations-History
Advisor: *Dori Peleg, Center for Work and Service*

I organized the 62nd gathering of the Japan-America Student Conference, a monthlong academic and cultural exchange program

(with a group of 15 university students). During the conference, students challenged themselves to think about their role in resolving large global issues affecting our society today. In creating this summer's conference, I learned about the inner workings and difficulties of working at a nonprofit organization and how to create a student conference for 70 students within a limited budget. At the same time, I discovered much more about the nature of student activism and leadership. I have come out of this experience with a strong belief that students, with our idealism, enthusiasm, and vitality, have the capacity to make a difference in the world.

Tag(s): *Education*

89

The Big Impact of Smallbean

Kamilah A. Welch '12, Peace and Justice Studies and Yiting Tang '13, Undeclared

Advisor: *Victor H. Kazanjian, Office of Religious and Spiritual Life*

Smallbean is a budding Boston nonprofit founded by a lawyer turned social entrepreneur Sean Hewens. Smallbean's initiatives include teaching technology skills and documenting community life around the world through the use of refurbished electronics and solar power. As interns, our ideas were valued as potential springboards for Smallbean's growth. After overhearing Hewens' plans to document endangered languages as part of Smallbean's MobileCAP (Citizen Archivist Project) in Kenya, Kamilah mentioned the role linguistics could play in transcribing the oral history interviews which greatly influenced the project. One suggestion led to a meeting with a Wellesley linguistics professor, as well as a series of questions considered in the realm of preserving language diversity. Smallbean showed us the unlimited potential that is possible when mutual learning is encouraged.

Tag(s): *Education, Science/Technology*

Discussion and Dialogue to Make a Difference

Katherine A. Crispi '12, International Relations-Political Science

Advisor: *Stacie E. Goddard, Political Science*

This summer I interned in the Constituent Services Department of Senator Kirsten Gillibrand's New York City Office working on cases of New Yorkers experiencing issues with

federal agencies concerning health care, social security, and public housing. Conducting written and verbal correspondence on behalf of the Senator with constituents and agencies exposed me to many different points of view and common disputes between the two. The cases I worked on were individual in nature, yet sometimes indications of a wider range of problems. For example, many constituents contacted the office regarding the effects of a disagreement between a hospital and

insurance company on their ability to obtain treatment there. In these situations, the Senator can act as a mediator. It was exciting to facilitate dialogue between the Senator and her constituents while becoming familiar with specific government agencies that accomplish the objectives created in Washington, DC, such as the regional Insurance Department and Social Security Administration.

Tag(s): *Law/Politics*

Session 3: 1:30–2:40pm

Are You Buying It? (individual presentations)

PNW 212

Global Strategy Consulting: The Nexus Between Business, Finance, Foreign Policy, and Government Relations

Laura E. Marrin '11, International Relations-Political Science

Advisor: *Kate Miller, The Madeleine Korbelt Albright Institute for Global Affairs*

What do the areas of business, finance, foreign policy, and government relations all have in common? I had the wonderful opportunity to discover the answer to this question firsthand by interning this summer at Secretary Albright's global strategy firm, the Albright Stonebridge Group. This presentation will examine my different work experiences there, including those related to business development projects and the role of emerging markets. This summer internship through the Wellesley in Washington Program and the Madeleine Korbelt Albright Institute for Global Affairs was my first exposure to the

private sector and I will discuss how I discovered new interests by stepping outside of my comfort zone. My work made me realize that I am passionate about pursuing global strategy consulting work that combines my interest in business development, emerging markets, international relations, and political science.

Tag(s): *Money, Law/Politics*

What Is the Role of Investment Banks in Promoting Global Partnerships for Development?

Emily L. Kim '11, International Relations-History

Advisor: *Ryan K. Frace, History*

What do 20 million euros on the bid, equities, P&L analyses and M&A transactions mean? If the financial industry lingo gets to you too, consider yourself part of a league of ambitious young individuals who want to be informed about the world's most powerful markets today. If not, consider yourself lucky. The less you know about the business the less likely it will be for you to find yourself in this intensive, fast-paced, rewarding, and sleep-depriving experience. Add to that the United Nations' and Albright Institute's

goal of Developing a Global Partnership for Development (that is, have the wealthy and powerful provide greater funds for the alleviation of poverty) and you have reconciled divergent paths: the private with the public, the profit with the loss (spending), the tool with the motive to do good in this world, and make life a bit better for everyone.

Tag(s): *Money, Law/Politics*

When East Meets West: Facilitating Dialogue Between the European Union and China

Siwen Chen '11, Economics

Advisor: *Gauri K. Shastry, Economics*

As a Sino-Hungarian and an Albright fellow, I was looking for a summer internship where I could leverage my unique background in order to help build global partnerships. The European Union (EU) Chamber of Commerce in Shanghai served to be an excellent destination to realize my goal. Through lobbying for EU companies to the Chinese authorities, I was exposed to the most pressing policy issues in trade information transfer and

business standards. While communicating with Chinese officials, European businesses, and EU diplomatic offices in multiple languages on a daily basis, I also had a chance to work on individual projects, ranging from facilitating clean energy pilot programs to organizing trade conferences and forums. This work experience not only exposed me to a wide range of careers from diplomacy to international business and policy making, but also introduced me to policy issues that I hope to help resolve in the future.

Tag(s): *Money, Law/Politics*

94

How Are the Chinese Buying?

Kelly Lin '11, Economics and Computer Science
Advisor: *Karen Y. Shih, Office of Multicultural Programs and Services*

This summer I interned at a consulting firm, China Market Research Group (CMR), providing strategic advice to foreign companies on entering the Chinese market and dealing with the increasing competitiveness in China. Although I have learned about China in a macroeconomic context in the past, conducting field research and interacting directly with consumers holding the “RMB” vote gave me a different perspective on Chinese markets. Working as an analyst at CMR allowed me to utilize the skills I acquired at Wellesley, and trained me well to analyze and identify key trends within a sea of data. In my presentation, I will share my insights on the domestic footwear market based on over 150 in-depth interviews I conducted with end consumers across five cities. I will also talk about my experience working in different city tiers in China, and what I learned about research and business in such a dynamic environment.

Tag(s): *Money*

95 Roundtable

Art at the Core

FND 207

** Moved to session 4 at 3:00pm*

Lisa A. Fischman, Davis Museum and Cultural Center; Peggy Levitt, Sociology; Meredith S. Martin, Art; David T. Olsen, Media Arts and Sciences; and Jill A. Syverson-Stork, Spanish
Organizers: *Martha J. McNamara, Art and Elaine Mehalakes, Davis Museum and Cultural Center*

A critical understanding of artistic expression lies at the core of a liberal arts education and Wellesley College’s arts-related curricular and extra-curricular programming is remarkable for its depth and quality. The Davis Museum, for instance, gives students, faculty, and staff the opportunity to hone their visual skills; to discern the power of culture and the nature of change; to stretch their imaginations, and to seek out inspiration wherever it may lie. How can we continue to foster experiences that help students develop analytical frameworks for understanding a world increasingly saturated with images, structured by architectural design, and densely layered with historical representations? And how do we maintain this lynchpin of a liberal arts education in an environment that is increasingly hostile to ways of thinking, learning, and doing that are not tethered to monetary gain? In short, how do we keep art at the core of the Wellesley experience?

Tag(s): *Arts, Education*

Beyond Child’s Play: Therapeutic Interventions for At-Risk Youth (individual presentations)

PNE 129

96

Summer Internship in Psychology: Experiences at Riverside Community Care

Victoria A. Nichols '11, Psychology and Kristal A. Otero '12, Psychology
Advisor: *Paul M. Wink, Psychology*

Riverside Community Care (RCC) is a community mental health network serving the greater Boston area. RCC offers a variety of health and human services, including mental health care, developmental disability programs, traumatic brain injury programs, substance abuse treatment, and early childhood services. This summer through the Wellesley Summer Internship in Psychology Program, Victoria, a Wellesley senior, interned at the Early Intervention Program that provides services for delayed, disabled, or at-risk infants and toddlers from birth to age three. She helped with play groups, shadowed health professionals, and worked on a case study of a prematurely born boy. Kristal, a Wellesley junior, interned at the Day Treatment Center, a therapeutic community dedicated to offering support and developing day-to-day living skills for adults with chronic psychiatric disorders. Kristal was a co-leader of a number of therapy groups and participated in daily case conferences discussing treatment plans and progress of clients.

Tag(s): *Education, Youth*

97

Teaching, Caring, and Building Hope

Alison L. Mehan '11, Psychology; Ellyn M. Schmidt '11, Psychology; Erin A. Simons '12, Psychology; and Elisha A. Orama '12, Psychology
Advisor: *Paul M. Wink, Psychology*

Nestled in the town of Needham lies a green surrounded by small cottages where children play soccer, swing on a hammock, and climb an oak tree. A visitor to this loving and welcoming community might not realize that this is a school and home to many troubled children suffering from severe behavioral and emotional disorders. The four of us spent our summer as part of the Walker staff, working toward the mission of teaching, caring, and building hope through fostering positive relationships. On an academic level, we learned how to create a differentiated classroom in which children progressed by their individual strengths. These children were often very challenging to work with, which required us to master therapeutic crisis intervention, the behavioral management approach used at Walker. This was an inspirational experience for all of us as we make decisions about our futures in the fields of both education and psychology.

Tag(s): *Education, Youth*

Empowering the Marginalized (individual presentations)

PNW 116

98

Helping the *Abandonné*: A Summer in the Democratic Republic of the Congo

Sooheon Cho '13, Undeclared

Advisor: *Sally A. Theran, Psychology*

Most people believe children, women, and the elderly should be protected citizens. Unfortunately, witchcraft still exists in some places and is used as an excuse to abandon powerless people when they become obstacles for those responsible for them. This summer I was in the Democratic Republic of the Congo, where it is socially acceptable to abandon the “obstructive” people if they are proven to be “wicked,” a custom called *sorcie*. I helped

an NGO provide abandoned children with basic care such as food, match abandoned children with foster families, and educate them to find jobs and live on their own in the future. The perspective I have gained from studying psychology at Wellesley helped me understand the process of *sorcie*, why it is difficult to remove it, and how the socially weak can potentially benefit from psychology in an environment where psychological disorders are viewed as disorders for the rich.

Tag(s): *Grassroots Organizing, Human Rights, Youth*

99

A Critique of Empowerment: Nonprofit Work in Urban Africa

Vivian A. Secaida '11, Peace and Justice Studies and Political Science and Tracy D. Bindel '11, Anthropology and Peace and Justice Studies

Advisor: *Victor H. Kazanjian, Office of Religious and Spiritual Life*

Through a discussion of the purposes and values of Come, Let's Dance (CLD), we will describe the various humanitarian efforts this organization attempts. After establishing how the organization functions, we will take a critical look at its endeavors to empower a small community through the notion of self-sustainability. The goal of “empowering Ugandans” is crucial to the mission statement of CLD. As summer staff we were reminded of that goal repeatedly, yet critically thinking about this notion begets the question of who was really empowered through CLD initiatives. By analyzing their five projects, we will exhibit how prescriptive “empowerment” actually fed cycles of oppression that we were trying to break. On the other hand, American volunteers were transformed and empowered through their sense of volunteerism and ability to help. In retrospect, it is clear that the work of a nonprofit like Come, Let's Dance can be perceived at first glance to be positive, but in

reality, most nonprofit work is self-fulfilling and often detrimental to established local leadership.

Tag(s): *Grassroots Organizing, Poverty, Urban*

100

Summer Experiences with the United Nations Development Programme: Science, Technology, and Development in Costa Rica

Nandita Krishnaswamy '12, Economics and Mathematics

Advisor: *Nancy A. Hall '80, Spanish*

Few countries in Latin America have experienced the impact of the information age to as great a degree as Costa Rica. A stable, relatively incorrupt government, a good education system, and strong economic growth have made Costa Rica attractive to investors. Due to the presence of large multinationals such as Intel and Hewlett-Packard, Costa Rica's high-tech export sector has grown quickly. The question now is how Costa Rica can harness this scientific and technological advancement for human development, not just economic growth. Working at the United Nations Development Programme's country office in San José, I explored the applications of science and technology to areas such as democratic governance, risk management, poverty reduction and gender equality, and spoke to experts in the field. In this presentation, I will discuss the numerous ways that science and technology can benefit human development, particularly in the Costa Rican context.

Tag(s): *Grassroots Organizing, Science/Technology*

101

Boston's Lost Neighborhood: One Community Center's Work in Reknitting the Urban Fabric at a Grassroots Level

Margaret N. Van Cleve '11, History and Spanish
Advisor: *Joy P. Playter, Office of the Class Deans*

My summer working in development for the West End Community Center in Boston provided me with more than just experience in fund-raising for a nonprofit organization. During my time at the Community Center, I bore witness to the power of change through efforts begun at a grassroots level. The West End neighborhood, despite being culturally rich and densely populated, was razed under the guise of Boston's vast urban development schemes in the 1950s. The buildings were lost, but the identity of the West End was never forgotten. Many years later residents of the West End founded the community center with the hope of creating a catalyst for the unification of their neighborhood. My presentation will describe my role in fund-raising, provide an historical account for the neighborhood, and outline the work of the community center.

Tag(s): *Grassroots Organizing, Urban*

102

Human Rights and Corporate Responsibility

Weiyue Kou '11, Economics and History
Advisor: *Joseph P. Joyce, Economics*

Governments and NGOs are usually perceived as the strongest advocates of human rights, but in recent years the Corporate Social Responsibility (CSR) movement has brought the business community into the game. My internship took place at Social Accountability International, the overseer of an international labor rights standard, SA8000, which has been gaining momentum. In learning about the standard itself and the certification process, I saw how CSR organizations serve the dual role of principled human rights advocates and practical business service providers. Academically I have been interested in the growth of multinational corporations and the implications of their expansion of market power in the developing world. In my

presentation I will discuss the wide range of promises that social certification offers disadvantaged workers, as well as major concerns over who bears the costs.

Tag(s): *Grassroots Organizing, Human Rights, Money*

103

Fellowships Travels (panel)

PNE 239

Kathryn Carlson '00, Thomas J. Watson Fellowship; Catherine De Medici Jaffee '08, Fulbright Full Grant to Turkey, Critical Language Enhancement Award; and Julie Levison '98, Rhodes Scholarship
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: exploring the role of the fiddle in the folk music traditions of Scotland, Norway, and Poland; learning Turkish and researching migration and secularism at Bogazici University in Istanbul; and studying the history of science and medicine at Oxford University. Join us to hear them describe their fellowship years.

Tag(s): *Education, Migration, Arts*

Georgia on My Mind (individual presentations)

FND 126

104

The Georgian Identity: European, Russian, Eurasian, or Georgian?

Laura A. Dabrowski '12, History
Advisor: *Adam Van Arsdale, Anthropology*

Imagine living in a country where you have been stripped of your own ideology and forced to embrace another. How would this affect your country's identity and your own? Georgians have been tackling these issues since the collapse of the Soviet Union. This past Wintersession I interned at *The Messenger*, an English daily newspaper in the Republic of Georgia. Although I had originally intended to study the Georgian Orthodox Church, my position at the newspaper allowed me to meet a diverse group of Georgians and learn how Georgians define themselves both as a country and as individuals. Do they want to be considered European? Do they want to continue speaking Russian? How do they want others to perceive Georgians? In my talk we will discuss these questions and more concerning contemporary Georgian identities.

Tag(s): *Cultural/Ethnic Origins, Media*

105

Freedoms of a Foreigner: Experiences as a Guest in Georgia

Ada P. Smith '13, Anthropology and Environmental Studies
Advisor: *Adam Van Arsdale, Anthropology*

I had the privilege to explore the mountainous and striking region of Racha-Lechkhumi and Kvemo Svaneti, Georgia, as part of the 2009-2010 Anthropology/Russian Area Studies Wintersession program. On a mission with two co-workers from my internship at CENN (Caucasus Environmental NGO Network) to

inform local Georgians in the region about a Disaster Risk Reduction project, I developed a new understanding of my role as a guest in the country. I quickly realized that my foreignness not only appealed to people, but almost always was to my advantage. I was respected, but I held no real authority; my presence was valued, but I was dependent on those around me to explain what was going on. In this presentation I will explore my role as a guest in Georgia and how it shaped a new meaning for me of life as a foreigner.

Tag(s): *Cultural/Ethnic Origins*

106

No... Not That Georgia: Our Summer Uncovering the Human Past

Simonetta C. Gramolini '12, Psychology and Genevieve F. Kelly '12, Anthropology
Advisor: *Adam Van Arsdale, Anthropology*

This summer we had the unique opportunity to participate in the first ever paleoanthropology field school at the Paleolithic site of Dmanisi, Georgia. We worked alongside an international team of researchers and students who shared our passion for uncovering the prehistory of the human experience. Through daily lectures and on-site excavations we learned field methods in paleoanthropology and saw firsthand the ongoing research at the site in various fields, such as geology, taphonomy, archaeology, and paleontology. Dmanisi is the earliest fossil human site out of Africa, and one of the most interesting paleoanthropological sites of the past decade. It is also unique in that the fossils we uncovered, dating to 1.8 million years before present, are buried underneath the ruins of a large medieval trading complex situated on a branch of the Silk Road. This presentation will discuss our fieldwork abroad, uncovering the secrets of our ancestors.

Tag(s): *Cultural/Ethnic Origins, Museums*

Making Democracy Work Around the World (individual presentations)

FND 128

107

How Do You Measure Democracy?

Monica Ballesteros Arias '11, Political Science
Advisor: *Lois Wasserspring, Political Science*

This summer I interned at *Poder Ciudadano*, the Argentinean chapter of Transparency International. During my internship I had the opportunity to participate in a project to map the characteristics of democracy in Argentinean provinces. In my research, I worked with a series of indicators related to the access to and the exercise of political power. However, it was outside the office that I experienced another side of the Argentinean democratic development. From debates about same sex marriages at the subway station to a never dying national obsession with Diego Armando Maradona, I was able to grasp some of the idiosyncrasies that also define the political process that are more difficult to measure. I was reminded that while it is important to monitor procedures and institutions to procure good governance, democratic development is alive and it is often determined outside the government, media, and academic buildings.

Tag(s): *Law/Politics*

108

An Inside View of Activism: My Experience at the Hong Kong Civic Exchange

Emily Chan '11, Political Science
Advisor: *William A. Joseph, Political Science*

Descriptions of Hong Kong generally range from international financial and business center to bustling metropolis, from cultural hub to culinary destination. However, this summer I witnessed an additional image of Hong Kong—that of a burgeoning democracy.

Interning at the Civic Exchange, a nonprofit think tank, gave me an inside glance at the daily activities of this small but active NGO. I had the opportunity to assist with ongoing research as well as conduct my own research regarding social media and civil society in Hong Kong SAR, an experience that led to me meeting and interviewing the Chief Information Officer of the Hong Kong government. My presentation will provide insight into Hong Kong SAR's dynamic society and the issue of democratization under Chinese sovereignty.

Tag(s): *Law/Politics, Grassroots Organizing*

109

Human Rights, Whose Rights?

Teresa N. Le '11, Anthropology
Advisor: *Anastasia Karakasidou, Anthropology*

My goal in studying abroad was to understand many different cultural interpretations of human rights. In one of the most politically liberal nations, South Africa, all of my coursework and internships were dedicated to the “universal” notion of human rights. In the following term, I vowed to take what I had learned in South Africa and apply it to Vietnam, a socialist nation. I did just the opposite. Living in a world where individual rights are silenced taught me to look beyond western interpretations of the practicality of human rights in order to understand how Vietnam has become one of the fastest developing nations today. These two cultures of rights merged for me when I spent time in Cambodia which has a progressive constitution like South Africa, but corruption means terms like “individual rights” are unknown within society. Today I ask, how productive are human rights?

Tag(s): *Human Rights, Cultural/Ethnic Origins, War/Peace*

Prêt-à-Porter: Global Perspectives on the Garment Industry (individual presentations)

PNE 127

110

For the Love of Labels

Laura J. Ryan '11, American Studies and Claire E. Ayoub '11, Middle Eastern Studies

Advisor: *Markella B. Rutherford, Sociology*

This summer we worked on the business side of the fashion industry. Claire worked with the CEO of Journelle, an expanding boutique lingerie company with two U.S. locations. Laura was a Corporate Summer Analyst at the headquarters of Ralph Lauren, a \$5 billion, global lifestyle empire. While these two companies are different in brand recognition, we found common ground between brand management and company development. Both companies place an emphasis on maintaining their reputations for excellence in terms of presenting their brands to the public. Our presentation will focus on the process of developing a brand and how companies grow and manage their brand over time. We found the business fundamentals we were exposed to were intimately related to our leadership and academic experiences at Wellesley. Whether working in on-campus organizations or the fashion industry, true excellence depends upon hard work, creativity, and a passion for what you love.

Tag(s): *Money*

111

Challenges and Opportunities of Social Entrepreneurship in China

Catherine Wu '11, Economics and Political Science

Advisor: *David L. Lindauer, Economics*

This summer I worked at Ventures in Development, a nonprofit based in Shanghai,

China, that aims to identify and incubate social enterprises in the country. Most of my work centered around helping to market and re-brand Shokay, one of Ventures in Development's social enterprises that works with Tibetan herders and a rural women's cooperative to produce high-end yak fur clothing and accessories. I will discuss the feasibility of social enterprises within the institutional and social environment in China and the common problems that social enterprises face with regard to expansion and positioning in the market. With the Obama Administration's launching of the Social Innovation Fund and growing interest in the social enterprise sector at top business schools, I hope to provide a window into the nitty-gritty details of being a social entrepreneur and running a social enterprise as well as provide examples of how social enterprises seek to provide their own innovative strategies to correct market failures and address development issues.

Tag(s): *Money*

112

Linkages Between China and San Francisco

Kavya Akash '12, Economics

Advisor: *Olga Shurchkov '01, Economics*

China's increasing prominence in the world economy has led business in the United States to expand their consumer base to include the Chinese public. I spent this summer interning at the China San Francisco division of the San Francisco Chamber of Commerce, where I conducted research on the Chinese apparel, cosmetics, and finance industries. My duties also included welcoming several contingents from China as well as discussing future business opportunities between Chinese companies and the city of San Francisco. I will discuss how my studies in economics informed my research on the Chinese apparel industry.

Tag(s): *Money*

113

Proyecto Doctoritas: A Summer Spent Learning and Growing in Rural Guatemala (panel)

FND 102

Nicole A. Kukulka '13, Undeclared; Margaret Zwiebach '12, Comparative Literature; Angelica C. Ramirez '12, Biological Sciences and Women's and Gender Studies; Emma Chung '12, Biological Sciences; Kathleen E. Corrigan '12, Neuroscience; and Patricia Suquilanda '13, Undeclared

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

This summer we traveled to rural Guatemala to work with the Guatemalan Project, a local NGO, to launch Proyecto Doctoritas. The mission: train ten teenage girls as health promoters, or *doctoritas*, in their community and provide them with middle school scholarships. The execution: a six-week training program at a local clinic and a health census of the 250 community families. We struggled with teaching and learning cross-culturally as we were humbled in what we thought we knew or had to offer. However, when we shed some of our preconceptions and judgments and worked to understand the *doctoritas'* educational and cultural backgrounds, we developed a deep bond with the girls and the community. The panelists will address living with host families, conducting a comprehensive health census, rural medicine, the challenges we overcame to start the program and our transformations as students and as teachers.

Tag(s): *Health, Youth, Education*

Summer Camp Redux: A Radical Approach (individual presentations)

PNE 139

114

The Battle to Save America's Youth

Sarina K. Bajwa '11, *Peace and Justice Studies*
Advisor: Soo Hong, *Education*

The overwhelming concern for the future of America's education system, has led to the rise of many community initiatives geared toward education and youth. This summer I worked as an academic coach and camp counselor in hot and sunny southwest Florida. The camp I worked in was part of the youth enrichment programs of Quality Life Center, Inc. a community organizing nonprofit that aims to engage at-risk youth in summer activities and to promote academic achievement. In my presentation, I will focus on the role of community groups in revitalizing education and tactics for keeping students engaged. I will also touch on the connection between education and citizenship and what strong schools mean for societies. My summer experience opened my eyes to the complexities of teaching and left me in awe of the power of education as a tool for change.

Tag(s): *Youth, Education, Grassroots Organizing*

115

Summer Science: Eruptions, Explosions, and Egg Drops

Rhea A. Brown '12, *Astronomy*
Advisor: Janet McDonough, *Biological Sciences*

I spent my summer building rocket launchers, creating archaeological dig sites inside shoeboxes, and mixing up batches of oobleck. As the co-director of an educational outreach program called Summer Science, I traveled

to several summer urban programs camps throughout the Boston area to bring hands-on science and engineering curricula to under-served elementary and middle school youth. We made volcanoes, flashlights, and toothpick bridges, and in the process, quite a few kids discovered that science isn't so bad after all. I spent many hours designing lesson plans, testing science projects, and shopping for baking soda and vinegar, and discovered that being a science teacher is harder than it looks. I also witnessed firsthand the joys of teaching as my students blossomed into eager and inquisitive scientists and engineers.

This presentation will highlight my summer experiences in the classroom as well as the educational research and Science, Technology, Engineering, and Mathematics (STEM) frameworks behind Summer Science curricula.

Tag(s): *Youth, Education, Urban*

116

Wediko Summer Program: Restoring Hope Together

Sinta D.C. Cebrian '11, *Political Science*
Advisor: Kenneth S. Hawes, *Education*

For the past two summers, I have interned at the Wediko Summer Program in New Hampshire for students between the ages of six and 20 years with serious social, emotional, and behavioral issues. Wediko Summer is a 45-day intensive residential and therapeutic program that provides opportunities for children to challenge themselves, grow, and build skills. In my presentation, I will discuss my personal, clinical, and teaching experience of observing and helping facilitate beautiful and powerful transformations within my students. I have witnessed children, who initially believed that they could not succeed in school due to disruptive behaviors, realize that they

are intelligent and become active participants in class. At Wediko, children are more than their diagnosis. Instead, they are children who thrive under compassion, care, and potential for hope and change.

Tag(s): *Youth, Education*

117

We Are Here to Learn, Grow, and Have Fun

Kyla W. Brown '12, *Psychology and Katherine R. Nolan '12, Psychology and Africana Studies*
Advisor: Tracy R. Gleason, *Psychology*

At Camp Starfish, where we both worked as group counselors last summer, the mantra, "We are here to learn, grow, and have fun" is often repeated to remind campers of their ultimate goals at camp and beyond. As one of 18 Starfish tools, we used this mantra to help teach social skills and behavior management to children with diagnoses that spanned the alphabet from ADHD to OCD to RAD. Although we had both worked with children and studied psychopathology before, Camp Starfish helped us put a face on behavioral and emotional disorders while also showing us that behavior, personality, and the individual are often more important than specific diagnoses. When you are hanging out in your cabin doing each other's nails, diagnoses don't matter and stigma doesn't exist. At Wellesley, we will continue to pursue careers working with children, keeping in mind the Starfish Tools and the lessons we learned from our campers.

Tag(s): *Youth, Education*

The Call of the Wild: Human Intervention in the Animal Kingdom (individual presentations)

FND 207

118

Bufo Bugs: Can parasites (*Rhabdias pseudosphaerocephala*) Help Us Control Cane Toad (*Bufo marinus*) Expansion?

Karena P. Paleologo '11, Biological Sciences
Advisor: *Marianne V. Moore, Biological Sciences*

When most people think of the rainforest, they think of the Amazon and the Congo, perhaps the wilds of Borneo, but many people are unaware that one of the oldest and most highly threatened rainforests is actually located in Australia. I spent three months living in the rainforest in Queensland, Australia, learning about its species and the various threats to its continued existence. From land clearing to global climate change, the shrinking habitat that is the Australian rainforest is highly fragile. Currently one of the most highly researched threats to the Australian wet tropics is the threat of invasive species. One month of my semester abroad was spent in long, sleepless nights, covered in mud, catching, dissecting, and analyzing parasitic lungworms in the poster child for invasive species, the cane toad. This amazing experience helped me realize my love of the outdoors and my passion for field biology!

Tag(s): *Animals, Environment, Science/Technology*

119

“What’s Up, Doc?”: What to Do When You Encounter an Injured Wild Animal

Colleen M. Ottomano '12, Cinema and Media Studies and Joanna K. Yim '11, Political Science
Advisor: *Winifred J. Wood, Writing Program*

Ever played catch with a baby fox? We have! This summer we had the pleasure of interning at the Tufts Cummings School of Veterinary Medicine Wildlife Clinic. It was here that we broadened our knowledge not only of wild animals, but also of the veterinary profession, by watching surgeries, providing critical care, and experiencing the animal clinic firsthand. We tube-fed baby bunnies, exercised red-tailed hawks, avoided being pounced on by a young bobcat, and encountered various individuals of New England wildlife. Unfortunately, many of the patients had been injured due to improper human interference. It became clear to us that the general public is largely uneducated regarding proper interaction with wildlife. As injured wildlife rely solely on the goodwill of their rescuer, it is essential that people learn what to do when they encounter animals in need. We hope to dispel common misconceptions concerning the treatment of these wild animals.

Tag(s): *Animals, Education, Environment*

120

The InVitro Experience

Hannah G. Bailin '11, Biological Sciences
Advisor: *Emily A. Buchholtz, Biological Sciences*

As a student interested in wildlife veterinary medicine, the Knafel international stipend offered me the chance to combine my study abroad semester with practical work experience under Dr. Ernst Leidinger, co-founder of InVitro Laboratory. InVitro is the only privately owned and operated veterinary diagnostics and teaching laboratory in Austria and services zoos and hospitals across Eastern Europe. I was allowed to shadow the doctors in each diagnostic department and participate in a supervised, yet self-guided study of the lab’s extensive slide and biopsy collection from animals ranging from the common to the exotic. The internship not only gave me first-hand knowledge of the analytic processes that

occur after a biological sample is collected, but also confirmed my decision to make a career in veterinary medicine.

Tag(s): *Animals, Health*

The Economic, Political, and Cultural Dimensions of Gender (individual presentations)

PNE 130

121

Challenging Cultural Boundaries: The Role of Women in Cambodia

Alexandra B. Hayes '11, English
Advisor: *Rangita de Silva de Alwis, Wellesley Centers for Women*

In a male-dominated society, religious and traditional customs oppress the vast majority of Cambodian women. In Phnom Penh, Cambodia, I interned with a group of women who work to overcome social restrictions in order to give women a recognized role in the reconstruction of Cambodia. These issues burst onto the public stage this summer and culminated in the birth of the Cambodian Women’s Movement. I was one of two foreigners able to participate in the movement’s meetings. During my talk, I will go into detail about my experience with the Cambodian Women’s Movement while touching upon the current state of women’s rights in Cambodia. I will also reflect on my own perceptions of my role as a foreigner in the Cambodian Women’s Movement.

Tag(s): *Women, Human Rights, Grassroots Organizing*

122

A Summer Full of Surprises: Do I Really Know South Asia as a South Asian?

Aabha Sharma '12, Biological Chemistry
Advisor: *Yuichiro Suzuki, Biological Sciences*

As an international student from Nepal, I thought I knew my subcontinent well until I interned with Action India in New Delhi, India for ten weeks this summer. My internship with this grassroots NGO showed me the different faces of New Delhi, the capital city of India. While I was flabbergasted by the sex ratio of 821 female per 1,000 in the capital, the efforts made by the government as well as the NGOs to combat the problem were quite impressive. New Delhi was full of contrasts. While the girls in the slums made bead necklaces to pay their school tuition, students in an upper class women's college complained about their limited wardrobe. New Delhi is a city where poverty, hardship, struggle, opulence, and globalization co-exist. After two hours of traffic jam in an auto-rickshaw, three hours of sun in the slums, four hours' drive to the resettlement colony and five hours of F-form analysis—I appreciate my life more and have transformed into a better human being.

Tag(s): *Women, Cultural/Ethnic Origins*

123

The Women Behind the Targets: Refining the Indian Approach to Contraception

Anisha Vachani '12, Economics

Advisor: *Smitha Radhakrishnan, Sociology*

More than two-thirds of Indian women seeking contraception undergo permanent sterilization. Two main factors lead women to this drastic choice: much of Indian society views contraception as a woman's responsibility and there is a lack of affordable, accessible spacing methods. This summer I interned at the United Nations Population Fund in New Delhi, India, researching injectable contraceptives and their controversial proposed introduction into the public sector. This seemingly straightforward assignment turned out to encompass many fundamental development questions. Is a procedure that seems

convenient to its American inventors suitable for India? How do targets set internationally affect contraception policy? Most importantly, how do you get past the motives of manufacturers, governments, and movements and focus on what Indian women actually need? This presentation will explore the importance of contextualizing strategies to reflect specific cultures, and what it can mean to "empower" women, through the unique, historical, and current situation of contraceptive use in India.

Tag(s): *Women, Human Rights, Migration*

124

Gender Mainstreaming in International Development: Improving Investment Climate for Women Entrepreneurs

Sarah K. Turrin '11, Political Science and Women's and Gender Studies

Advisor: *Robert L. Paarlberg, Political Science*

Gender equality is essential to economic growth in developing countries. A woman's ability to become an entrepreneur in the formal economy is just one facet of gender equality, but its benefits for women and their families are numerous. This summer I worked at International Finance Corporation (IFC), an agency of the World Bank Group, in the Women in Business Unit, which advises governments and private businesses on the best ways to optimize conditions for women entrepreneurs. My presentation will cover the projects I encountered while working with the Women in Business unit, as well as my own reflections on the role of gender mainstreaming and the IFC in international development work.

Tag(s): *Women, Money*

125

Why Birmensdorf Is Not Berne—The Representation of Women in Swiss Local Politics

Nora J. Keller '10, Political Science

Advisor: *Robert L. Paarlberg, Political Science*

As an Albright Fellow, I spent my summer researching the role of Swiss women in local politics in the canton of Zurich, Switzerland. Switzerland is a country with a majority of women in the executive council. The council is comparable to the role of the president or prime minister in most other countries. This progressive situation is not mirrored in town council, where women still face enormous hurdles and prejudice. However, it is local governments that most directly interact with people, which would make equal gender representation all the more important. In my presentation, I will explain this phenomenon, its significance, and steps that can be taken to alleviate the problem.

Tag(s): *Women, Law/Politics, Grassroots Organizing*

126

The Gendered Use of Fire

Erinn N. Bineham '11, Philosophy

Advisor: *Smitha Radhakrishnan, Sociology*

Based on three weeks of field research and interviews with women, men, and children in a village in the Kajiado district of Kenya, I show that the use of fire is gendered in several ways. Fire use—an essential part of daily life—is one mechanism through which the gender division of labor, gender roles, and male social dominance are defined and maintained. Fire-related social expectations differ by gender, and help to maintain power inequalities between men and women. My fieldwork included observation and participation in fire-related events. I collected data about the local knowledge and attitudes about

the definition of fire, how fire is made, the benefits and dangers of fire, accidental fires, arson, burns, cooking, collecting firewood, branding, the fires of hell, ceremonial and cultural fire use, and fire as the center of social activities.

Tag(s): *Cultural/Ethnic Origins*

Through My Camera Lens (individual presentations)

FND 120

127

Pedagogy Through Photography: Photographs by Clarence Kennedy

Shu Zhang '11, Art History

Advisor: *Jacqueline Marie Musacchio '89, Art*

I researched Clarence Kennedy (1892-1972) and his photographs of ancient and renaissance sculpture at the National Gallery of Art, the Museum of Modern Art, the Harvard Fine Arts Library, and the Wellesley College archives for an exhibition in the Jewett Sculpture Court. Kennedy was an art history professor at Smith College; he became a photographer to provide himself and others with high quality study images of works of art. My exhibition examines photographs and related documentation to reveal how Kennedy's work was used by art history students at Wellesley and elsewhere. I am intrigued by the relationship between photographs and the works of art they represent. This combination of ancient, renaissance, and modern art reflects my course work at Wellesley and will present as a gallery talk. His prints have an intimacy missing from today's study images and they are best understood firsthand.

Tag(s): *Arts*

128

Discovering South Africa Through Photography

YangSoo Cho '11, International

Relations-Economics

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

Upon arriving in South Africa for my spring semester, I was excited to see that there were so many new things to photograph. My passion for photography led me on excursions to various places around my neighborhood simply to try and take the most amazing photos I possibly could. However, I quickly discovered the stark juxtaposition between the developed and undeveloped, and began learning a lot about a *de facto* segregated society by interacting with the locals. I continued to explore the economic dynamics of the country and documented my travels through photography. I extended my stay, made possible through the generous Peggs grant, and traveled outside my comfort zone after the semester was over. With camera in hand, I journeyed through South Africa in both the developed and undeveloped regions, making efforts to understand a divided country in pursuit of capturing the story of a developing country through photography.

Tag(s): *Arts*

129

A Study of Snapshots: Creating Connections Through Photography

*Heather D. Lee '11, Cinema and Media Studies
and French*

Advisor: *Sylvaine V. Egron-Sparrow, French*

Studying abroad in Aix-en-Provence, France, for the year gave me the opportunity to travel to many amazing places from Prague, Czech Republic, to Milan, Italy, to southern Ireland. As an amateur photographer, I began snapping away simply to capture memories and

places. I realized, though, that photography was a unique hobby that allowed me to connect with people and cultures in ways that I otherwise would not have. Interacting with locals and even other tourists enriched my traveling experience. As I continued to travel, I grew more and more aware of the connections I was making and started to actively use photography as a tool to do so, which resulted in rewarding and memorable experiences. I will discuss ways to connect to others through lenses.

Tag(s): *Arts*

130

Two Decades of Teach for America: A Retrospective (panel)

PNE 339

*Constance Bond '87, Woodrow Wilson National
Fellowship Foundation; Edna Novak '02, Teach
for America; and Tania Peters '95, District of
Columbia Public Schools*

Organizers: *Irma Tryon, Center for Work and
Service and Elizabeth T. O'Connell, Center for
Work and Service*

This panel celebrates Teach for America (TFA) and its influences on the lives of TFA teachers and the students they serve. Three Wellesley alumnae will address the ways in which Teach for America shaped their career and life goals and contributed to their achievements.

Tag(s): *Education*

Unearthing Connections: Environmental Education Beyond the Classroom (individual presentations)

PNW 117

131

Cultivating a Fresh Consciousness: Organic Farming at Wellesley College

Genevieve M. Goldleaf '12, Medieval and Renaissance Studies and Nicole A. Ubrain '12, Russian

Advisor: *Kristina N. Jones, Biological Sciences and Environmental Studies*

Dragging our shopping cart and wheelbarrow full of heirloom seedlings and fresh compost down Weston Road, we labored to cultivate both an organic garden and greater consciousness of a sustainable food system. While working on Wellesley College's student organic farm as farm justice fellows, we developed a more profound understanding of agriculture's impact on the environment, and our responsibility to advocate food justice in and beyond Wellesley. By turning 200 summer residents' food waste into compost, we initiated a process of mending the broken nutrient cycle created by conventional agriculture and waste management, typified by soil depletion, synthetic chemical use, and water pollution; by planning an ecologically sustainable garden to support year-round farmers' markets, we hope to continue the vibrant and productive exchange of produce and ideas. We have learned, through seeing the tangible consequences of our mistakes and successes, not to underestimate the transformative power and possibility of honest food.

Tag(s): *Environment, Food*

132

From the Rice Field to the Farm: Approaching Environmental Education in Japan

Candice J. Snowden '11, East Asian Studies and Political Science

Advisor: *Beth DeSombre, Environmental Studies*

Japan is one of the most developed countries in the world. Because of its modernity and colorful, unique culture, foreigners—and sometimes even the Japanese—often forget about the country's natural beauty. High up in the Yatsugatake Mountains at Kiyosato Environmental Education Project (KEEP), I discovered different methods of environmental education and why this topic is now so important in Japan.

Tag(s): *Environment, Education, Grassroots Organizing*

133

Calculating Risks, Earthquakes, and Slip Rates

Karina K. Chung '13, Undeclared
Advisor: *Brittina A. Argow, Geosciences*

Calculating the slip rate of faults is critical to understanding earthquake hazards in southern California. Southern California Earthquake Center (SCEC) interns collaborated with local high school science teachers and students to work in the San Bernardino Mountains, California, collecting GPS data at 24 remote sites. These data fill a gap where there are few recorded velocities for the labyrinth of earthquake-producing faults that span Southern California. With results from prior years, we calculated velocities for each site, and then used two-dimensional elastic modeling to test over a million possible slip rate combinations on 15 faults within a transect crossing the plate boundary. We were able to construct a best fitting model to predict the slip rates of individual clusters of faults.

Tag(s): *Environment, Disaster*

134 Roundtable

A Goodness-of-Fit Test: Service Learning and Quantitative Psychology

*Newhouse Center, GRH 240
(seating limited to 30)*

David Chadwell, South Carolina Department of Education; Debra K. DeMeis, Office of the Dean of Students; Nancy P. Genero, Psychology; and Beth A. Hennessey, Psychology
Organizer: *Dori Peleg, Center for Work and Service*

The documented positive effects of single-sex classrooms on academic performance and school climate, especially within urban, low-income communities, underscore the importance of research in this area. However, empirically establishing “how” and “why” gendered instruction may be an effective public school alternative is a complex undertaking. Building on Wellesley College’s tradition of excellence in single-gender liberal arts education, we have established a partnership with the Office for Public School Choice in South Carolina to conduct evaluation research on gendered instruction at the elementary and middle school levels. Student participation in this project is organized through a sequence of two courses—an intensive, three-week, hands-on research experience during Wintersession and an advanced seminar in community psychology in the spring. Through this project, we hope to advance a pedagogical model that integrates academic excellence with critical public policy issues.

Tag(s): *Education, Youth, Women*

Clinics, Courtrooms, Communities, and Congress: The Interplay of Health and Human Rights (individual presentations)

PNE 139

135

Sometimes Law Is the Best Medicine: Improving Communities Through Medical Legal Partnerships

Katherine E.J. Cushing '11, History
Advisor: *Verónica Darer, Spanish*

This summer through the Lumpkin Summer Institute for Service Learning, I interned at the Medical Legal Partnership at Boston Medical Center. The partnership combines the medical and legal professions to address social determinants, including housing, education, and immigration status, affecting clients’ health. As an intern, I had the opportunity to advocate directly for our clients. In my presentation I will share ways in which law and medicine can collaborate to ameliorate the lives of residents of underserved and marginalized communities of Boston and beyond. Specifically, I will discuss my research on the role of the law in the medical field of geriatrics and describe the training sessions I organized for caretakers of the elderly. After the internship, I better understand the importance of the collaboration between the medical and legal fields to enhance health care for all.

Tag(s): *Health*

136

Social Determinants of Health in Underserved Communities in Boston

Kyi-Sin-Lin Than '11, Psychology
Advisor: *Charlene A. Galarneau, Women’s and Gender Studies*

What does it take to keep a person healthy? Some people argue that access to quality medical care keeps a person healthy. Although access to care is important and has been highly emphasized in health care policy making, there are many social factors that keep socially underserved communities in the United States from being healthy. At Project HEALTH Boston, I assisted patient families at the Pediatric Outpatient Clinic at Boston Medical Center by connecting them to community resources such as food stamps, childcare, cash assistance, and housing. Working with these families, I discovered that many important social needs were unmet and that these needs significantly determined the health status of Boston families. In addition, I learned to view health from a social perspective and participated in discussions that explored the changes necessary in the United States health care system to meet the social needs of patients and their families.

Tag(s): *Health*

137

Health as a Human Right and an Essential for the Poor: A Summer at Partners In Health

Megan J. Townsend '11, Biological Sciences
Advisor: *Emily A. Buchholtz, Biological Sciences*

Access to health care is a human right, and an essential part of respect for the dignity of the poor and vulnerable. As part of my Albright internship, I was able to explore the right to health and all of its profound implications through an internship at Partners In Health (PIH). PIH is an NGO that works to improve health care worldwide by providing quality medical care and social support for the poor. As an intern, I was able to observe the inner workings of an NGO and contribute to an

outstanding organization. However, the most important part of my internship was the time I was able to spend with the humble and devoted activists at PIH. In this presentation, I will discuss what I learned about foreign aid and development policies and how such policies can respect and promote human rights.

Tag(s): *Health, Human Rights, Grassroots Organizing*

138

Exploring Health Policy and Public Health Efforts in Barbados

Tonia K. Smith '12, Peace and Justice Studies and Psychology

Advisor: *Filomina C. Steady, Africana Studies*

One of the most meaningful aspects of my internship was designing an advocacy project entitled, “Know Your Rights.” This project seeks to make the Barbadian public more aware of their sexual and reproductive rights and to instigate policy debates by bringing to the forefront issues that arise due to the inconsistency between the age of consent to sexual intercourse, 16, and the age of access to health services without parental or guardian consent, 18. This inconsistency makes it difficult for persons between ages 16 and 18 to access health services which include, but are not limited to, HIV/AIDS testing, access to contraceptives, and a safe medical termination of pregnancy. I also worked on a re-branding plan through which I learned much about the intricacies of managing as well as sustaining a successful NGO. This experience has solidified my interest in global health and health policy.

Tag(s): *Health, Human Rights*

139

Factoring in Gender: Women in Clinical Trials, Medical Careers and Health Research

Samantha E. Sass '11, American Studies

Advisor: *Tom Burke, Political Science*

The Office of Research on Women’s Health (ORWH) at the National Institutes of Health was established in 1990 with the charge to track the inclusion of women in clinical trials, increase the number of women in biomedical careers, and promote research on women’s health. Throughout the past twenty years, the office has been at the fore of expanding and reshaping the definitions and boundaries of women’s health and sex and gender research. As a Wellesley in Washington intern, I worked with the ORWH on various campaigns that promote these same goals. During my presentation, I will highlight key projects on which I worked and central conflicts and conversations that drive women’s health research forward. Additionally, I will incorporate personal reflections on the internship experience as a whole, including challenges, limitations, and personal growth.

Tag(s): *Health, Women, Law/Politics*

Healing the Whole Patient: Multifaceted Approaches to Health Care (individual presentations)

PNW 212

140

From Attending Class to Attending Physicians

Emily L. Katz '11, Art History

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

Have you ever taken a class whose lessons transcended the semester? This summer I shadowed the General Surgery Department

at Bellevue Hospital through Health Career Opportunities Program at New York University to affirm that my career path in medicine was the right one. I was instantly immersed in the intense routine of the hospital environment. I soon discovered that my Wellesley sports medicine class provided me with an orthopedic skill set that would prepare me for new experiences in the operating room. While being briefed before observing an ACL repair surgery, I shared my knowledge of the valgus mechanism of injury that impressed the orthopedic surgeon. My understanding of medical terminology and injury pathology created more engaging conversations with surgeons that provided additional medical opportunities and experiences. This class has given me the confidence to get outside my comfort zone and be welcomed in the medical community.

Tag(s): *Health*

141

A Change of Heart

Olivia L. Hulme '12, Chemistry

Advisor: *Irene L. Newton, Biological Sciences*

Before my summer internship, the words “heart transplant” conjured images of TV medical dramas: dying people waiting for a heart, graphic images of surgeries, anxious families in waiting rooms, and the final successful transplant. However, my experiences with the post-transplant cardiovascular unit at Stanford Medical Center helped me realize that a patient’s struggle doesn’t end with the transplant. I interacted with patients from every stage of the post-transplant journey: from three days to 20 years out. These individuals constantly faced cardiac rejection and failure, lack of family support, and disputes with insurance companies. It was devastating to witness a patient’s request for transplantation be rejected. It helped solidify my desire to pursue a career in cardiology. My presentation

will focus on the complex social, economic, and mental conditions faced by transplant patients, and the importance of recognizing that the heart transplant drama only begins with the surgery itself.

Tag(s): *Health*

142

Low Vision Center: Beyond the Doctor's Office

Luyang Jin '12, Biological Chemistry

Advisor: *Yuichiro Suzuki, Biological Sciences*

What do visually impaired patients considered beyond the realm of traditional vision treatments do as they walk out of their physician's office? Since my own career goal is to become an ophthalmologist, I felt that it was my duty to know how these seniors dealt with their diagnosis and confronted their newfound status of having incurable vision loss. I learned all this and more at the Low Vision Center, where the welcoming atmosphere made my summer one which I will never forget. As an intern, I witnessed a center whose unequivocal commitment to the visually impaired and capacity to care, motivated many to lead independent lives. I was exposed to inspiring people whose stories of losing their sight put my own life into perspective. Above all, their passion in getting the most out of life despite limited vision challenges me every day to live life to the fullest.

Tag(s): *Health*

143

Maneuvering the Money Maze: Bridging the Gap Between the Pharmaceutical Industry and Public Health

Tehsina F. Devji '11, Chemistry and Spanish

Advisor: *Dora Carrico-Moniz, Chemistry*

This summer I interned as a research chemist at AstraZeneca, a large pharmaceutical company that operates globally. In addition to

acquiring valuable skills as a research chemist, I was exposed to the "BigPharma" atmosphere where I learned about drug development, marketing, and distribution as well as the position of the pharmaceutical industry within a larger global picture. Operating within the business world, pharmaceutical companies are often criticized for their failure to address pressing public health issues. However, these same companies that are often denounced for their profit-generating practices do indeed bring about several drug therapies that save the lives of billions. How can the pharmaceutical industry and public health entity merge together as a unit to ensure global health care? While bridging the gap is no self-evident task, it most certainly calls for a mutual understanding of both realms.

Tag(s): *Health*

144

The Role of the Patient in the Senegalese Health Care System

Kiley M. Workman '11, French

Advisor: *Sylvaine V. Egron-Sparrow, French*

This summer I interned in both a hospital and a small clinic in the suburbs of Dakar, Senegal. Working as a nurse intern, I learned how to perform basic care including giving injections, bandaging mild to moderate wounds, and diagnosing and treating malaria. When I was not occupied with patients, I interviewed medical personnel, social workers, and administrators to learn more about the broader system of health care and its interaction with NGOs and the Senegalese government. Because of both limited resources and the influence of the local culture, my perception of quality health care was stretched and challenged daily. My experiences this summer reaffirmed my interest in public health and development as a future career path. In this

presentation, I will discuss the role of the patient in the most typical scenarios I encountered and how quality care was both assured and hindered by the medical system.

Tag(s): *Health*

145

Learning from Lumpkin: Reflections from Alumnae (panel)

PNE 130

May Chen '10, National Centers for Post Traumatic Stress Disorder; Laura Diss '08, Community Legal Services and Counseling Center; Sarita Frattaroli '05, Department of Housing and Urban Development; Kendall LaSane '09, Bellevue Hospital; Emily Lipscomb '06, Dartmouth Medical School and Vinfen; and Joe Teixeira, St. Francis House
Organizer: *Verónica Darer, Spanish and Melissa A. Hawkins, Center for Work and Service*

The Lumpkin Summer Institute for Service Learning challenges students to explore and participate in social change in the greater Boston area. During the ten-week program, students reside together in Boston while undertaking full-time internships with local nonprofit organizations. Learn how an internship at St. Francis House, Boston Area Rape Crisis Center, Riverside Community Care and the Boston Center for Refugee Health and Human Rights turned into careers in the fields of mental health, public interest law, criminal defense work, and public health. The alumnae will share the ways in which the Lumpkin program influenced and shaped their career and life decisions.

Tag(s): *Poverty, Health, Housing*

Moving On and Moving Up: Supporting Migrants and Immigrants (individual presentations)

PNE 339

146

From Surviving to Thriving: Refugees and Asylum Seekers in Boston

Erin L. Duffy '10, Religion

Advisor: *Kate Miller, The Madeleine Korbel
Albright Institute for Global Affairs*

Before arriving in Boston, most refugees and asylum seekers have survived displacement, violence, persecution, or torture. Once here, they face financial, cultural, and personal challenges as they adjust to their new homeland. There are many organizations that offer support and resources to help these new Americans thrive. I have learned about the unique experiences of refugees and asylum seekers through my work with two such organizations. This summer I interned at the Boston Center for Refugee Health and Human Rights at Boston Medical Center, and I am now working in the refugee services department of Catholic Charities in South Boston. In my role as a case manager and financial specialist, I coordinate refugee clients' resettlement, from airport pick-ups to social services. Come to this presentation to hear one Wellesley woman's perspective on the challenges and rewards of assisting refugees and asylum seekers as they build a life in Boston.

Tag(s): *Migration*

147

Working with the International Rescue Committee: Supporting the Resettlement of Refugees into the United States

Priya S. Agarwal-Harding '12, English

Advisor: *Lawrence A. Rosenwald, English*

*"We are not just a nation of immigrants;
we are also a nation of refugees."*

—Hillary Clinton '69

Since the Refugee Act of 1890, the United States has provided refuge to over 2.5 million people fleeing from war, persecution, and/or political upheaval. This summer I had the opportunity to work as a case management assistant at the Baltimore Resettlement Center of the International Rescue Committee (IRC). I assisted case managers with providing food, housing, employment, medical care, counseling, cultural orientation, and other services. I gained a deeper understanding of the last stage of refugee migration and some of the hardships of resettlement including appropriate schooling and employment, medical and psychiatric attention, family unification, cultural adjustment, and the regaining of a cultural identity. I also came to understand the difficulties in maintaining support of refugees with the transnational challenge of resettlement in a way that best protects their safety, identity, and dignity.

Tag(s): *Migration, Human Rights*

148

Boston's Chinatown: Stories of Struggle and Success

Natalie B. Ornell '12, East Asian Studies

Advisor: *Verónica Darer, Spanish*

You may think of Boston's Chinatown as the place for dim sum and late night restaurants. However, the people of Chinatown, a largely low-income immigrant Asian and Asian American population, boast a rich history and cultural pride. This summer

through the Lumpkin Institute for Service Learning, I interned at the Boston Chinatown Neighborhood Center (BCNC). In this presentation, I will share some of the difficulties faced by residents in Chinatown and ways BCNC supports them through programs designed to improve their quality of life. I will discuss people's struggle to learn English and find their way out of poverty. The median household income is below \$16,000, even though many residents work seven days a week and 12 hours per day. I learned that despite the hardships people in Chinatown face, they continuously seek to preserve their heritage and pride in this transforming and increasingly gentrified neighborhood.

Tag(s): *Migration, Poverty*

149

Experiencing China's Economic Miracle from the Bottom Up

Elizabeth D. Gilmartin '12, Economics

Advisor: *C. Pat Giersch, History*

China's new upper class of 300,000 millionaires is just one indication of the country's remarkable economic progress during the past two decades. But what has this great wealth brought to the millions at the other end of the socioeconomic spectrum? What about the migrant laborers, who have left inland rural areas to look for factory work in the booming coastal cities? After studying this problem in the classroom, I had the chance to investigate it firsthand while interning at Beijing's Dandelion School for children of migrant families and at M&Y Data Solutions (Zhuhai Branch), an outsourcing company which employs migrant labor. My presentation focuses on the human costs underwriting the Chinese upper class' growth as well as the low prices of the many Chinese products now found in United States stores. It also tells the inspiring story of one middle school's efforts to serve the children of migrant workers.

Tag(s): *Migration, Money, Human Rights*

Old, New, and Future Media (individual presentations)

FND 120

150

Defending My Dying Art: Working in Radio Across Continents

Farah Z. Ahmed '11, English and Women's and Gender Studies

Advisor: *Lawrence A. Rosenwald, English*

People tell me I am invested in a medium that will become irrelevant. For two summers I worked in radio journalism in two different environments: the United Nations in Manhattan and Radio 2ser, a community station in Sydney, Australia. In one I learned to be creative within a bureaucratic agency and in the other I negotiated complete journalistic freedom. Both taught me to see potential in this amazing, but often overlooked, medium. I will discuss new frontiers of radio production, how to balance prestige and work experience, and the benefits of pursuing a passion—even if it is a “dying art.” I don’t know what the future of radio is, but I will be a part of it.

Tag(s): *Media, Arts, Education*

151

Why Magazines Can't Die: Lessons Learned from *Foreign Affairs* and *Forbes*

Juliet V. Barbara '10, French and International Relations-Political Science

Advisor: *Robert L. Paarlberg, Political Science*

Often called a “dying industry,” magazine publishing is really in transition. Those who seek to innovate through the print to digital paradigm shift now face a growing set of fascinating questions. How will readers be compelled to pay for intellectual content? What will a magazine look like in 20 years, and will it even exist? How will the business model be redefined to satisfy advertisers as well as readers? This session will draw on internship

experience at *Foreign Affairs* at the Council on Foreign Relations as well as work experience at *Forbes* print and digital. Comparing *Foreign Affairs* and *Forbes*—the first, a niche, scholarly magazine with a small but loyal audience, the second, a leading business magazine with a circulation of over 900,000—reveals the complicated nature of this evolving industry.

Tag(s): *Media*

152

Summer at the StoryCorps Project

Emma B. Weinstein-Levey '12, American Studies

Advisor: *Michael P. Jeffries, American Studies*

As a long time admirer of StoryCorps' segment on NPR's *Morning Edition*, I was delighted to have the opportunity to work as the participant relations intern at this oral history nonprofit. I learned how StoryCorps structures its programs, works with thousands of diverse individuals and groups across the country, and about the complex technology such an organization needs. I focused my summer on two extended projects to improve the efficacy of the department's work, as well as maintained contact with StoryCorps participants, and completed office work. I gained insight into the radio production, archiving, and outreach aspects of the organization through the projects I worked on. I found StoryCorps' mission and project to be incredibly inspiring and crucial. I hope to incorporate oral history into my Wellesley curriculum through a long-term independent project modeled on StoryCorps' methods for recording and archiving oral histories. I hope that attendees of the presentation will leave with an appreciation of the importance of oral history and a greater understanding of the many facets of StoryCorps.

Tag(s): *Museums, Media*

153

Redefining Journalism for an Internet Era: Interning for *The Daily Caller*

Alexandra E. Cahill '11, American Studies and Political Science

Advisor: *Tom Burke, Political Science*

The popularity of the Internet and advent of online news and aggregation Web sites such as the *Huffington Post*, *Politico*, and the *Drudge Report* revolutionized the field of journalism. I have been at the center of this fast-growing media trend for the past two summers at *The Daily Caller*, an online news organization founded by journalist Tucker Carlson. As the assistant to the opinions editor this past summer, I was responsible for the review and publication of editorial submissions. I conducted regular correspondence with contributors, including Ken Blackwell, Lanny Davis, S.E. Cupp, and Larry Kudlow. As a witness to both the Web site's foundational stages and initial growth, I learned firsthand the particular challenges of running a news organization as a small business and maintaining integrity in a fast-paced and competitive online community that remains a largely uncharted frontier.

Tag(s): *Media, Science/Technology, Law/Politics*

154

Our Friends from North Korea: Volunteering with North Korean Defectors in South Korea (panel)

PNW 116

Grace Kim '12, Spanish; Haesun Cho '12, Psychology; Gi Yoon Kim '12, Peace and Justice Studies; Yeh Jin Oh '13, Undeclared; Janice D. Kim '11, International Relations-Political Science; and Daisy A. Chang '12, Mathematics
Advisor: *Sun-Hee Lee, East Asian Languages and Literatures*

Our team of students from Wellesley and a group of South Korean college students stood facing the North Korean soldiers staring at us across a low cement divide called the 38th Parallel. The residual tension after the CheonAn Ship sinking incident was palpable in the air, and we were strictly instructed not to make any sudden movements. Our team flew to South Korea thinking we would teach English to North Korean refugee children at community centers. We did not expect to tour the demilitarized zone with North Korean defectors and college students and listen to their experiences of having watched loved ones die of hunger and persecution. Our time in South Korea gave us insights into an array of resettlement programs including private schools, government-sponsored boarding schools, and defector resource centers. North Korea is not just Kim Jong Il's lair; it is also the home of 24 million people.

Tag(s): *Human Rights*

Out of Bounds? No “Time-Outs” for Educational Reform (individual presentations)

PNW 117

155

Blurring Boundaries: Bridging the Ethnocultural Gap Through Alternative Education

Dora M. Hui '11, Psychology and American Studies

Advisor: *Kenneth S. Hawes, Education*

Caught in the collision of distinct cultures, many adolescents of ethnic backgrounds struggle with negotiating the cultural boundaries between school and home. This difficulty is often linked to a lack of relevant cultural presence within mainstream textbooks and a shortage of educators with whom students can relate. This summer I interned at the Chinese Progressive Association, a nonprofit based in

Boston's Chinatown that offers an empowerment program for Chinese American high school students to develop a side of themselves that is not typically encouraged in schools. In addition to learning teaching strategies and discussion facilitation methods, I discovered that simply having a young and relatable mentor with whom the youth can share out-of-the-classroom connections can positively influence their personal development, especially in cultivating their self-awareness and bicultural identities. This experience has reinforced my desire to work with adolescent development and encouraged me to deviate from the typical emotionally removed methods of teaching.

Tag(s): *Education, Youth, Grassroots Organizing*

156

Rushing Reform in DC Public Schools

Amanda E. Pollak '12, Undeclared

Advisor: *Kenneth S. Hawes, Education*

As long as Michelle Rhee has led DC Public Schools (DCPS), critics have questioned the speed and scope of the reforms she sought. No matter the source of complaint, her response has been unwavering: no change is fast enough for DCPS students. Over the past year, I witnessed firsthand the results of this rush to reform as a full-time intern in DCPS' central office. In the process, I helped build procedural and technological systems to sustain reform. These included tools and processes for collecting and monitoring staff evaluations, staff hiring, student eligibility, and student payments in Out-of-School Time programs, and for streamlining communication and task management between the central office and schools. Working with DCPS was rewarding, enriching and life changing, but also gave me a new appreciation for the frustrations of bureaucracy and the patience required of public servants who drudge year after year in pursuit of the elusive “enough”.

Tag(s): *Education, Law/Politics, Urban*

157

Token Boards Versus Chill-Out Corners: Developing Social Skills in Those with Autism Spectrum Disorder

Simone R. Dufresne '12, Psychology

Advisor: *Tracy R. Gleason, Psychology*

I worked at two organizations this summer that use two different methods to accomplish a similar goal: to help children and adolescents with an Autism Spectrum Disorder (ASD) develop social skills. As a group assistant at Advances Learning Center in Watertown, MA, I used Applied Behavior Analysis (ABA) methodology to teach social skills. As a counselor at the Spotlight program in Beverly, MA, I used theater/improvisation games and built relationships with students as part of their social pragmatics program. I found that both these evidence-based methodologies though different have a place in social skills intervention. Their application and effectiveness on children and adolescents in the autism spectrum, depend largely on the person's age, functioning level, and knowledge of basic social behaviors.

Tag(s): *Education, Youth*

158

Let's Play!: An Endeavor to Preserve Traditional Games Played in the Slums

Pratibha Chauhan '13, Undeclared

Advisor: *Victor H. Kazanjian, Office of Religious and Spiritual Life*

This summer resulted as one of the most rewarding experiences of my life. I was given an opportunity to live the day-to-day life of a typical slum child through my project: compiling a booklet of traditional games and activities prevalent among the slum children. To gather the data, I participated in multiple after-school study centers conducted by a local NGO in the slums of Yerwada in Pune, India. During my visits to the slums, I directly

interacted with children, took part in all activities, and prepared a detailed profile of every game that I encountered. I was astounded to see that scarcity of resources didn't hinder their enthusiasm for games. My presentation will discuss the significance of the games played in the slums, their role in the development of the children, and traditional values associated with them.

Tag(s): *Education, Poverty, Youth*

159

Language and National Identity in Senegal: Colonial Language as Official Language

Kiersten L. Kelley '11, Sociology

Advisor: *Smitha Radhakrishnan, Sociology*

There are over 25 codified national languages in Senegal, yet French is the only official language, used in schools and for all government publications. This summer I spent a month after my study abroad program in Dakar, Senegal, conducting interviews with primary schoolteachers. My main goal was to understand something about the relationship between languages used in the education system and the evolution of Senegalese postcolonial national identity. The Senegalese education system has experienced a chaotic history following independence in 1960. Particularly following the education budget cuts associated with World Bank-mandated structural adjustment policies in the 1980s, countless reforms have been proposed and enacted. Few of these have been comprehensive or successful and many have sparked violent or divisive teacher and student strikes, some lasting more than a year. I hope to place my interviews within the Senegalese social and historical context.

Tag(s): *Education, Language/Literature, Cultural/Ethnic Origins*

Storytelling Through Bricks and Mortar (individual presentations)

FND 102

160

More Than Just Stairs—A Journey Through Preservation Politics

Eliza J. Tibbits '11, Architecture

Advisor: *Martha J. McNamara, Art*

Working at the Bostonian Society—stewards of Boston's Old State House Museum—gave me a fascinating look into the hidden politics of architecture and historic preservation. My primary job was to research historic elements of the building to help prepare for the reinterpretation of this National Historic Landmark. Because of its landmark status, changes to the architecture of the Old State House must be reviewed by various historic preservation agencies. The project brought me to a series of meetings with the Boston Redevelopment Agency and Boston Landmarks Commission. Through the process I learned that while landmark designation is a valuable tool for historic preservation, it isn't a perfect system. It can create major obstacles for even the smallest structural changes to buildings designated as landmarks. Another highlight of the project was conducting research on the Old State House at other cultural institutions such as the Boston Public Library, Boston Athenaeum, and Massachusetts Historical Society.

Tag(s): *Museums*

161

Living the High Life

Grace E. Mandel '12, Political Science

Advisor: *Ryan A. Quintana, History*

This summer I interned for the Aspen Historical Society at the Ghost Town of Independence in Colorado. I worked toward preserving the historical integrity of the site

while educating visitors to the significance of the site's gold mining past. Through my work I learned to help people from all backgrounds relate to the struggles of the past. My adventures living alone 16 miles from phone service made me appreciate the Wellesley community as I rediscovered a simpler, but infinitely more difficult life. These experiences and the knowledge I gained through my internship will aid my future work in museums and also in my everyday social encounters at Wellesley. Those who attend my presentation will get a sense of the history of the Wild West but also enjoy learning about my own personal adventure living at 10,920 feet.

Tag(s): *Museums, Education, Environment*

162

Caveman or Indian? Anthropological Representation and the Natural History Museum

Shannon M. Ward '12, Anthropology

Advisor: *Adam Van Arsdale, Anthropology*

This summer I interned with the exhibition development team at Chicago's Field Museum of Natural History, which was founded to house the biological and ethnographic material from the 1893 World's Columbian Exhibition. While developing content for future exhibits, consulting with the museum's anthropologists, and conducting visitor surveys, I came to understand the role natural history museums play in creating public impressions of cultural diversity. Because the field of anthropology is largely contained within colleges and universities, the natural history museum remains the primary means through which anthropological theories are communicated to a greater public. My internship therefore presented me with a unique opportunity to glimpse inside the processes that create this public voice of anthropology. With an eye to the museum's colonialist history, this presentation explores the politics of

constructing its contemporary ethnographic displays and the consequences of its finished exhibitions.

Tag(s): *Museums, Cultural/Ethnic Origins*

163

Golden Tiled Road: Byzantine Art in Italy

Katherine E. Nunes '11, Political Science

Advisor: *Lara G. Tohme, Art and David M. Ward, Italian Studies*

This summer thanks to funding from the Peggs Study Abroad Extension Grant, I had the marvelous opportunity to travel across Italy, seeking its Byzantine past. I found excellent examples in the cities of Ravenna and Palermo, two centers of highly concentrated Byzantine artistic influence in the country. I spent extensive time identifying figures, episodes, and symbols present in many works, as well as noting the use of characteristic decorative elements. Especially rich in material are the mosaic-filled churches. Since visiting these places I have considered the way in which Byzantine presence in the area left not only incredible testaments to such a distinct artistic tradition in a western zone, but the political implications of its arrival. It also spurred me to consider the effect of religion on societal construction, since Emperor Justinian I, under whose reign many of Ravenna's monuments were erected, pushed heavily for religious unity in the empire.

Tag(s): *Museums, Cultural/Ethnic Origins, Urban*

164

Ink and Exposure: The Architectural History of Lyon Through Images

Artemis E. Jenkins '12, Architecture

Advisor: *Daniela Rivera, Art*

Two thousand years ago, the Romans sought the strategic vantage point of Fourvière Hill in southeastern France as they attempted to

conquer the surrounding people. But their settlement became more than a relic of wartime strategy when from its ruins sprung the vibrant city of Lyon, a town bursting with life and, of particular interest to this architecture major, exquisitely preserved buildings. This past June, with pen to paper and eye to lens, I sought to track the architectural history of Lyon, France. Much to my surprise, more than a mere architectural chronology, my sketches and photographs revealed to me a new way of appreciating the built form and the history of France. Through a presentation discussion of my visual studies, I will share the fascinating story of the often ignored and truly spectacular city of Lyon.

Tag(s): *Museums, Urban, Cultural/Ethnic Origins*

Surprise, Surprise! Unexpected Outcomes of Scientific Research (individual presentations)

PNE 129

165

Endless Theories: Exploring the Oddities of Yttrium Oxide Thin Films

Kristal K. Chamberlain '12, Chemistry

Advisor: *Glenn Stark, Physics*

Science is often unpredictable, and when I set out this summer to study thin film optics at Brigham Young University, I had the opportunity to analyze a very unexpected phenomenon. Yttrium oxide is known to be a very stable material, so imagine my surprise when upon exposure to ultraviolet light yttrium oxide thin films were seen to grow by as much as 400 percent! Through a summer of surprising twists and turns, I watched as my theories to explain the occurrence were proven false one by one. Although no conclusions have yet been made as to what is actually happening to the material, I was able to experience the

scientific process firsthand and make contributions to understanding this property of yttrium oxide. Nature does not behave in the way that fits our theories but behaves in a way we must work to understand.

Tag(s): *Science/Technology*

166

Finding a Genotypic Explanation for the Progression of HIV/AIDS

Eun Je Seo '12, East Asian Studies

Advisor: *Didem Vardar-Ulu, Chemistry*

Upon the completion of the Human Genome Project in April 2003, scientists believed that all human genomes are 99.9 percent identical to the sequenced genome. This fact, however, was soon disproved with the discovery of copy number variations, a significant genomic variation in segments of DNA that is approximately 1,000 bases in length. This summer I used qPCR to detect copy number variations in the DNA samples of HIV-negative patients, specifically long-term nonprogressors and progressors. A significant genomic difference between the two cohorts would provide a genomic explanation of the way in which long-term nonprogressors control the replication of the HIV virus without receiving any medical treatment. Through my research experience with the Ph.D. and postdoctoral students in the labs at the Mt. Sinai Medical Center, I came to appreciate and find excitement in the ever changing, revolutionary field of science.

Tag(s): *Science/Technology*

167

Lesion Study of the Iowa Scales of Personality Change

Victoria E.K. Walker-Sperling '11, Biological Sciences

Advisor: *Irene L. Newton, Biological Sciences*

This summer I worked in the Cognitive Neuroscience Lab at the University of Iowa on

how brain lesions affect personality change. The experience of living on my own and working in a teaching hospital showed me the process of researching: starting with literature searches and eventually ending with the analysis of the data. Personality change has long been associated with damage to the frontal lobe, and I used the Iowa Scales of Personality Change (ISPC) to determine how lesion location affected personality. My work at this lab helped me to learn about neuroscience in more detail, grasp how broad goals, such as the location of consciousness, may be solved by specific research, like the location of personality, and the manner in which knowledge is acquired. Because of this experience, I have solidified my resolve to do medical research in graduate school and beyond.

Tag(s): *Science/Technology, Health*

Surviving the Global Recession (individual presentations)

PNE 239

168

Global Imbalance or “Global in Balance”?

BeiBei Zhan '11, Economics and Mathematics

Advisor: *Eric D. Hilt, Economics*

In an increasingly globalized world economy, the discussion of global imbalances has become both controversial and important for macroeconomic policies. While some claim that Americans' spending behavior threatens to place future generations on a path to ruin, others are more optimistic. Aspiring to investigate this issue further, I was given the opportunity to do research at the Hong Kong Monetary Authority economics research division to formulate new methods to measure the extent of global imbalances. Using 40 years of data on 90 economies covering nearly 98 percent of world GDP, this internship enriched my experience with research design, questionnaire development, and raw data analysis. This

presentation will provide a glimpse into how economists use quantitative and qualitative methods to evaluate and guide the decisions of policymakers.

Tag(s): *Money*

169

The National Export Initiative: Making America Globally Competitive in the Twenty-First Century

Melanie L. Kaplan '12, Latin American Studies

Advisor: *Olga Shurchkov '01, Economics*

At a time when persistently high unemployment and home foreclosure rates bring about worries of stagnation and the dreaded “double-dip recession,” people wonder what the government and its policy experts are doing to fix the ailing U.S. economy. This summer I had the opportunity to see one of the solutions in action: the National Export Initiative (NEI). Introduced by President Barack Obama in his January 2010 State of the Union Address, the NEI proposes to double U.S. exports within the next five years and to create two million American jobs in the process. As an intern at the Department of Commerce, I was privy to the inner workings of the bureaucracy and the lengthy process of policy implementation. The NEI encourages the government and the private sector to work together to improve economic growth, correct the trade imbalance, and make America globally competitive in the twenty-first century.

Tag(s): *Law/Politics, Money*

170

Making Sense of the Money Market Mutual Fund Industry Post-Financial Crisis

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

Advisor: *Eric D. Hilt, Economics*

I spent my summer at The Federal Reserve Bank of Boston as an intern in the supervision, regulation, and credit department. I was

responsible for conducting a research project detailing instances of prime money market mutual fund support during the asset-backed commercial paper crisis of late 2007, and the failure of Lehman Brothers in September of 2008. Over one-third of all prime money market mutual funds had managers that contributed capital to their fund in order to keep the fund's net asset value at \$0.995 or greater in order to round up to \$1 per share. To this day, several of these funds remain in fragile positions despite millions of dollars of capital contributions by their managers. By sifting through a sea of financial statements and raw data I was able to contribute meaningful analysis to the Federal Reserve system.

Tag(s): *Money*

171

Changes in the Financial World: My Experience with a Company in Crisis

Simi Oberoi '11, Art History and

Political Science

Advisor: *Joel Krieger, Political Science*

My internship with AXA Rosenberg, an equity management firm based in San Francisco, provided me with a unique perspective on the financial industry. Founded in 1985 by a professor at the University of California—Berkeley, and with offices worldwide, AXA Rosenberg was acquired by French insurance powerhouse AXA in 1999. The company has experienced a dramatic decline in assets under management over the past year, primarily due to an error in one of the company's investment algorithms. Working closely under the company's global chief operating officer, I gained a true sense of how AXA Rosenberg is in the process of changing its investment strategies, internal structures, and client relationships to effectively stay in business. Given the current economic climate and various internal factors, my internship was

particularly insightful and offered a genuine snapshot of life in the business world during one of the most trying times in its history.

Tag(s): *Money*

Sustainable Solutions (individual presentations)

FND 126

172

“Gonna Take Pollution Down to Zero”

Amanda J. Faulkner '11, Environmental Studies

Advisor: *Beth DeSombre, Environmental Studies*

How can we address climate change and decrease carbon emissions in the most efficient and effective ways? This past year I was given the chance to be a part of the Clinton Foundation's Climate Initiative (CCI) and Building Retrofit Program (BRP). Buildings account for 39 percent of primary energy use in the United States, yet could become a much smaller percentage through retrofits. CCI's BRP helped to complete projects such as an energy efficiency retrofit of the Empire State Building that reduced energy use by 38 percent and saves \$4.4 million annually. During my work with the global BRP team I learned about both the potential for energy reduction and the barriers that are preventing the market from fully realizing this opportunity. Retrofits present a massive untapped source of carbon reduction around the world and could be an essential component in fighting climate change.

Tag(s): *Environment, Science/Technology, Law/Politics*

173

The Xelaju Stove Project: The Challenges With Attempting a Development Project

Ana L. Medrano Fernandez '13, Undeclared
Advisor: *William A. Joseph, Political Science*

Guatemala is known as “the land of trees.” The problem of deforestation, however, has affected the rich ecology this country has to offer. Alleviating this problem requires a critical look at the basic energy needs of low-income homes. Lack of economic resources and inefficient fuel sources force these families to cut trees at an increasing rate. ONIL wood-burning stoves are proven to reduce firewood consumption by an average of 50 percent; reduce the possibility of pulmonary diseases and of children being burnt by an open flame. Although these stoves sound like a solution to this problem, this presentation will show that carrying out a successful project abroad requires much more than a good idea and willingness to help. Those who attend this presentation will have an understanding of the cultural, social, and economic hurdles that come with carrying out a project in another country.

Tag(s): *Environment, Youth, Grassroots Organizing*

174

Tashi Delek: Redefining Sustainability in the Highlands of Western China

Yu-Chieh Wang '11, Economics

Advisor: *Gauri K. Shastry, Economics*

Greeted by the vast grasslands and brick-colored mountains of the Tibetan plateau, I had the privilege of interning at One Earth Designs (OED), a start-up nonprofit organization in Qinghai Province, China, this past summer. My previous experiences working with NGOs shaped my drive to learn about strategies to implement a sustainable development project. Bearing the mission to use

technology to “help Himalayan communities adapt to rapid environmental and socioeconomic change by promoting environmental health and incubating local innovation and entrepreneurship”, OED promised a novel way to approach sustainability. Being immersed in a diverse working environment and fieldwork in Tibetan communities deepened my understanding of ways to overcome tension within organizational structure and cultural barriers, respectively. Ultimately, I realized that sustainability of any project encompasses not only ownership of local beneficiaries that may only be achieved through for-profit financial structures, but also appreciation for employees via a transparent and open working environment.

Tag(s): *Environment*

175

Tanner Technology Initiative: Clients, Creativity, and Collaboration (panel)

FND 128

Caroline Sun '11, Economics and Media Arts and Sciences; Alexandra L. Olivier '11, Computer Science and French; Heidi J. Wang '12, Media Arts and Sciences; Jacob Getto, Olin '12, Electrical and Computer Engineering; and Colette M. Whitaker '10, Computer Science and Psychology

Advisor: *Franklyn A. Turbak, Computer Science*

The goal of the Tanner Technology Initiative is to improve participant and attendee experiences at the annual Tanner Conference by developing novel applications that not only highlight the achievements of Wellesley women in the world but also celebrate the conference's ten-year anniversary. With diverse backgrounds in computer science, media arts and sciences, and electrical and computer

engineering, five Tanner Technology interns worked closely with the Center for Work and Service and with faculty members from both Wellesley College and Olin College of Engineering to create a personalized online scheduler and build two touch-sensitive computational surfaces and the interactive applications that run on them.

The panel members will discuss how their summer experiences inspired them to take an interdisciplinary and creative approach to brainstorming and problem solving, expanded upon their course work through practical application of classroom material, and fostered collaboration between the Wellesley and Olin College communities.

Tag(s): *Media, Science/Technology*

The Community and the Clinic: Global Public Health Initiatives (individual presentations)

PNE 127

176

Combating HIV/AIDS: The Clinton Foundation and the National Department of Health, South Africa

Samira S. Daswani '12, Art History

Advisor: *Marianne V. Moore, Biological Sciences*

This summer I interned at the Clinton Health Access Initiative (CHAI) office in South Africa. The elaborate collaboration among CHAI, the South African National Department of Health (NDoH) and other partners, is working on the newly launched Counseling and Testing campaign to combat HIV/AIDS. This campaign offers free testing in all public health clinics with the objective of testing up to 15 million South Africans with the goal of providing anti-retroviral (ARV) treatment to 80 percent of everyone

who needs it by June 2011. Within this large campaign, I was assigned to the drug access team with which I worked to purchase all ARV medication required to support the campaign. Creating and using mathematical models to predict future treatment trends and coordinating the efforts of local and international partners while designing government publications and posters to urge people to get tested allowed me to witness the top-down campaign to combat a deadly disease.

Tag(s): *Health*

177

Survival of the Unfit: The Implications of Globalization on Public Health in India

Deeba L. Zivari '11, Comparative Literature

Advisor: *Margery M. Sabin, English*

Over the course of eight months and across five different countries, I explored public health and its social and political determinants: local, national, and global. This summer I was an apprentice to a volunteer gynecologist and an intern to Self Employed Women's Association (SEWA) International, an organization orchestrating community service between private corporations and communities in need. Utilizing the comparative perspective I developed during study abroad, I investigated the current public health status of slums in Pune, India, and devised methods for improving health awareness. After hundreds of house visits and cups of chai, women in slums revealed that despite their social subordination and lack of mobility, they strongly influence the domestic domain and can serve as messengers of viable healthy practices in areas such as nutrition and hygiene. However, the issue of health is difficult to approach in these settings due not only to the instability of households but also to the silence surrounding sexuality and gender.

Tag(s): *Health, Migration, Women*

178

“¡Lavate Las Manos!”: Taking Action to Promote Public Health in Costa Rica

Katelin A. Snow '11, Mathematics and Cataia

L. Ives '11, Environmental Studies

Advisor: *Carla M. Verschoor, Chemistry*

In spring 2010, we participated in the Organization for Tropical Studies global health semester in Costa Rica to study issues related to public health and tropical medicine. With 13 other students and three professors, we traversed the country, taking courses, learning about Costa Rican culture, and initiating multiple health promotion campaigns in underserved areas. We will discuss our experiences teaching personal hygiene at a rural primary school, setting up our own primary care clinic, helping residents of urban slums prevent dengue infection, and interacting with local shamans to understand indigenous medical practices. Our experience through homestays, personal travel, and independent research allowed us to interact with local communities and to fully immerse ourselves in the Costa Rican culture. We completed our adventure with a deeper understanding of the factors that affect human health and with a desire to work toward making health care accessible to all.

Tag(s): *Health*

WELLESLEY IN THE
WORLD



WELLESLEY IN THE WORLD

In honor of its tenth anniversary, the Tanner Conference features special technology projects that highlight how Wellesley's presence in the world has expanded through international study, internships, and fellowships. These projects, which include a Web-based conference scheduler and applications for large interactive surfaces, were developed in collaboration with the Department of Computer Science at Wellesley College and Franklin W. Olin College of Engineering.

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 76 internship programs in 35 countries.

Fellowships

Wellesley College offers fellowships for graduate study or research that are open to graduating seniors and Wellesley alumnae. Each year, the College supports approximately 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

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| Argentina | Jordan |
| Australia | Kenya |
| Austria | Mexico |
| Brazil | Morocco |
| Canada | The Netherlands |
| Chile | New Zealand |
| China | Peru |
| Costa Rica | Russia |
| Croatia | Senegal |
| Czech Republic | South Africa |
| Denmark | South Korea |
| Egypt | Spain |
| France | Switzerland |
| Germany | Tanzania |
| Greece | Turkey |
| Hungary | Turks & Caicos |
| Iceland | Uganda |
| India | United Kingdom |
| Israel | Vietnam |
| Italy | |
| Japan | |

Internships and Stipends

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| Argentina | Japan |
| Austria | Jordan |
| Bangladesh | Lebanon |
| Barbados | Malawi |
| Bulgaria | Montenegro |
| Cambodia | Morocco |
| Cape Verde | Pakistan |
| China | Peru |
| Costa Rica | Russia |
| Ecuador | Rwanda |
| Egypt | South Africa |
| Ghana | South Korea |
| Guatemala | Switzerland |
| Hong Kong SAR | Tanzania |
| Honduras | Uganda |
| India | United Kingdom |
| Israel | United States |
| Italy | |

Fellowships

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| Argentina | Lithuania |
| Australia | Mexico |
| Bangladesh | Moldova |
| Chile | Morocco |
| China | New Zealand |
| Egypt | South Africa |
| France | Spain |
| Guatemala | Taiwan |
| Hong Kong SAR | Tanzania |
| India | Turkey |
| Indonesia | Uganda |
| Ireland | United Arab Emirates |
| Israel | United Kingdom |
| Japan | Zambia |
| Kenya | |



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 yearlong 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.

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

Department of East Asian Languages and Literatures

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.associated-kyotoprogram.org

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_abroad.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. Majors in political science, international relations, and economics are also registered at Sciences Po-Aix. Participants share studio apartments in Aix’s *centre ville* (downtown); 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 one of Wellesley's international study or exchange programs in Austria, Egypt, France, Hong Kong SAR, Italy, Japan, Mexico, South Korea, Spain, or the United Kingdom. The remainder enroll in one 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 ECCO in Lecce is an intensive three-week summer program offered in the month of August. It is a rigorous linguistic and a valuable cultural full-immersion experience

recommended before the semester or yearlong program in Bologna. The language course consists of a fast-paced and thorough grammar review presented in the context of contemporary Italian issues, with a particular focus on Southern Italian art, history, customs, and traditions. Learning of the language and understanding of the culture are also fostered through a rich program of social and artistic events, extracurricular activities, and guided tours in the region of Puglia.

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). Students in this program enroll directly in regular Mexican university courses across nearly all divisions of the BUAP, a large public research university. Students build an individually tailored curriculum in collaboration with an on-site resident director who is a faculty member of one of the sponsoring 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, Tlaxcala, and Chiapas 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 and click on the link Wellesley in Puebla.

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 while fostering an appreciation of Spanish history and culture through studies in a variety of disciplines. The PRESHCO program is designed not only for Spanish majors, but for anyone wishing to develop fluency in Spanish for future professional endeavors. Academic study centers on courses taught by regular faculty from the Universidad de Córdoba, but developed to address the requirements of American universities and colleges; the program also offers direct matriculation at the Universidad de Córdoba. Course offerings are extensive, both in terms of PRESHCO courses and general university offerings, ranging from the fine arts to environmental sciences and engineering, from comparative law and politics to seminars in literature and film. Depending on individual preferences, students are housed in privately run dormitories or with host Spanish families. A variety of planned excursions complement and enhance the program of study.

For more information, visit: sophia.smith.edu/blog/preshco

Internships and Stipends

Center for Work and Service Identified Internship Programs

The Madeleine Korbel Albright Institute for Global Affairs

In 2010, Wellesley College successfully launched the Madeleine Korbel Albright Institute for Global Affairs. Forty students were chosen as Albright Fellows and participated in an intensive Wintersession program in January. As the second component of the Institute program, the Albright Fellows each pursued summer internships in global affairs. A combination of new and existing internship opportunities allowed the students to apply what they learned to their work in the field. In summer 2010, the Albright Fellows participated in internships in 19 countries around the world.

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 nonprofit organizations, with alumnae mentors when possible. Through their internships, students become familiar with professional responsibilities, create networks for future employment, and learn the importance of cultivating relationships with 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 Internships 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. Anchor Point internship placements have been available in a number of countries, including Cameroon, Cape Verde, Egypt, and Tanzania, for students from a variety of academic backgrounds. Internship sites included a foundation dedicated to young women's scientific and technological education, a local women's NGO working to improve economic and social conditions, among others. 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 work with a mentor to conduct basic research in a laboratory, or to contribute to the development of a clinical research effort. The intern is expected to become familiar with the research approaches used by her mentor. At the mentor's discretion, she 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. Clinton Foundation interns conduct 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 2010, a Clinton Foundation internship placement was available in South Africa. 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/wcclintonchai.html

Internships in International Human Rights Organizations

This program places students in international and domestic organizations 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 2010, students were selected to work with the Citizens' Alliance for North Korean Human Rights in Seoul, South Korea; with the Centre for Social Cohesion and the Henry Jackson Society in London, United Kingdom; and with the Iran Human Rights Documentation Center in New Haven, CT.

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 nonprofit organizations. Led by Wellesley College faculty, staff, and nonprofit practitioners, weekly seminars 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/students/servicelearning.html

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 nonprofit 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 nineteenth 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-foot, three-masted schooner docked in Stamford, CT. This “floating classroom” program offers a multidisciplinary environmental curriculum for children and adults in Westchester, Nassau, and Suffolk counties in NY, and in Fairfield County, CT. Educators live and teach aboard SoundWaters.

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

Summer Internships in Psychology at the Walker School and Riverside Community Care

The Summer Internships in Psychology Program was developed in order to give students the opportunity to gain highly valuable clinical experience that helps them make informed career choices. Working in a community-based agency sensitizes the students to issues of cultural diversity and poverty and increases their understanding of the biopsychosocial model of mental disorders. Thus the interns develop a deeper appreciation of the complex interface between genetic makeup, psychological coping strategies, and the larger socio-cultural forces determining how individuals negotiate the vicissitudes of life.

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

Vieques Internship Program

During this Wellesley College Wintersession and summer internship, students at the Vieques Conservation and Historical Trust (VCHT) help advance the organization's mission of promoting environmental stewardship and community activism. Vieques Island, 21 miles long and five miles wide, is located ten miles off the eastern shore of Puerto Rico's main island. The VCHT works to protect and preserve local natural resources, including the most abundant bioluminescent bay in the world. Interns contribute to the implementation of several educational and research programs.

For more information, visit: www.wellesley.edu/CWS/students/vieques.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 Internships in Europe

Established in 2009, the Wellesley Internships in Europe program provides an intensive, career-related internship in a student's field of interest. Since the program's inception, students have been placed with the Peggy Guggenheim Collection in Venice, Italy. Through the internship, students become familiar with museum management in one of the great art cities of Europe. In future years, interns will explore the NGO and business sectors, and experience life in other major cities.

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

Wellesley Internships in India

Established in 2007, the Wellesley Internships in India program provides students in all majors the opportunity to undertake ten-week summer internships in New Delhi, Mumbai, and Varanasi. Placements are available in grassroots educational, organizing, and advocacy organizations. Responsibilities and projects include research, teaching, mentoring, communications, and office projects. Participation will enable students to develop flexibility, knowledge of the complexities and cultures of India, and 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 (WILA) program provides placements in varied fields such as political and environmental sciences, economics, Latin American politics, history, biology, and sociology. Students gain real-world experience and learn about the challenges facing this region. Students in all fields and majors are encouraged to apply for WILA internships in Argentina and Costa Rica. Through the program, interns gain an insider's perspective on some of the most dynamic areas of the world.

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

Center for Work and Service Summer Stipend Programs

The Paul B. Beal and Mona Phillips Beal Internship

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

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

Carolyn Shaw Bell Internship

The Carolyn Shaw Bell Internship encourages and supports sophomores and juniors seeking internship experience in business or

economics. This program provides stipends for internships in nonprofit or for-profit organizations.

Blessing Way Summer Public Service Internship

This internship supports a Wellesley College student committed to making a difference in her community. It is designed for a student who is interested in working with a nonprofit 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 nonprofit 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 nonprofit 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.

For more information, visit: www.wellesley.edu/CWS/students/1962int.html

Class of 1969 Community Service Internship Fund

This fund provides a summer stipend that supports student involvement in community service and encourages community service as a lifelong activity for Wellesley College women. Placement must be with a nonprofit community organization.

Class of 1989 10th Reunion Fund

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

Margaret C. Gordon Law and Education Public Service Award

This fund supports a Wellesley College student committed to serving disadvantaged communities through an unpaid summer internship in public-interest law and/or 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 nonprofit and for-profit organizations.

The Jeniam Foundation Internship Grant

This grant supports students wishing to work in a nonprofit 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 nonprofit organizations.

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

This fund supports Wellesley College students seeking summer internships in Spanish-speaking countries. Preference will be given to 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 nonprofit 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 nonprofit microfinance organizations all over the world. Interns are exposed to the process of connecting low-income individuals with capital and new business opportunities.

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.

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

Parents' Internship Program

This program provides unpaid summer career-development internships in nonprofit 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.

Lia Gelin Poorvu '56 Internship Fund

This fund supports a domestic summer internship for an Albright Fellow.

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 nonprofit, for-profit, or public service organization in the United States.

Public Service Internship Fund

This fund encourages and enables Wellesley College students to use their talents and skills in public service. Each summer, it supports students working full-time in nonprofit 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 students seeking to make a difference in the world by tackling contemporary crises worldwide. Students work at both rights-based advocacy and service NGOs. Students have addressed HIV/AIDS, human rights in North Korea and Iran, Darfur-related initiatives in the United States and abroad, and justice for women in India. Responding to World Crises is funded through the Office of the President.

For more information, 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 nonprofit organization that involves a particular community, population, or issue related to a personal interest or concern. Priority is given to applicants pursuing a full-time community service

experience for the first time. This fund also supports one stipend with the Low Vision Center in Bethesda, Maryland.

Beth K. Smith Award

This award provides students the opportunity to experience work in the nonprofit 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.

Tanner Technology Initiative

In honor of the tenth anniversary of the Tanner Conference and in support of the new three-college collaboration, the Tanner Conference Committee initiated a project in which five students from Wellesley College and Franklin W. Olin College of Engineering worked with faculty to develop computer applications. These applications showcase the global reach of Tanner presentations, and include a Web-based tool for navigating the Tanner Conference schedule as well as applications for large interactive computational surfaces: an interactive world map of Tanner projects and a stream of images from the Tanner photo contest.

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 nonprofit social service organization. The award honors the important connection between Oprah Winfrey's speech at the Commencement of the Class of 1997 and the 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/stipendprog.html

Davis Museum and Cultural Center

The Summer Fellowship Program at the Davis Museum and Cultural Center

The Davis Museum and Cultural Center, along with the Center for Work and Service, offer Wellesley College students a range of opportunities in the arts on-campus, throughout America, and in Asia and Europe. Opportunities abound to develop skills in numerous areas of interest. Students experience an array of business environments and cultural institutions while working with some of the foremost leaders in the varied world of the arts. Students working at the Davis Museum can participate in many aspects of the museum profession including research collections care, public relations, fund-raising, assisting curators, technology-based initiatives, and educational programming. Those who work at other museums and arts institutions gain exposure to other parts of the art world in cities that offer incredible opportunities for exploration and fun while they are building their resumes, learning about art, and meeting leaders in the arts world.

For more information, visit: www.davismuseum.wellesley.edu

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 2010, 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, DC. Eighteen to 20 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/washingtoninternship.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

Class of 1950 Emily Greene Balch 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

Office of Religious and Spiritual Life

The Reverend Mrs. Janice Holcombe Richmond '53 Fund

This fund supports a student conducting health related work in India with a spiritual basis.

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's Summer Research Awards

The foundation provides these awards to support Wellesley College students conducting research with a faculty member in astronomy, biological sciences, 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.

Hubel Summer Research Fellowship

The Hubel Summer Research Fellowship was a gift provided by Dr. David Hubel. Students work under the supervision of a Wellesley College faculty member.

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 '74 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. Students work under the supervision of a Wellesley College faculty member.

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 '76 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.

Georganne 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.

Patterson Summer Research Fellowship

The Patterson Summer Research Fellowship is awarded in recognition of a student's academic excellence and their potential for success in research. Patterson Fellows display an excitement for original discovery and a desire to communicate knowledge to others, and embody the ethos of a Wellesley education. In addition to a summer research stipend, the Fellowship provides an additional award of \$300. The fellowship is awarded to a student nominated by a faculty member in the Neuroscience Program or affiliated departments, including chemistry, biology, psychology, physics, and computer science, and is not normally given to students who have received other major research fellowships or prizes.

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.

The Eleanor R. Webster Prize in Chemistry

This prize is offered in memory of Eleanor Webster. The candidates for the prize would be nominated by their thesis mentors. A recommendation to the department as to the recipient would be made by a committee comprised of the thesis mentors.

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.

Wellesley Summer Research Awards from the Office of Resources

This program provides awards for Wellesley College students, in the Wellesley College Science Center, to work with Wellesley faculty members on campus. The awards include funds from the Leonie Faroll '49 Bequest and the Cummins Award.

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.

For more information about these programs and other opportunities at WCW, visit: www.wcwonline.org/internships

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, Department 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, public policy, or public administration, including M.B.A. 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 Ph.D. degree or its equivalent, or for private research of an equivalent standard.

Peggy Howard Fellowship in Economics

This fellowship provides financial aid for Wellesley College students or alumnae continuing their study of economics. The

economics faculty administers this fellowship and may name one or two recipients, depending on the funding available.

Edna V. Moffett Fellowship

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

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.

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 up to 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 Ph.D. dissertation research. Candidates must be at least 25 years old in the year they apply.

Maria Opasnov Tyler '52 Scholarship in Russian Studies

This scholarship is 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.

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 Fellowships 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
2010**

**WELLESLEY COLLEGE
GRADUATE
FELLOWSHIPS
2010**

**NATIONAL
FELLOWSHIP
COMPETITIONS
2010**

Center for Work and Service Identified Internship Programs

The Madeleine Korbel Albright Institute for Global Affairs

Monica Ballesteros Arias '11, *Poder Ciudadano, Buenos Aires, Argentina*
 Juliet V. Barbara '10, *Council on Foreign Relations, New York, NY*
 Danielle T. O. Brown '10, *Lawyers Collective, Mumbai, India*
 Hannah Z. Catzen '11, *Aghor Foundation, Varanasi, India*
 Debbie J. Chen '11, *State Department, Washington, DC*
 Jing Chen '11, *Sea Scavenger, San Francisco, CA*
 Katherine S. Cho '10, *Project with United Nations Special Envoy to Haiti, The William J. Clinton Foundation, New York, NY*
 Galen T. Danskin '11, *Aga Khan Education Services, Kampala, Uganda*
 Samira S. Daswani '12, *Clinton Foundation HIV/AIDS Initiative (CHAI), Pretoria, South Africa*
 Tess G. DeLean '11, *Grameen Bank, Dhaka, Bangladesh*
 Tehsina Devji '11, *Infection Chemistry Research Lab, AstraZeneca Pharmaceuticals, Waltham, MA*
 Masa Dikanovic '10, *Women's Safe House, Podgorica, Montenegro*
 Erin L. Duffy '10, *Boston Center for Refugee Health and Human Rights, Boston, MA*
 Malina E. Dumas '10, *Serendipity Russia, Vladimir, Russia*
 Anna Goldstein '10, *Teach for America, New Orleans, LA**
 Jaya Gupta '11, *Health Systems 2020 (USAID Project), Cairo, Egypt*
 Adan Haj-Yehia DS '11, *United Nations Office for Project Services Jerusalem Operations, Jerusalem, Israel*
 Margaret Hall '11, *World Vision, Seattle, WA*

Alison H. Harrington '10, *Thomas J. Watson Fellowship, Bangladesh, Indonesia, Morocco, Turkey, and United Arab Emirates**
 Halimatou Hima Moussa Dioula '10, *United Nations Foundation, Washington, DC*
 Nora J. Keller '10, *Zurich Office for Gender Equality, Zurich, Switzerland*
 Emily L. Kim '11, *State Street Global Markets, Boston, MA*
 Olivia E. Kingsley '11, *Project NOMAD, Pazardjik, Bulgaria*
 Candice Lee '10, *Morningstar Inc., Chicago, IL**
 Laura E. Marrin '11, *The Albright Stonebridge Group, Washington, DC*
 Joy M. Napier '10, *The Henry Jackson Society, London, United Kingdom*
 Simi Oberoi '11, *AXA Rosenberg, San Francisco, CA*
 Rosie Osire '10
 Aditi G. Patel '11, *Observer Research Foundation, Mumbai, India*
 Kerry A. Scanlon '10, *Oxfam America, Boston, MA*
 Vivian A. Secaida '11, *Come, Let's Dance, Kampala, Uganda*
 Sarah R. Shaer '11, *Ministry of Family and Population, Cairo, Egypt*
 Ruth Ann C. Smith '11, *United Nations Millennium Development Villages Project, Kenya, Malawi, and Tanzania*
 Rachel B. Snyderman '11, *Innovations for Poverty Action, Tegucigalpa, Honduras*
 Alexandra Stark '10, *Center for a New American Security, Washington, DC*
 Megan J. Townsend '11, *Partners In Health, Boston, MA*
 Sarah K. Turrin '11, *International Finance Commission, World Bank Group, Washington, DC*
 Lana Wear '10
 Yi Zhang '10, *One Earth Designs, Cambridge, MA*

American Cities Internship Program

Atlanta

Michelle K. Corkrum '12, *Emory Center for Neurodegenerative Disease, Atlanta, GA*

Chicago

Kelsey R. Savage '11, *WTTW, Network Chicago, Chicago, IL*
 Katelin A. Snow '11, *Children's Memorial Hospital, Chicago, IL*
 Shannon M. Ward '12, *The Field Museum, Chicago, IL*

Los Angeles

Melissa Giger '11, *Marc Platt Productions, Universal City, CA*

New York

Nathalie J. Herman '11, *Social Accountability International, New York, NY*
 Allison L. Kwan '11, *Social Accountability International, New York, NY*

San Francisco

Laura E. Gruberg '11, *San Francisco Works, San Francisco, CA*
 Sienna R. Loughton '11, *California Institute for Regenerative Medicine, San Francisco, CA*
 Chuyang A. Liu '11, *Global Business Network, San Francisco, CA*
 Rebecka H. Marcucci '11, *Women's Initiative for Self Employment, San Francisco, CA*
 Simi Oberoi '11, *AXA Rosenberg, San Francisco, CA*
 Krista L. Olson '11, *Children Now, San Francisco, CA*
 Marissa D. Parrish '12, *Alameda County Child Care, San Francisco, CA*

Internships in International Human Rights Organizations

Jaun Ahn '12, *Citizen's Alliance for North Korean Human Rights, Seoul, South Korea*

*Exempt from internship requirement

Joy M. Napier '10, *Henry Jackson Society, London, United Kingdom*
Sara J. Rubin '12, *Centre for Social Cohesion, London, United Kingdom*
Suzanne M. Trainor '12, *Iran Human Rights Documentation Center, New Haven, CT*

Lumpkin Summer Institute for Service Learning

Alexandria M. Barnes '12, *Office of Senator Harriette Chandler '59, Boston, MA*
Toby R. Chaiken '11, *Boston Community Capital, Boston, MA*
Katherine E.J. Cushing '11, *Medical Legal Partnership for Children, Boston, MA*
Dorthea I. Damaskos '12, *Women's Inc., Teen Voices, Boston, MA*
Meghan J. Friedman '12, *St. Francis House, Boston, MA*
Elizabeth D. Krainchich '11, *Boston Area Rape Crisis Center, Boston, MA*
Natalie B. Ornell '12, *Boston Chinatown Neighborhood Center, Boston, MA*
Zakiyyah E. Sutton '12, *Women's Inc., Teen Voices, Boston, MA*

The Elisabeth Luce Moore '24 Summer Internships in Asia

Beijing, China

Mengyu Huang '12, *ABC News, Beijing, China*
Madeline R. Weeks '11, *The Economist Group, Beijing, China*

Shanghai, China

Kelly Lin '11, *China Market Research Group, Shanghai, China*
Catherine Wu '11, *Ventures in Development, Shanghai, China*

Qinghai, China

Yu-Chieh Wang '11, *One Earth Designs, Qinghai, China*

Hong Kong SAR

Emily Chan '11, *Hong Kong Civic Exchange, Hong Kong SAR*
BeiBei Zhan '11, *Hong Kong Monetary Authority, Hong Kong SAR*

Japan

Jessica G. Chin '11, *Kapatiran, Tokyo, Japan*
Subin Park '11, *Fuji TV, Tokyo, Japan*
Rachel E. Smith '12, *Asian Rural Institute, Nasushiobara, Japan*
Candice J. Snowden '11, *Kiyosato Educational Experiment Project (KEEP), Yamanashi, Japan*
Jessica R. Tang '11, *Nippon Keidanren, Tokyo, Japan*

South Korea

Jaewn Ahn '12, *Citizen's Alliance for North Korean Human Rights, Seoul, South Korea*
Shannon M. Coyne '11, *Korean National Commission for UNESCO, Seoul, South Korea*
Keyong Ah Tahk '12, *Korean National Commission for UNESCO, Seoul, South Korea*

Vieques Conservation and Historical Trust (VCHT) Internship

Wintersession 2010

Stefanie Chan '10, *Vieques Conservation and Historical Trust (VCHT), Vieques, Puerto Rico*

Summer 2010

Alena R. Gerleck '11, *Vieques Conservation and Historical Trust (VCHT), Vieques, Puerto Rico*

Wellesley Internships in Africa

Galen T. Danskin '11, *Aga Khan Education Services, Kampala, Uganda*
Eleanor A. Fulvio '11, *Center for Cross-Cultural Learning, Rabat, Morocco*
Chanelle M. Lansley '12, *Aga Khan Education Services, Kampala, Uganda*
Julia N. Wu '12, *Center for Cross-Cultural Learning, Rabat, Morocco*

Anchor Point Internships in Global Leadership

Sarah M. Gray '12, *Organização das Mulheres de Cabo Verde (OMCV), Cape Verde*
Jaya Gupta '11, *Health Systems 2020 (USAID Project), Cairo, Egypt*

Gena M. Hong '12, *Organização das Mulheres de Cabo Verde (OMCV), Cape Verde*
Ruth Ann C. Smith '11, *United Nations Millennium Development Villages Project, Kenya, Malawi, and Tanzania*

Wellesley Internships in Latin America

Monica Ballesteros Arias '11, *Poder Ciudadano, Buenos Aires, Argentina*
Annick-Marie S. Jordan '11, *Directorio Legislativo, Buenos Aires, Argentina*
Nandita Krishnaswamy '12, *United Nations Development Program, San José, Costa Rica*

Wellesley Internships in India

Amisha Ahuja '12, *Operation Asha, New Delhi, India*
Sua Im '11, *Aga Khan Education Services, Mumbai, India*
Hayley C. Merrill '11, *Aga Khan Education Services, Mumbai, India*
Kelsey D. Rodriguez '12, *Bal Ashram, Varanasi, India*
Aabha Sharma '12, *Action India, New Delhi, India*
Maria I. Toro '12, *Bal Ashram, Varanasi, India*
Hilary A. White '12, *Banaras Hindu University, Varanasi, India*

Wellesley Internships in Europe

Ann Walt Stallings '12, *Peggy Guggenheim Collection, Venice, Italy*

Clinton Foundation HIV/AIDS Initiative Internship Program

Samira S. Daswani '12, *Clinton Foundation HIV/AIDS Initiative (CHAI), Pretoria, South Africa*

Children's Hospital Boston, Division of Hematology/Oncology

Jenny Chang '11, *Children's Hospital, Boston, MA*
Amanda J. Daigle '12, *Children's Hospital, Boston, MA*
Rachel A. Roston '11, *Children's Hospital, Boston, MA*

Walker School Summer Internship Program

Elisha A. Orama '12, *Walker School, Needham, MA*

Ellyn M. Schmidt '12, *Walker School, Needham, MA*

Erin Simons '12, *Walker School, Needham, MA*

SoundWaters Summer Internship Program

Briana K. M. Bierman '11, *SoundWaters, Stamford, CT*

Center for Work and Service Summer Stipend Programs

American City Internship Fund

Kelsey R. Savage '11, *WTTW, Network Chicago, Chicago, IL*

The Paul B. Beal and Mona Phillips Beal Internship

Lucia M. T. Nhamo '11, *Vital Pictures, Boston, MA*

Carolyn Shaw Bell Internship

Hillary A. Clevenger '12, *PoverUP, Irvine, CA*

Blessing Way Summer Public Service

Krista L. Olson '11, *Children Now, San Francisco, CA*

Yi Zhang '10, *One Earth Designs, Cambridge, MA*

Barbara Bush Award for Volunteerism

Angelica C. Ramirez '12, *The Guatemala Project, El Triunfo, Guatemala*

Catherine E. Vandeveld '10, *Friends of Little Field Home, Chigamba Village, Malawi*

The Wei Fong Chu Chao Endowed Fund

Aditi G. Patel '11, *Observer Research Foundation, Mumbai, India*

Siwen Chen '11, *European Union Chamber of Commerce, Shanghai, China*

Class of 1962 Student Internship Fund

Danielle T. O. Brown '10, *Lawyers Collective, Mumbai, India*

Emily E. Firgens '11, *Office of Representative Tammy Baldwin, Washington, DC*

Alexandria L. Icenhower '12, *Massachusetts Women's Political Caucus, Boston, MA*

Sarah R. Shaer '11, *Ministry of Family and Population, Cairo, Egypt*

Class of 1969 Community Service Internship Fund

Katherine M. Blair '11, *Horizons for Homeless Children, Roxbury, MA*

Claire J. Lee '12, *Becky's House Emergency Shelter, San Diego, CA*

Roxanne M. Schroeder '11, *Maggie's Place, Phoenix, AZ*

Class of 1989 10th Reunion Fund

Michelle K. Corkrum '12, *Emory Center for Neurodegenerative Disease, Atlanta, GA*

Audrey Freedman '51 Endowed Fund for Students in Economics

Elaine J. Kim '12, *Asian Women in Business, New York, NY*

Susan Todd Horton 1910 Internship Fund

Mika B. Edgerly '12, *Women's Bureau of the U.S. Department of Labor, Boston, MA*

Laura E. Gruberg '11, *San Francisco Works, San Francisco, CA*

Sienna R. Laughton '11, *California Institute for Regenerative Medicine, San Francisco, CA*

Samar Lichtenstein '11, *Women's Bureau of the U.S. Department of Labor, Boston, MA*

Chuyang A. Liu '11, *Global Business Network, San Francisco, CA*

Julia R. Malacoff '11, *IMG Worldwide, New York, NY*

Nirali N. Shah '12, *Ashurst Law Firm, New York, NY*

Amanda R. Wyatt '11, *The White House Internship Program, Washington, DC*

The Jeniam Foundation Internship Grant

Julia I. Wucherpfennig '12, *Operation Wallacea, La Seiba, Honduras*

Susan Rappaport Knafel '52 International Internship Fund

Merene Botsio '12, *African Women's Development Fund, Accra, Ghana*

Hannah Z. Catzen '11, *Aghor Foundation, Varanasi, India*

Masa Dikanovic '10, *Women's Safe House, Podgorica, Montenegro*

Malina E. Dumas '10, *Serendipity Russia, Vladimir, Russia*

Eleanor A. Fulvio '11, *Center for Cross-Cultural Learning, Rabat, Morocco*

Alexandra B. Hayes '11, *Meakea Strey Organization, Phnom Penh, Cambodia*

Nora J. Keller '10, *Zurich Office for Gender Equality, Zurich, Switzerland*

Karen Kemirembe '12, *GeoVisions, Guayaquil, Ecuador*

Olivia E. Kingsley '11, *Project NOMAD, Pazardjik, Bulgaria*

Ashley L. Lee '11, *VideoTage, Hong Kong SAR*

So Hyun Park '11, *East Asia Institute, Seoul, South Korea*

Rachel B. Snyderman '11, *Innovations for Poverty Action, Tegucigalpa, Honduras*

Ann Walt Stallings '12, *Peggy Guggenheim Museum, Venice, Italy*

Julia N. Wu '12, *Center for Cross-Cultural Learning, Rabat, Morocco*

Deeba L. Zivari '11, *Sewa International, Ahmedabad, India*

Littleford Vieques Internship

Stefanie Chan '10, *Vieques Conservation and Historical Trust (VCHT), Vieques, Puerto Rico*

Alena R. Gerleck '11, *Vieques Conservation and Historical Trust (VCHT), Vieques, Puerto Rico*

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

Monica Ballesteros Arias '11, *Poder Ciudadano, Buenos Aires, Argentina*
Annick-Marie S. Jordan '11, *Directorio Legislativo, Buenos Aires, Argentina*
Nandita Krishnaswamy '12, *United Nations Development Program, San José, Costa Rica*

The Lumpkin Family Internships for the Environment

Jing Chen '11, *Sea Scavenger, San Francisco, CA*
Genevieve M. Goldleaf '12, *Botanic Gardens, Wellesley College, Wellesley, MA*
Leslye D. Penticoff '11, *Executive Office of Energy and Environmental Affairs, Boston, MA*
Ellen M. Willis-Norton '12, *University of San Diego Marine Science, San Diego, CA*
Joanna K. Yim '11, *Tufts Wildlife Clinic, North Grafton, MA*

The Emily Cohen MacFarquhar '59 Internship for International Journalism

Christina Gossmann '11, *The Mail & Guardian, Johannesburg, South Africa*
Jennifer M. Lee '12, *Photodocumentation of immigrant communities in Buenos Aires, Buenos Aires, Argentina*
Tamar Y. Zmora '11, *Ynet, Tel Aviv, Israel*

MasterCard Microfinance Internships

Yaba A. Armah '12, *Global Vision International Community, Antigua, Guatemala*
Tess G. DeLean '11, *Grameen Bank, Dhaka, Bangladesh*
Erica Saldivar '12, *Finca Perú, Lima, Peru*
Vivian A. Secaida '11, *Come, Let's Dance, Kampala, Uganda*
Andrea Szasz DS '10, *Grameen Bank, Dhaka, Bangladesh*

O'Meara Student Internship Fund

Amelia L. McDermott '12, *Office of Senator Olympia Snowe, Washington, DC*
Meaghan D. Maher '12, *Office of Senator Kirsten E. Gillibrand, Albany, NY*

Parents' Internship Program

Lucy A. Bergin '12, *Vienna, Austria*
Clara M.J. Buchholtz '12, *Vienna, Austria*
Abigail B. Cassel '11, *Mary Anne Thompson Associates, New York, NY*
Melissa Evans '12, *Vienna, Austria*
Yaffa S. Frederick '11, *World Policy Journal, New York, NY*
Melissa Giger '11, *Marc Platt Productions, Universal City, CA*
Sydney N. Hodge '11, *The Paris Review, New York, NY*
Emma E. Strick '12, *Vienna, Austria*
Megan J. Townsend '11, *Partners In Health, Boston, MA*
Jacinda W. Zhong '11, *The Office of eDiplomacy, Washington, DC*

Lia Gelin Poorvu '56 Internship Fund

Margaret Hall '11, World Vision, Seattle, WA

The Barbara Scott Prieskel '45 Endowed Fund for Internships

Rebecka H. Marcucci '11, *Women's Initiative for Self Employment, San Francisco, CA*
Deirdre E. Offenheiser '11, *The Albright Stonebridge Group, Washington, DC*
Kerry A. Scanlon '10, *Oxfam America, Boston, MA*

Public Service Internship Fund

Juliet V. Barbara '10, *Council on Foreign Relations, New York, NY*
Erin L. Duffy '10, *Boston Center for Refugee Health and Human Rights, Boston, MA*

Responding to World Crises

Samira S. Daswani '12, *Clinton HIV/AIDS Initiative, Pretoria, South Africa*
Adan Haj-Yehia DS '11, *United Nations Office for Project Services Jerusalem Operations Center, Jerusalem, Israel*
Suzanne M. Trainor '12, *Iran Human Rights Documentation Center, New Haven, CT*
Katherine S. Cho '10, *Project with United Nations Special Envoy to Haiti, The William J. Clinton Foundation, New York, NY*

Service Opportunity Stipend

Amisha Ahuja '12, *Operation Asha, New Delhi, India*
Sarina K. Bajwa '11, *Quality Life Center, Fort Myers, FL*
Rhea A. Brown '12, *Phillips Brooks House Association, Cambridge, MA*
Galen T. Danskin '11, *Aga Khan Education Services, Kampala, Uganda*
Sarah V. N. Ditmars '11, *Studio of Artist Ellen Driscoll, New York, NY*
Stephanie S. Huang '12, *International Volunteer Headquarters, New Delhi, India*
My-Co T. Huynh '12, *Girls Inc. of Metro Denver, Denver, CO*
Sua Im '11, *Aga Khan Education Services, Mumbai, India*
Luyang Jin '12, *Low Vision Center, Bethesda, MD*
Chanelle M. Lansley '12, *Aga Khan Education Services, Kampala, Uganda*
Teresa N. Le '11, *Tshwaranang Legal Advocacy Centre, Johannesburg, South Africa*
Alison L. Mehan '11, *Walker School, Needham, MA*
Hayley C. Merrill '11, *Aga Khan Education Services, Mumbai, India*
Rana Mungin '11, *Riverside Community Care, Needham, MA*
Victoria A. Nichols '11, *Riverside Community Care, Needham, MA*
Elisha A. Orama '12, *Walker School, Needham, MA*
Kristal A. Otero '12, *Riverside Community Care, Needham, MA*
Marissa D. Parrish '12, *Alameda County Child Care, San Francisco, CA*
Tiffany H. Pyen '11, *World Vision, Seattle, WA*
Kelsey D. Rodriguez '12, *Bal Ashram, Varanasi, India*
Ellyn M. Schmidt '12, *Walker School, Needham MA*
Aabha Sharma '12, *Action India, New Delhi, India*

Erin A. Simons '12, *Walker School,
Needham, MA*

Katelin A. Snow '11, *Children's Memorial
Hospital, Chicago, IL*

Alexandra M. Stark '10, *Center for a New
American Security, Washington, DC*

Maria I. Toro '12, *Bal Ashram, Varanasi, India*

Hilary A. White '12, *Banaras Hindu University,
Varanasi, India*

Jami-Lin L. Williams '11, *Street Sense,
Washington, DC*

Beth K. Smith Award

Hillary A. Fenton '11, *District of Massachusetts
Probation Department, Springfield, MA*

Sarah B. Fiori '11, *WGBH Productions,
Boston, MA*

Nathalie J. Herman '11, *Social Accountability
International, New York, NY*

Dora M. Hui '11, *Chinese Progressive
Association, Boston, MA*

Grace Jung '11, *San Carlos Pet Hospital,
San Carlos, CA*

Weiyue Kou '12, *Social Accountability
International, New York, NY*

Allison L. Kwan '11, *Social Accountability
International, New York, NY*

Khyrstyn R. McGarry '11, *Grupo Latino
Americano, Springfield, MO*

Sarah R. Mohtes-Chan '11, *The Massachusetts
Society for Prevention of Cruelty to Children,
Jamaica Plain, MA*

Ikuno Naka '12, *International Student
Conference, San Francisco, CA*

Joy M. Napier '10, *Henry Jackson Society,
London, United Kingdom*

Sara J. Rubin '12, *Centre for Social Cohesion,
London, United Kingdom*

Kathleen M. Sheahon '11, *Kansas City Free
Health Clinic, Kansas City, MO*

Rachel Spaulding '11, *The Museum of Modern
Art, New York, NY*

Kyi-Sin-Lin Than '11, *Project HEALTH,
Boston, MA*

Shannon M. Ward '12, *The Field Museum,
Chicago, IL*

Tanner Technology Initiative

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

Jacob Getto, Olin College '12

Alexandra L. Oliver '11

Caroline Sun '11

Heidi J. Wang '12

Colette M. Whitaker '10

The Helen Wallace Health Sciences Internship Fund

Rachel A. Roston '11, *Children's Hospital,
Boston, MA*

Oprah Winfrey Award for Volunteerism

Kyung Min Kim '10, *Hannawon/Hana Center,
Gyeonggi-do, South Korea*

Davis Museum and Cultural Center

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

The Summer Fellowship Program at the Davis Museum and Cultural Center

Lia E. Dawley '12

Wendy J. Dickieson '12

Molly K. Eckel '12

MaCherie E. Edwards '11

Miquel A. Geller '10

Jenny A. Harris '12

Linnea P. Johnson '12

Elena S. Mironciuc '13

Mair E. Roberts '10

Wendy M. Xu '13

Office of the Dean of the College

*(Internships took place on the Wellesley College
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Social Sciences Summer Research Program

Claire Shea '11

Danielle L. Good '11

Rebecca L. Cannon '11

Madeleine S. Nelson '12

Florence W. Kamonji '13

Diana R. Stroud '11

Briana M. Calleros '12

Shilpa S. Idnani '12

Caitlin M. Toole '11

Devika A. Werth '12

Lourdes Mendoza '12

Porsha L. Eden '10

April R. Yeane '12

Sarah G. Trager '13

Magdalena J. Zebracka '12

Department of Economics

Audrey Freedman '51 Endowed Fund for Students in Economics

Elaine J. Kim '12, *Asian Women in Business,
New York, NY*

Department of English and Writing Program

Department of English and Writing Program Summer Internships

Megan Cunniff '11, *AGNI, Boston, MA*

Sydney N. Hodge '11, *The Paris Review,
New York, NY*

Claire O. Grossman '12, *Slate, Washington, DC*

Department of French

French House Fellows Program

Kiley M. Workman '11

Department of German

Wellesley-in-Vienna Internships

*(Internships supported by Parents' Internship
Fund and took place in Vienna, Austria.)*

Spring 2010

Tess G. DeLean '11

Katie A. Van Adzin '11

2010–2011 Academic Year

Lucy A. Bergin '12

Melissa A. Evans '12

Emma E. Strick '12

Clara M. Buchholtz '12

Department of Political Science

Washington Summer Internship Program

Hilary M. Allen '11, *Massey Media, Washington, DC*
Hawa Ansary '11, *Institute for the Study of War, Washington, DC*
Debbie J. Chen '11, *State Department, Washington, DC*
Kathleen M. Doherty '11, *National Institutes of Health, Washington, DC*
Halae M. Fuller '11, *Wilderness Society, Washington, DC*
Melissa F. Haley '11, *Hirschhorn Museum, Washington, DC*
Abby L. Hargreaves '11, *EcoAgriculture Partners, Washington, DC*
Caryn E. Howell '11, *Center City Charter Network, Washington, DC*
Josephine M. Kabambi '11, *National Institutes of Health, Washington, DC*
Chayva L. Lehrman '11, *Middle East Institute and National Council on U.S.–Arab Relations, Washington, DC*
Laura E. Marrin '11, *The Albright Stonebridge Group, Washington, DC*
Gloria J. Medina '11, *National Council of La Raza, Washington, DC*
Taylor L. Miller '11, *DC Rape Crisis Center/FAIR Fund, Washington, DC*
Sara Minkara '11, *Dreams For Kids, Washington, DC*
Alexandra M. Mitukiewicz '11, *Resources for the Future, Washington, DC*
Elizabeth L. Morgan '11, *Office of U.S. Representative Ileana Ros-Lehtinen, Washington, DC*
Samantha E. Sass '11, *National Institutes of Health, Washington, DC*
Sarah K. Turrin '11, *International Finance Commission, World Bank Group, Washington, DC*
Kelly Truong '12, *Chronicle of Higher Education, Washington, DC*
Kexin Zhang '11, *Women Thrive Worldwide, Washington, DC*

Department of Psychology

Psychology Practicum Program

Fall 2009

Rosa Hu '10, *Arnold Worldwide, Boston, MA*
Krishnapriya Josyula '10, *Riverside Community Care, Needham, MA*
Christin Scott '10, *Germaine Lawrence, Arlington, MA*
Lindsey Toler '10, *Walker School, Needham, MA*

Spring 2010

Shahar M. Groode '10, *Walker School, Needham, MA*
Jessica L. Hopkins '10, *Germaine Lawrence, Arlington, MA*
Kathleen D. Keating '10, *Walker School, Needham, MA*
Victoria A. Nichols '11, *Walker School, Needham, MA*
Katherine E. O'Donnell '11, *Walker School, Needham, MA*
Jennifer H. Yu '11, *Walker School, Needham, MA*

Department of Religion

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

Tracy D. Bindel '11, *Come, Let's Dance, Kampala, Uganda*
Marjorie D. Cantine '13, *Maltz Museum of Jewish Heritage, Beachwood, OH*
Katherine E. Judd '11, *World Vision, Washington, DC*
Nuha Khan '13, *Anjuman Behbood-e-Niswan-O-Itfal (ABNI), Fatima Memorial System, Lahore, Pakistan*
Nohemi Maciel '11, *College Track, Oakland, CA*
Maysa M. Mourad '11, *Forum for Development, Culture and Dialogue (FDCD), Beirut, Lebanon*
Stephanie G. Perez '11, *The Street Child Project, Kampala, Uganda*

Tonia K. Smith '12, *Costa Rica Internship Institute, San José, Costa Rica*
Jiwon H. Shin '11, *MacLean Center for Clinical Medical Ethics, Chicago, IL*

Peace and Justice Studies

Emily Greene Balch Class of 1950 Summer Internship

Diamond J. Sharp '11, *Rebecca Project for Human Rights, Washington, DC*
Caitlin M. Snyder '10, *Tostan, Dakar, Senegal*

Office of Religious and Spiritual Life

The Reverend Mrs. Janice Holcombe Richmond '53 Fund

Katie Chanpong '10, *Mother Teresa's Sisters of Charity, Varanasi, India*

Science Center Summer Research Awards

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

Beckman Scholars Program

Adriane G. Otopalik '11
Yang Xie '10

Cummins Award

Genea C. Foster '12, *Sea Scavenger, San Francisco, CA*
Megan K. Strait '10
Consuelo E. Valdes '11

Brachman Hoffman Fund Faculty Awards

Adina Badea '11
Anthea H.C. Cheung '12
Lisa M. Jacob '12
Jessica H. Lee '12
Brianna L. MacLeod '11
Katherine M. McDonald '10
Priyanka Nakka '12
Evgenija S. Nizkorodov '13
Julia M. Probert '11
Daniela Rios '12
Era Vuksani '12

Faculty Grants

Isabella M. Gambill '12
Alexandra E. Hatem '12
Theodora D. Shafer '10
Chan Myae Myae Soe '12

Sherman Fairchild Foundation Summer Research Awards

Victoria E. Boyd '12
Erika L. Buckle '12
Tiffany Chen '13
Taili Feng '13
Jennifer E. Fishbein '13
Kate L. Liebmann '12
Rachel W. Magid '12
Reitumetse L. Pulumo '13
Nicole A. Spiegelman '13

Leonie Faroll '49 Bequest

Carolyn E. Whitlock '12
Natalia Ospina '12

Hubel Summer Research Fellowship

Sonja N. Swanbeck '12

Howard Hughes Medical Institute Summer Research Awards

Sei Eun Chun '12
Tania Dhawan '11
Galina Gagin '12
Julia A. Gall '12
Ashira E. Gendelman '13, *Molecular
Neurogenetics Unit, Massachusetts
General Hospital, Charlestown, MA*
Sophia J. Ghaus '12
Xiaoyue M. Guo '11, *University of
California—Davis, Davis, CA*
Olivia L. Hendricks '12, *Imperial College
London, London, United Kingdom*
Linnea E. Herzog '12
Rachel E. Kery '12
Pui Man R. Lai '11
Rebecca K. Muwanse '12
Heidi S. Park '12

Caitlin N. Schneider '11
Marken K. Shedd '11
Laura Stearns '12
Cleo M. Stoughton '11

Amabel Boyce James Fund for Summer Research in the Sciences

Rebecca S. Graber '11
Samantha C. Grossmith '11
Sarah E. Koopman '11
Ruth Y. Lee '12
Jessica Liao '11
Jennifer C. Lu '12
Nikki E. Rossetti '12

Sara Langer Awards for Research in Geosciences

Cyndhia G. Ramatchandirane '11

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

Sarah A. Hyde '11
Cataia L. Ives '11
Christine M. Miller '11
Laura A. Stevens '11

Georgianne Miller Mulhern Summer Research Awards

Galina P. Ionkin '11
Caroline S. Kwon '11
Yoowon Lim '12
Elze Rackaityte '13

Patterson Summer Research Fellowship

Laura M. Reuter, DS '11

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

Shoshana Bachman '12
Rhea Choi '11
Yi Ling Dai '13
Kyung Hwa Lee '12, *Yale Stem Cell Center,
Yale School of Medicine, New Haven, CT*
Weiya Mu '11
Jacqueline K. Shen '11

Linh H. Vu '11
Runqin Xu '13
Hatice G. Yayla '11

Eleanor R. Webster Prize in Chemistry

Claire L. Rimkus '10
Chan Myae Myae Soe '12

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

Elizabeth A. Brown '13
Morgan K. Carr-Markell '10
Tanen A. Clark '11
Kristin A. Liska '12
Catherine Y. Lui '11
Erica K. O. Namigai '11
Alexandra L. Olivier '11
Kathryn E. Pavia '12
Jana W. Qiao '11
Elizabeth K. Rowen '11
Brachi Y. Schindler '11
Sara A. Spinella '11
Fanny Tang '11

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

Shirley R. Sherr Student Research Internship

Yi Zhang '10

Trustee Scholarships

Lauren Frances Allison '10, *United States*
Da Eun Im '10, *United Kingdom*
Nora Johanna Keller '10, *United States*
Emilie Kavanagh Mitten '10, *United States*

Anne Louise Barrett Fellowship

Krista Kateneva '06, *United States*

Margaret Freeman Bowers Fellowship

Elizabeth Finnigan Laferriere '10, *United States*

Eugene L. Cox Fellowship

Elizabeth Carol Merrill '09, *United States*

Professor Elizabeth F. Fisher Fellowship

Courtney Cruise Stepien '08, *United States*

Ruth Ingersoll Goldmark Fellowship

Kathleen Mary Howard '04, *United States*

Horton-Hallowell Fellowship

Eleanor Xin Gao '01, *United States*
Mahnaz Islam '07, *United States*
Nida Mirza '05, *United States*
Yang Qiu '08, *United States*

Peggy Howard Fellowship in Economics

Jaree Pinthong '09, *United States*

Jacqueline Krieger Klein '53 Fellowship in Jewish Studies

Lena Rose Glaser '10, *Israel*
Alma Rachel Heckman '09, *France*
Hannah Michelle Kapnik '10, *United States*

Susan Rappaport Knafel '52 Scholarship for Foreign Study

Da Eun Im '10, *United Kingdom*

Susan Rappaport Knafel '52 Traveling Fellowship

Taylor Yveline Harvey '10, *Australia, Argentina, Chile, Japan, Spain, and New Zealand*

Elisabeth Luce Moore '24 Wellesley-Yenching Fellowship

Cynthia Chen '10, *Hong Kong SAR*
Joanna Jandee Kim '09, *China*
Kyla Jean Raetz '09, *China*
Rindy Zhang '07, *Taiwan*

Edna V. Moffett Fellowship

Liise Lehtsalu '09, *United States*
Rachel Thayer Lewis '10, *United Kingdom*

Alice Freeman Palmer Fellowship

Elizabeth Lea Biermann '07, *United States*

Kathryn Conway Preyer Fellowship

Erin Ross Doherty '07, *United States*

Mary McEwen Schimke Scholarship

Melinda Consuela Rios DS '10, *United States*

Vida Dutton Scudder Fellowship

Iuliana Pascu '07, *United States*

M.A. Cartland Shackford Medical Fellowship

Wynne Richard Lundblad '03, *United States*
Mehvish Mehrani '08, *United States*

Harriett A. Shaw Fellowship

Jennifer Cawley '07, *United States*

Mary Elvira Stevens Traveling Fellowship

Lindsay Byrne '77, *Africa and South Asia*
Gagan Khera '98, *India and Mexico*
Kate McCahill '06, *Central and South America*
Michelle Tsai '00, *Africa, Australia, Europe, and the Americas*
Shannon Wright '99, *South Africa*

Maria Opasnov Tyler '52 Scholarship in Russian Studies

Marisa Kathryn Crowley '05, *United Kingdom*

Sarah Perry Wood Medical Fellowship

Selasie Quarm Goka '08, *United States*

Fanny Bullock Workman Fellowship

Rebekah Ilene Dawson '09, *United States*

NATIONAL FELLOWSHIP COMPETITION RECIPIENTS AND NOMINEES 2010

Chinese Government Scholarship

Denai Koh '10, *China*
Edith Zudi Shi '10, *China*

Critical Language Scholarship

Julia Margaret Chrusciel '10, *Turkey*

Kathryn Wasserman Davis '28 100 Projects for Peace Award

Ana Lucia Medrano Fernandez '13, *Guatemala*

French Government Teaching Assistantship in English

Caitlin Ross Danis '10, *France*
Esther Virginia Hugenberger '10, *France*
Orly Reine Sibony '10, *France*
Jackeline Silva '10, *France*
Youngmin Jane Yi '10, *France*

Fulbright U.S. Student Program

Malina Elisa Dumas '10, *Full Grant to Moldova*
Olinda Tasneem Hassan '10, *English Teaching
Assistantship to Bangladesh*
Emily Daina Šaras '10, *Full Grant to Lithuania*
Beilin Ye '10, *English Teaching Assistantship to
South Korea*
Victoria T. Charoonratana '10, *Alternate,
English Teaching Assistantship to Thailand*

Benjamin A. Gilman International Scholarships

Stephanie Lyn Brown '10, *Spain*
Kimberley Anne Corwin '10, *New Zealand*

Barry M. Goldwater Scholarship

Kara Lauren Feilich '11, *United States*
Yomay Shyur '11, *United States*

Mellon Mays Undergraduate Fellowship

Michelle Korto Corkrum '12, *United States*
Cassandra Lynn Eddington '12, *United States*
Celida Jazmin Ramirez '12, *United States*
Whitney Imani Smith '12, *United States*
Gauri Shambhavi Subramani '12, *United States*

National Oceanic and Atmospheric Administration Ernest F. Hollings Undergraduate Scholarship

Ellen Willis-Norton '12, *United States*

National Science Foundation Graduate Research Fellowship

Emily Suzanne Cibelli '09, *United States*
Rebekah Ilene Dawson '09, *United States*
Debra Michelle Hausladen '09, *United States*
Sanja Jagesic '08, *United States*
Esther Grace Kim '04, *United States*
Kaitlyn S. Lucey '08, *United States*
Anne Arnold Madden '06, *United States*
Kali Elena Wilson '04, *United States*
Christina May Woo '08, *United States*

Madeline B. Harms '08, *Honorable Mention*
Michelle Jee Eun Kim '05, *Honorable Mention*
Relena Rose Ribbons '09, *Honorable Mention*
Christina Maria Tognoni '09, *Honorable
Mention*

Morris K. Udall Scholarship

Leslye Dodds Penticoff '11, *United States*
Amanda Jane Faulkner '11, *Honorable Mention*

Thomas J. Watson Fellowship

Alison Frances Harrington '10, *Bangladesh,
Indonesia, Morocco, Turkey, and United
Arab Emirates*

Woodrow Wilson-Rockefeller Brothers Fund Fellowship

Victoria-Diane Valencia Allison '10,
United States
Racquel Lovelene Armstorn '10, *United States*
Zahra Aziza Mohamed '10, *United States*

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