

SMITH COLLEGE
THE PHOEBE AND JOHN D. LEWIS
GLOBAL STUDIES CENTER



Photo by Arcadia Kratkiewicz '16

Annual Report
2015 — 2016



SMITH COLLEGE

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Academic Initiatives

Global Engagement Seminars

These intensive, credit-bearing seminars are taught through a three week travel seminar off-campus during the summer, followed by a required internship or service learning experience. The seminar provides five academic credits and includes a follow up assignment for deeper experience and reflection. The Lewis Center offered one recurring Global Engagement Seminar during 2015-16: to Kenya. The seminar is described below.

Funding was made possible with support of a gift from the Marcia MacHarg '70 Global Engagement Seminar Fund and the Elizabeth Mugar Eveillard '69 Global Initiatives Fund.

LEWIS Global Studies Center SMITH COLLEGE

Global Engagement Seminar 2016

Kenya:
The Gender Politics of
Participatory Democracy
and Development



A Global Engagement Seminar is an intensive credit-bearing seminar taught by Smith faculty. It includes a spring semester pre-departure course, a summer seminar taught on location, and required internship or service learning.

May 16 – July 16
Summer 2016

Faculty:
Katwiwa Mule, Comparative Literature
Lucy Mule, Education & Child Study

Information session:
January 27, noon
Lewis Global Studies Center

Apply now!
Deadline:
February 15

For more information, visit:
<http://www.smith.edu/ges/>
and select Global Engagement Seminars.

This course will critically examine how issues of nation-building, democratization and governance have impacted gender equity by addressing the following questions:
How have women's movements in Kenya since independence contributed to, or inhibited, gender equity?
In what ways have women engaged with institutions of governance in Kenya?
How have women leaders attempted to reverse the pernicious effects of gender-blind social protection policies mandated by multilateral partners?
What are some of the obstacles to the constitutionally mandated "no more than 2/3 gender representation rule" in public offices?

GES 305: The Gender Politics of Participatory Democracy and Development (Kenya)

Faculty: Katwiwa Mule, Comparative Literature and Lucy Mule, Education & Child Study

Enrollment: twelve students

Dates: May 13 – July 24, 2016

Description: This course provides a critical assessment of how gender politics have emerged and developed in Kenya. We will examine how issues of nationalism and nation-building and the second and third waves of democratization and governance have impacted gender equity by addressing the following questions: How have women's movements in Kenya since independence contributed to, or inhibited, gender equity? How have gendered nationalist state-building ideologies created deep fissures and pressures for gender-sensitive development? In what ways have women engaged with institutions of governance in Kenya? How have women leaders, for example, attempted to reverse the pernicious effects of gender-blind social protection policies mandated by multilateral partners? Focusing on political participation, popular democracy, gender-based parliamentary representation, and state feminism, we will also seek to understand ways in which women have created new political spaces of empowerment, as well as the limits of such spaces.

**Faculty Report on the 2016 Global Engagement Seminar:
*The Gender Politics of Participatory Democracy and Development (Kenya)***

Summer 2016 marked the second time the Global Engagement Seminar (Kenya) has been offered to Smith College students. 24 students have participated, 12 each summer. This seminar is divided into three parts:

- spring semester pre-departure seminar is offered at Smith during the spring semester. The seven weekly two-hour meetings involved theoretical readings and discussions led by the Profs. L. Mule and K. Mule. Faculty from the Five College African Studies program are also invited to give guest lectures;
- three-four week academic seminar in Nairobi with site visits to various counties including Nairobi, Murang'a, Nakuru, Machakos, Embu, and Kajiado; and
- 4-6 week internship (or field placement, as they are referred to in Kenya) with selected organizations.

In Nairobi, students meet with and have lectures from political leaders, activists, academics, and professionals in various fields. They also have lectures and meetings with women at the grassroots level both in urban and rural areas. Site visits and counties are chosen to reflect the diversity of political issues that impact on women's participation in electoral politics; cultural and environmental issues that determine developmental priorities and local politics; and historical questions that have determined overrepresentation of women in elective and appointive offices in some areas and underrepresentation in others. In between these various activities, students are also able to take time off during weekends to explore Nairobi city, interact with Kenyans, and visit various historical, cultural, and tourist sites.

Internships in which students are placed reflect both the core themes of the course as well as students' interests. For example, in summer 2015 students worked with:

- **The Center for Multiparty Democracy** on the organization's "Thuluthi Mbili Sasa" (Two Thirds Now) project
- **The Kenya Parliamentary Women's Association (KEWOPA)**
- the **Maendeleo ya Wanawake Organization** (Organization for Women's Progress—the oldest and most influential women's organization in Kenya)
- **Association of Media Women in Kenya (AMWIK)**
- **Center for Rights Education and Awareness (CREAW); and**
- **ACORD- Agency for Cooperation and Research in Development Africa.**

In summer 2016, students were placed with the organization listed above as well as with two new partner organizations:

- the **Women Empowerment Link (WEL)** and
- **African Women's Development and Communication Network (FEMNET)**—a regional networking program for women organizations in Africa. We extended the placement to six weeks based on the feedback we received from the organizations and students in summer 2015, which indicated a need for prolonged student engagement with the partner organization.

Students' academic papers and field placement journals, required as part of their assessment, demonstrate how enormously educational this experience was. The academic papers show a nuanced engagement with course topics and deepened knowledge of the complexity Kenyan politics since independence. One student spoke to this when she noted that, *"I have learned a considerable amount about the complexities of Kenyan society, which in some ways differs significantly from the United States, but in other ways parallels it in ways I did not always anticipate."* Another reflected, *"I feel empowered by the strong women we have met and want to take this energy that I feel back home and do something positive with it. I will definitely continue to keep track of the news in Kenya especially as the next election draws closer."*

Among other benefits, the internships helped students clarify their career paths, as these quotes from three students placed with different organizations illustrate:

- *"CREAW is an organization that does exactly the type of work that I want to be a part of for the rest of my life: grassroots. I love meeting people, I love being in the field, and I love development work."*
- *"After this internship, I am excited to drop Econ, or just do a minor given all the core classes I have already taken, and instead explore my love for the social humanities as I call them, especially Government, Anthropology and Sociology."*
- *"I believe that this internship has completely changed my vision of my career goals. I was very unsure of what my career path might be, I was considering either a career in law or government. Now, with this experience under my belt, I am sure that a career in government is for me."*

A heritage student commented on the value of her internship:

- *"All in all, the placement made me reconsider what I thought was normal and challenge what I perceived to be obvious. It was a process of unlearning and learning a new about my country and I am thankful to have come out a better-informed Kenyan."*

As faculty teaching this seminar, we have appreciated the support this seminar has received from the college and are satisfied that our students have been challenged and grown academically, personally and socially from this experience. Another benefit of this seminar relates to the development and deepening of partnerships with not just St. Lawrence University but also with individuals and organizations in Kenya. Dean Rebecca Hovey's visit to Kenya in spring 2016 and her participation in meetings with many of these partners helped shape possible outcomes of these partnerships.

Some outcomes of these partnerships include:

1. a mini-conference on African Women Leadership to be held in February 2017 at Smith college. The keynote speaker, Martha Karua, and another speaker, Wambui Mwangi, have given lectures to the GES students in Nairobi each year.
2. continuing conversations between St. Lawrence University and Lewis Global Studies Center on furthering collaborative study abroad and/or academic partnerships with St. Lawrence.

3. a blog being developed by GES students to provide a forum for continuing interaction among partners organizations, to share information that is mutually beneficial.
4. plans to connect Kenyan partners with women leadership initiatives at Smith.

It is unfortunate that this program is ending due to lack of funding. Given that there is no Smith sponsored study abroad program in Africa, the GES program provided the only opportunity for such a large number of students have to spend meaningful time in Africa.

- Katwiwa Mule and Lucy Mule

Summary of Global Engagement Seminar Participation

Year	Seminar	Faculty	Students
2011	GES 301 Jerusalem	Justin Cammy Suleiman Mourad	10
	GES 302 Costa Rica at a Crossroads: Globalization and Sustainability	Gary Lehring Amy Rhodes	14
2012	GES 301 Jerusalem	Justin Cammy Donna Divine	9
	GES 302 Costa Rica at a Crossroads: Globalization and Sustainability	Gary Lehring Amy Rhodes	9
	GES 303 Greek History and Archaeology in Geological Context	John Brady Scott Bradbury	10
2013	GES 301 Jerusalem	Justin Cammy Ibtissam Bouachrine	10
	GES 304 Federico Garcia Lorca, Hidden and Revealed (Spain)	Maria Estela Harretche Ellen W. Kaplan	10
2014	GES 303 Greek History and Archaeology in Geological Context	John Brady Scott Bradbury	13
2015	GES 306 India in Transition: Contrast, Complexity, Creativity	Nalini Bhushan Charles Staelin	9
	GES 305 The Gender Politics of Participatory Democracy and Development (Kenya)	Katwiwa Mule Lucy Mule	12
2016	GES 305 The Gender Politics of Participatory Democracy and Development (Kenya)	Katwiwa Mule Lucy Mule	12
Total	Six seminars; 11 cohorts	14 faculty	118 students

Global Impressions



In its third year, *Global Impressions*, the LGSC online journal by Smith students “in and for the world,” published three issues with nonfiction essays from an array of students and alumnae. Their reflections, on intercultural and linguistic encounters, experiences, misunderstandings, and epiphanies abroad and at home, illustrate in a variety of ways the LGSC’s mission of educating women to become responsible global citizens:

Fall 2015, Issue V: *Tastes*

URL: <https://sophia.smith.edu/blog/impressions/past-issues/issue-v-tastes/>

Taste can mean many things: it can be the flavor of something, the literal experience of it on your tongue; it can be a sense of style, a way of being. In the following essays, it encompasses everything from the pleasure of discovering new foods to sharing a culture with a friend. We wanted to highlight the developing, changing, and expanding tastes of Smith students as they engage with other cultures here or abroad, and our submissions did not disappoint. We hope you enjoy reading the issue as much as we enjoyed compiling it.

Spring 2016, Issue VI: *Cultural Encounters through Photography*

URL: <https://sophia.smith.edu/blog/impressions/spring-2016-issue-vi-cultural-encounters-through-photography/>

Our sixth issue features photos that aspire to capture the complexity, beauty, and vivacity of the international travels of Smith students and alumnae. As the photographers’ essays highlight, a photo can be emblematic of a memory, a culture, or experience. Reflecting on their photos, they both revive the past moment and discover something new.

Summer 2016, Issue VII: *Transitions*

URL: <https://sophia.smith.edu/blog/impressions/>

Transitions between languages and cultures, the theme of our current issue, can occur anywhere and at any time; we can plan for them and they can take us unawares. The essays below highlight personal transitions of gender identity; transitions that negotiate between several cultural identities; linguistic transitions to reclaim a mother tongue, a heritage culture, or to develop an identity in a new language and culture; transitions through translation; and cosmic transitions whose recurrences create the rhythm of the traditions that ground us.

While the majority of the contributions focus on students' current experiences, the rubric, *From the Archives*, which concludes each issue, has led us to explore the College Archives to write stories that provide a historical snapshot of Smith's long-standing involvement in international education and activism, connecting past to present.

With the goals of assuring continuity and representing a wider swath of student demographics, we've diversified the editorial board to include international students and first- and second-year students, as well as returning students from study away. Graduating seniors and alumnae remain involved with advice and ideas for future issues. *Global Impressions* continues to be an ideal platform where the different constituents of the Smith community—current students, international students, exchange students, alumnae—can meet to share their experiences and reflections on the interconnected, enmeshed societies we live in.

Global Leader in Residence and Interterm Course

The January interterm symposium, *Libraries for the Future: Networking Beyond Boundaries*, harnessed the interest of faculty, staff, administration, and students in the ongoing project of reimagining Neilson Library. Redirecting the ongoing College discussion about the role and work of libraries in the academic setting, the symposium looked beyond our local concerns to focus on the global opportunities and challenges of sharing and stewarding knowledge in a networked world that does not yet give equal access to knowledge to all communities.

Featured speakers discussed the work spearheaded by ambitious projects such as the Digital Public Library of America and the collaboration with Europeana and other national libraries that are making their holdings accessible to the public; organizations such as Libraries Without Boundaries and their Ideas Box project that support teaching and learning in communities devastated by conflict or ecological disasters; the Harvard Metalab, whose innovative projects re-conceptualize the ways libraries and users interact; and the efforts to save and steward the records and documents of underrepresented groups and grassroots organizations, from a local lesbian community to the renowned libraries of Timbuktu, threatened by terrorist groups.

Keynote speaker and the Elizabeth Mugar Eveillard '69 Global Leader in Residence, Patrick Weil, galvanized the audience with his descriptions of how the NGO he founded, Libraries Without Borders, brought a quickly assembled library/cultural center/safe haven to isolated communities and how access to information and the wider world changed these communities' chances for betterment and engagement as active citizens. In preparation for the symposium, he co-taught a course with Janie Vanpée on *Libraries for the Future*, engaging students in the questions that the symposium would raise. In a parallel exhibit, students from studios in architectural design and landscape studies showcased their designs and ideas for the renovated Neilson Library. Maya Lin, who is heading the renovation project, attended the symposium and was particularly interested in the students' work.



LEWIS Global Studies Center

Libraries for the Future: Networking Beyond Boundaries Symposium

Friday, January 22, 2016
9:30 a.m. to 3:00 p.m.
Carroll Room, Campus Center

Dan Cohen
Founding Executive Director, the Digital Public Library of America
Cohen is the former Director of the Roy Rosenzweig Center for History and New Media at George Mason University.

Stéphanie Diakité
Founder, T160K
T160K is a global crowdsourcing mechanism in support of African cultural patrimony and heritage preservation to drive the integration of culture in sustainable socioeconomic development process.

Patrick Weil, keynote
Founder and President, the NGO Libraries Without Borders
Visiting professor, Yale University Law School. Research fellow at the Centre for the social history of the 20th century at the University of Paris 1 (CNRS).

Jessica Yurkofsky
Principal, Creative Technologist, metaLAB at Harvard
Yurkofsky was part of the team behind Library Test Kitchen and the pop-up library space LABRARY.

Register now at
www.smith.edu/world
or scan the code below



For more information contact
global@smith.edu

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Lewis Global Studies Center
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We are now in the early planning stages for next year's symposium, which will focus on *African Women's Leadership*, scheduled for early February 2017. As in the past two years, we intend to link classes that focus on the topic to the symposium. The twelve students in this summer's Global Engagement Seminar in Kenya will bring the knowledge they have gained from their experience to their participation in the symposium. We are particularly excited that Zaza Kabayadondo, co-director of the Design Thinking Initiative, will shape part of her course next spring, "Designing New Public Spaces", to explore how young African thinkers and entrepreneurs are tackling problems that beset their regions. We also hope to partner with the Global Financial Institutions Concentration and co-sponsor visits of young African entrepreneurs. International students and SACSA (Smith African and Caribbean Students' Association) are enthusiastically participating in the planning.

Global Scholar in Residence: Alfred Babo, and the Humanities Lab

Building on the success of last year's January symposium and subsequent Humanities Laboratory, *Forced Displacement, Refugees, and Immigration*, we invited Alfred Babo to continue leading the Humanities Lab as the a Global Scholar in residence. The topic could not have been more relevant as not only the Syrian refugee crisis escalated, but the political and economic instabilities in Africa, the Middle East, and in Latin America contributed to creating the most acute crisis of displaced people since the aftermath of World War II. We launched the theme for the year with a faculty panel discussion providing background information on the Syrian crisis, *Whose Responsibility Is It?* To follow up, Alfred Babo organized a lecture series over the course of the year that featured Five-College faculty, the Coordinator for the Programme of the Observatory of Caribbean migrants, an alumnae professor, expert on the deportation of immigrants in the US, and the Executive Director of the Women's Refugee Commission, as well as a film series that featured how the refugee crisis has affected different people—economic migrants, LBGT refugees, children—from different regions of the world. Faculty and local immigration activists introduced the films and led the discussions. The LGSC co-sponsored a number of other events that brought to light different aspects of the global crisis, continuing the conversations sparked by the Humanities Lab. One of the outcomes of the year-long discussions generated by the events of the Humanities Lab was the formation of student group eager to engage with ways to help local refugees and migrants. Alfred Babo and Anita Fábos, Professor at Clark University, mentored the group as it took shape over the spring semester; the LGSC will continue to sponsor the group this coming year.

We have been extraordinarily fortunate to have had Alfred Babo with us for two years, as Global Scholar and leader of the Humanities Lab. He not only enriched our programming with his expertise and experience, but he shared generously the resources and connections he had as a former Scholar at Risk at Smith. He has played an important part in the Center's outreach to students, faculty and the wider community. We are delighted that he will begin a tenure-track position at Fairfield University this fall, and wish him well.

Global STRIDE Fellows

Global Stride began the year with five scholars, three studying Spanish, one studying French, and one studying Arabic. Following in last year's footsteps, we began the year with two social events that included the American Studies Diplomats: a dinner at Lamont House, and a pizza event that I hosted in my home. As this was such a success last year, I was anxious to repeat it. I also included last year's Global STRIDES so that there was a connection among all these groups.

We met weekly to discuss and analyze our syllabus, the myriad ways in which intercultural competency is created. In some instances, we role-played situations, in others we analyzed articles, and in still others, we discussed the sticky points of this kind of global awareness. During the first semester, the main assignment was an in-depth interview with one of the American Studies Diplomats. Late in the first semester one of the five chose to transition over to a regular Stride fellowship. She and her family were counting on the monthly payments and could not defer them until the summer. This exact same issue arose last year and is one of the issues with the STRIDE program.

The second semester is very busy with three major events or projects. Students continue to meet with their mentor weekly, but also begin work on their Archive project, a study of an international issue from the Smith Archives, they are present for and participate actively in the weekend for accepted students by presenting a poster at the STRIDE poster session, attend the breakfast for STRIDE perspectives, and present their poster at Collaborations. I am happy to report that all four remaining students took an active participatory role in these events. We spent the rest of the semester finding programs for them, applying for grants for them, and trying to get them to their various locations. In this case, one went to Peru to study history, another went to Peru to study medical training, another went to Oman to work on her Arabic, and the fourth one went to Spain. I look forward to connecting with them when they return.

These students worked very hard, individually and together. I would very much like to continue working with them and feel that it might be a downfall of the program that we do not follow through in the second year. But in all, I was very pleased with their work and participation.

Nancy Sternbach
Global Stride Faculty Mentor

Translation Studies Concentration



As the theory of intersectionality has come to the fore as a way to understand how the multiple interlocking and sometimes contradictory identities we inhabit are formed, translation studies has become increasingly pertinent as a conceptual tool and practice at the nexus of intersectionality. Indeed, as we note on the Concentration's website, "Translation is that space where language, culture, history, politics and incommensurable difference all collide and sometimes cohere to make sense. At a time of intensive globalization, when cultures and languages seek common understanding, one could argue that it is an indispensable discipline."

The profile of this year's graduating cohort of ten students confirms the leading role that translation studies is taking at the crossroads of cultures, languages, and nations. Six of the ten students were bicultural/bilingual and four were trilingual, undertaking mastery and work in a third language. As in the first cohort from last year, the languages that this year's group worked in ranged from Arabic (1), Chinese (2), French (1), German (2), Italian (1), Japanese (1), Korean (1), Portuguese (2), and Spanish (3). In the upcoming cohorts, students are working in Albanian, Arabic, French, German and Yiddish, Japanese, and Spanish. Concentrators continue to add value and intercultural depth to their majors in a range of fields, from language and culture majors in East Asian Languages, English, German Studies, Spanish and Portuguese, and Comparative Literature to Art History, Economics, Engineering, Linguistics, Philosophy, Psychology, and Studies in Women and Gender.

The Capstone translation projects that the seniors presented at Collaborations included a variety of genres, from literary texts, poetry, and criticism to polemical essays, a self-translation, and two contemporary political manifestos, reflecting the range of practice that translation studies entails and how that practice situates itself in an intercultural, interlingual space.

- **Caitlin Rosazza:** "Il Caffè," a short story by the Algerian-Italian author Tahar Lamri;
- **Lally Delgado:** "Natalina Soledad," a story from the collection *Insubmissas lágrimas de mulheres* by the Brazilian writer Conceição Evaristo;
- **Eleana Thompson:** the opening pages of the Egyptian activist Nahal El Saadiwi's autobiographical *Memories of a Woman Doctor*;

- **Victoria Gilligan:** a chapter Hideo Levy's novel, *Song of the People*, which explores the memories and thoughts of the narrator, the son of a White American diplomat in Japan, who struggles with the complexities of his identity as he is caught between two cultures, one which rejects him for his foreign appearance and another which rejects him for his foreign upbringing;
- **Dinah Lensing-Sharp:** substantial excerpts of the 1930 novel *Die Vielen und der Eine* by Ruth Landshoff-Yorck;
- **Nancy Martinez:** "En tanto que en sí vuelve Altisidora, a sonnet in a chapter from *Don Quixote* by Miguel de Cervantes, and accompanying paratext;
- **Min Ji Kwon:** a self-translation of an original fairy tale, from English to Korean;
- **Stephanie Pereira:** *Moçambique e o mundo da língua portuguesa: Que relação, que futuro?*, a polemical essay by Ungulani Ba Ka Khosa on the cultural and linguistic tensions between the ex-colonized, African lusophone communities and the dominant Portuguese community.
- **Raphaëla Tayvah:** "Crise d'objet," a short manifesto by the surrealist author André Breton and "Où l'on fait le portrait de Guy Debord à travers les livres et son jeu de la guerre," an essay on the French activist, Guy Debord;
- **Gabbi Zutrau:** Chinese feminist activist Li Maizi's *Notes from Jail 5* and *Notes from Jail 6*, which Gabbi obtained directly from Li Maizi.

It is no surprise that the Concentrators' experience in the Translation Studies Concentration informs their future plans, which range from pursuing studies in graduate school in further language/culture studies to finishing the translation of a novel in view of publication, and from working as an interpreter with Korean businesses to teaching English in Brazil on a coveted Fulbright Fellowship.

Now in its second full year, the Translation Studies Concentration is thriving with an average cohort of eight students in the upcoming years. Students engaged with the Concentration represent a wide array of disciplinary interests, from psychology, art history to engineering and economics, though all of them are also versed in or learning at least one other language. A surprising number of international students have found the Concentration an excellent way to remain in contact with their language and culture of origin and to make connections with their newfound expertise in the discipline they are studying at Smith.

One of the key elements of the Concentration has been the e-portfolio, a Word Press platform in which students share three short essays on their insights about language learning, working or studying in another culture, and a longer reflective introduction to their capstone translation project. As students progress through the Concentration they also self-assess the different skills they are acquiring in the language(s) they are learning with video, text or sound documents to support their self-assessments. The e-portfolio includes a video of their presentation at Collaborations, as well as the capstone translation. Students own the "e-portfolio;" they can take it with them upon graduation, continuing to add to it and using it as they wish for job or graduate school applications. One potential outcome of the success of the e-portfolios could be that it will inspire the language

departments at Smith to adopt the language self-assessment module of the e-portfolio to have their majors assess their linguistic development.

As befits its plural-linguistic and -cultural work, the Concentration fits ideally into the ideals and goals of the Lewis Global Studies Center, bringing together both students studying abroad and international students and collaborating with an array of academic departments on campus and in the Five-Colleges as well as with the Five-College Faculty Seminar on Literary Translation to enhance the curricular offerings. Most visiting scholars and lecturers that the Center has hosted or sponsored, whether their discipline is in the translation field or not, contribute in various ways to creating or reinforcing connections between cultures and languages.

As we look forward to continued student interest and faculty input in the Translation Studies Concentration, the advisory board will be working on further collaboration within the Five-Colleges and on continuing to develop an archive of video-recorded lectures of visiting faculty in the field.

Offices and Programs

Office for International Study

Over the 2015-2016 year, over 360 students engaged in a global learning experience abroad sponsored by the Office for International Study. During the academic terms, 260 Smith students studied abroad in 34 different countries. This group represents about 40% of the junior class, a share that is just slightly higher than class ratios over the past five years (see following graphs). In addition to the semester or academic year terms abroad, 31 students received International Experience Grants for J-term projects, 13 participated on the summer Global Engagement Seminar to Kenya, another 58 completed International Experience projects and/or summer study abroad.

The 2015-2016 academic year was also a time of staffing transitions for the office. In April of 2015, two key staff members, Sara Kortessluoma, Program Coordinator for Study Abroad & International Students, and Lisa Morde, the Lewis Center Program Coordinator since its founding in 2010, both left for new adventures in their lives. We spent the summer with two active searches that drew over a hundred applicants and concluded with the hiring of two fabulous new members of our team: Sara Kirk (now Lark) as our new Lewis Center Administrative Coordinator, and Nathan Hammond in the newly defined role of Student Programming and Support Coordinator. We have been fortunate to have found two dedicated professionals who easily stepped into newly redefined roles and have both brought fresh ideas and perspectives to our work.

The Committee on Study Abroad (CSA)

Chaired by newly appointed Associate Provost Bill Peterson, CSA met six times during the 2015-2016 academic year, with one additional special meeting organized in December to discuss proposed changes to the Smith in Florence program. Committee members for the year included:

- Bill Peterson, Associate Provost and Dean for Academic Development (Chair), non-voting, ex-officio
- Rebecca Hovey, Dean for International Studies, ex-officio
- Emily Schwarz, Budget Director, non-voting, ex-officio
- Hélène Visentin, Committee on Academic Priorities Representative, ex-officio
- Jeffrey Ahlman, History (2018) NEW
- Rob Dorit, Biology (2018) NEW
- Bosiljka Glumac, Geosciences (2018) RENEWED
- Malcolm McNee, Spanish & Portuguese (2016)
- Dominique Thiébaud, Computer Science (2018) RENEWED
- Sujane Wu, East Asian Languages & Literature (2018) NEW

CSA reviewed and approved three programs inclusion on the office's Approved Program List:

- SIT Iceland & Greenland,
- Sarah Lawrence in Cuba, and
- Hampshire in Cuba.

In addition, at the recommendation of African Studies, the course pre-requisite for study on the African continent was reduced from two (2) Africa-related courses to only one (1). It is hoped that this change will increase enrollment in study abroad programs in Africa.

Three other major areas of program development proposed and discussed during the academic year include the transition of the Smith in Florence program to a single-semester model with a resident director, the adoption of new Global FLEX program model for short-term faculty-led programs (replacing Global Engagement Seminars), and revised criteria for International Experience Grants to focus on the deepening global learning across areas of four curricular connections. These are described in detail below.

Florence Single-semester Program Proposal

During the previous 2014-2015 academic year, CSA received a proposal from the Italian Studies department to create a special single-semester program for STEM students during the spring term. At that time, committee members were supportive of the initiative, yet had several questions regarding why other majors would be excluded from this opportunity. They raised important questions regarding the extent to which Division III faculty would need to be more closely involved in developing and designing the semester option. As a comparison, the extensive planning for the Paris *Les Sciences* program was considered in terms of the expense and need for inclusion of STEM faculty to lead this curricular initiative. Toward the end of the 2014-2015 academic year, the lack of a permanent resident director, previously anticipated, led to the decision to put this single-semester proposal on hold until 2015-2016.

The need to resolve the single-semester proposal thus became one of the most important CSA agenda items for the 2015-2016 academic year. After several meetings, the decision was made to move toward a single-semester option open to all majors. A review of calendar year adjustments was also proposed in order to include a fall semester option, a feature which allowed for some flexibility for students who might then decide to stay for the full year. However, due to the need for additional curricular planning, the spring-semester option was announced for 2016-2017 applicants, with the full transition for both fall and spring options to be realized in the 2017-2018 academic year. With the program still under interim leadership, Rebecca Hovey and Italian Studies faculty worked closely with our academic consultant in Florence, Guido Reverdito, and the interim resident director, Monica Ginanneschi, in curricular planning which continues through 2016-2017. These two transitions – the implementation of a resident director model and the new single-semester options – represent a major shift in the history and structure of one of Smith's legacy programs. We are optimistic that the transitions respond to the new realities of student study abroad interests and the need for enhanced on-site professional direction. The connection of the program to the Smith campus and Italian Studies department will continue to be a signature feature of our programs, with these connections to be filled through faculty liaison support, frequent visits by Smith faculty and program staff between the Smith campus and program site.

Global Faculty-Led Experiences (FLEX) programming

The strategic planning process of 2015-2016 prompted proposals and faculty interest in short-term study abroad and/or travel programs with more flexibility than the Global Engagement Seminars (GES) sponsored by the Lewis Center. The GES structure involved two faculty members from different fields offering an interdisciplinary seminar with a global theme, followed by a 5-6 week Praxis internship for participating students. These seminars required intensive advance planning over a year or more in advance, a spring semester preparatory seminar, and were also expensive on a per/student basis. Over the course of six years, the Lewis Center has sponsored a total of eleven seminars to seven different countries.

In response to faculty interest in greater flexibility for programming, the Lewis Center proposed a new model referred to as Global FLEX. This new seminar model offers faculty opportunities to design and lead short-term global learning travel programs (1 – 3 weeks) to either enhance an existing course or as newly credited courses offered during winter, spring, or summer breaks. The funding for the Global Engagement Seminars would be reallocated toward the Global FLEX as a pilot initiative.

Due to the credit-bearing aspect of the Global FLEX programs, the proposal came to CSA given its mandate to review all credit-bearing study abroad programming. During this period, OIS funded a faculty-led curricular design field trip to Panama led by Mary Harrington and Lisa Mangiamiele with several Neuroscience students. CSA reviewed the proposed criteria for new proposals and approved a new set of pilot programs scheduled for Israel and Russia in January 2017.

New International Experience Grant (IEG) criteria

The OIS distributes approximately \$100,000 in funds for January and summer short-term experiences abroad. In 2015-2016, 31 students received a total of \$42,450 for January-term experiences and another 34 received \$60,454 for summer programs and experiences. In all, a total of 65 students received funding for a total of \$102,904 through the International Experience Grant funding.

The IEG subcommittee of CSA initially met to review the existing criteria for IEG allocation with the aim of streamlining the existing process. Reading over a hundred proposals and scoring them according to criteria which weighed financial need levels, prior study abroad experience, class year, and quality of the proposal had become extremely time-consuming. This approach also presented challenges in weighing whether to grant funds to students with no prior study abroad or travel experience, or those who had submitted excellent proposals grounded in international study and desire to enhance that work. For at least the past decade, ranking of proposals tended to weigh toward giving students who had not been abroad a chance to do so as part of their Smith education.

During our 2015-2016 term of CSA, the IEG subcommittee members Malcolm McNee, Sujane Wu, Rebecca Hovey and Lisa Johnson reconsidered the IEG criteria based on campus conversations related to the new strategic planning process and discussion of new learning capacities for the Smith experience. In particular, the concept of “deepening the

engagement” came to express the view that IEG proposals which represented the strongest academic project which deepened a student’s global learning were those that merited highest scores in the ranking of proposals. In addition, the subcommittee members sought to ensure that a variety of international learning experiences were possible and established guidelines to ensure that the following four areas would be prioritized for grants:

- a) Intensive language study and proficiency with a preference for language study beyond the novice level,
- b) Practical experiences related to Concentrations, degree requirements, and/or Smith-approved study abroad programs,
- c) Smith College faculty-led programs (including Global FLEX, and other similar opportunities), and
- d) Independent research projects linked to an academic area of interest and supported by a faculty mentor.

Under the new system, proposals are grouped according to these four categories and then scored based on criteria related to academic promise, length of stay and the strength of the faculty recommendation letter. The proposals are scored and ranked independent of financial need levels. However, the final amount of the grant is based on financial need levels (provided by Student Financial Services). For example, two proposals with the same score will receive different award amounts based on the student’s financial need. The new criteria were posted to the Study Abroad website in the early fall of 2016 with a pilot implementation to be undertaken with January 2017 awards.

Office for International Study Updates

Pre-departure: In January of 2015, OIS began a conversation regarding the rethinking of the pedagogical structure of its pre-departure orientation programs offered to all students approved for upcoming study abroad experiences. The intention was to develop a more student-centered and active-learning approach to the pre-departure orientation sessions as a way to engage students in ways in which they would take responsibility for their own safety, welfare, and intercultural learning experiences. One model for this is the “Pre-departure Conference” structure initiated at Beloit College and other institutions. Deans Rebecca Hovey and Lisa Johnson spoke at length with the staff at Beloit to learn more about their model, learning that an additional goal was to engage returned study abroad students in meaningful sharing of their own learning through a conference format.

Assistant Dean Lisa Johnson developed a pilot structure for the fall semester orientation which advanced the project through a shorter plenary session and three break-out sessions on health & safety, budgeting, and program-specific details. The subsequent spring semester orientation further developed the new structure with an accompanying Moodle site with key information for students to access and further refinement in the delivery of break-out sessions. Follow-up on student evaluations of the pre-departure sessions continues and will be reflected in the orientations offered in 2016-2017.

Programa de Estudios Hispánicos en Córdoba (PRESHCO): Smith College has been a member of the consortial program PRESHCO since its founding in 1981. While there has been some change in membership over the preceding 35 years, PRESHCO entered into a major transitional phase in 2013-2014 with the withdrawal of three of the six institutional

members. Initially the remaining three institutions, Oberlin, Wellesley and Smith, entered into discussions on how best to move forward with a reduced membership. Effective June 30, 2015, Oberlin also withdrew and the 2015-2016 year has been one of preparing the infrastructure for a new Wellesley-Smith two-college agreement for operating the PRESCHO study abroad program.

It was determined that Wellesley College would serve as the administrative and fiscal agent for PRESCHO for a three year term, upon which these responsibilities would pass to Smith College. The study abroad officers at the respective agency schools would have day-to-day oversight of the program, including serving as the supervisor of the resident director. A program administrator, Stacia Biel, was hired to provide professional support for student recruitment, enrollment, pre-departure, budgeting and as a liaison with the Spain-based resident director and staff for operational matters. An Academic Advisory Board of faculty representatives from each school continues to provide input on program matters. This structure was in the process of re-evaluation at the end of the 2015-2016 academic year.

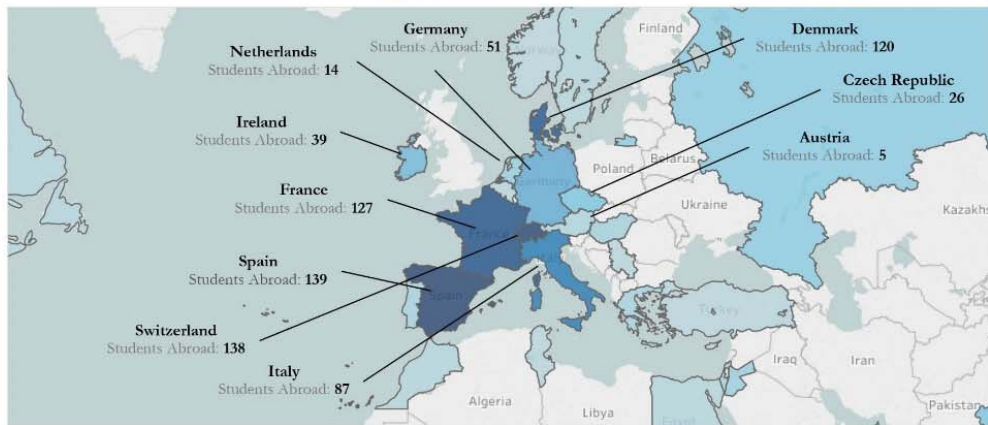
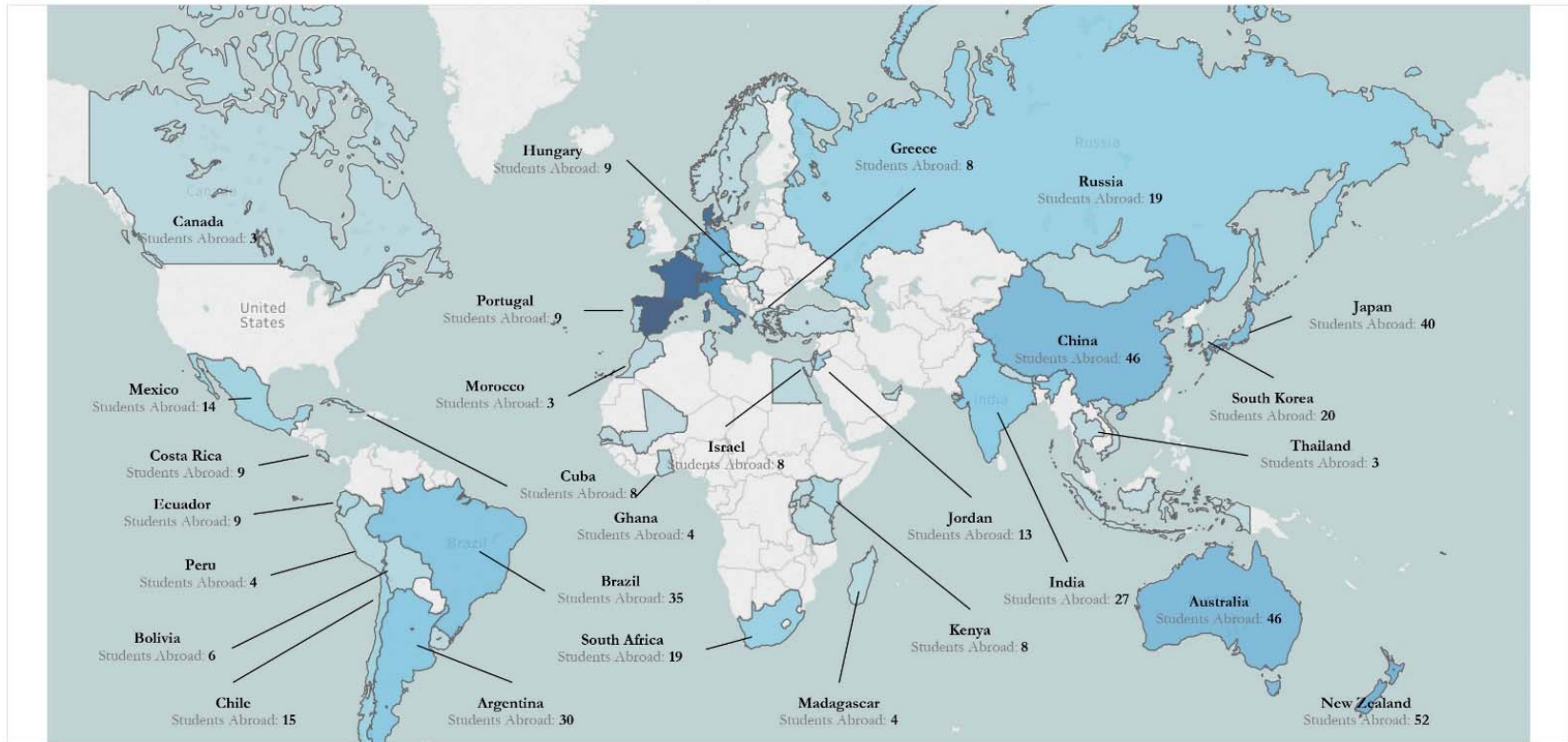
International Travel Risk Management and Global Security Concerns

In 2015, two major political attacks in Paris prompted heightened security and emergency risk measures. The January 2015 assault and murder of the Charlie Hebdo newspaper staff and the November 2015 attack on the Bataclán nightclub and nearby public areas dramatically altered the perception that European countries were “safe zones” for study abroad. The March 22, 2016 attacks in Brussels, Belgium reinforced this concern that political violence could strike anywhere (even the U.S.). Attacks on transportation hubs and cities frequented by students during weekend and semester breaks meant risk assessment could not be limited to particular study abroad sites. Given that the majority of U.S. students continue to study abroad, and travel frequently within, Europe, the Paris and Belgium events highlighted a new dimension of global risk management.

The Smith study abroad office worked closely with our own programs abroad, especially Paris, ensuring that students were contacted immediately after the incidents to verify their safety and provide instructions for security. We received word from our partner organizations and programs regarding students who might have been in Paris and/or Belgium. As a follow-up, we also initiated an ongoing conversation with our program staff abroad about risk management procedures, especially in regard to clear communication protocol.

The need to review our Travel Warning policies was prompted by a third country, Turkey, experiencing an increase in political violence during 2015 and 2016. The State Department declared a Travel Warning for Turkey on March 17, 2016. Our study abroad risk assessment team concluded that Smith would not make an exception to our Travel Warning policy for students seeking to study in Turkey. We also declared a moratorium on any future exceptions to Travel Warning countries until a policy review could be completed. Programs and independent travel to countries for which Smith has previously made exceptions, specifically Cameroon, Israel, Kenya, and Mexico would be allowed on a case-by-case assessment.

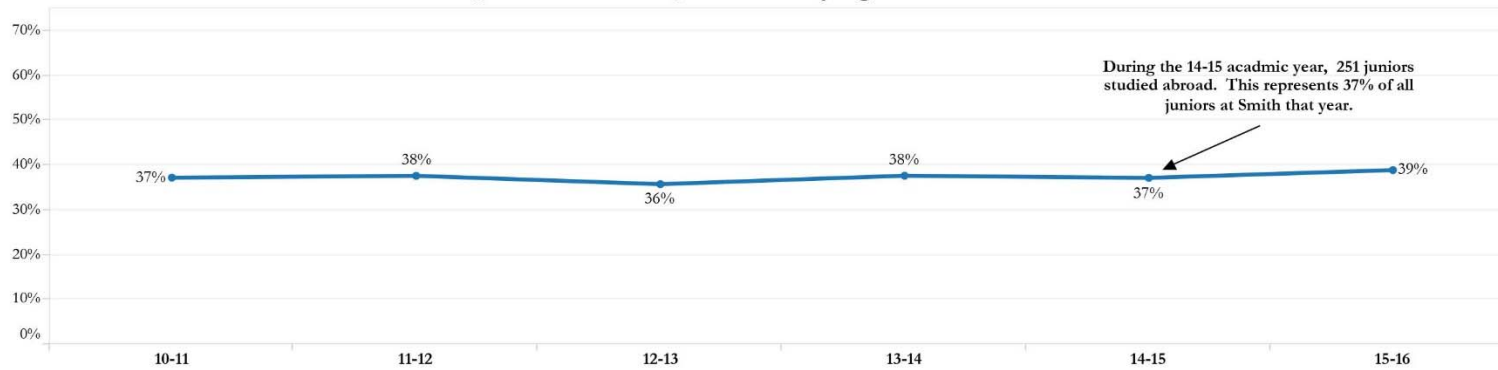
Smith College Study Abroad Participants: 2011-2016



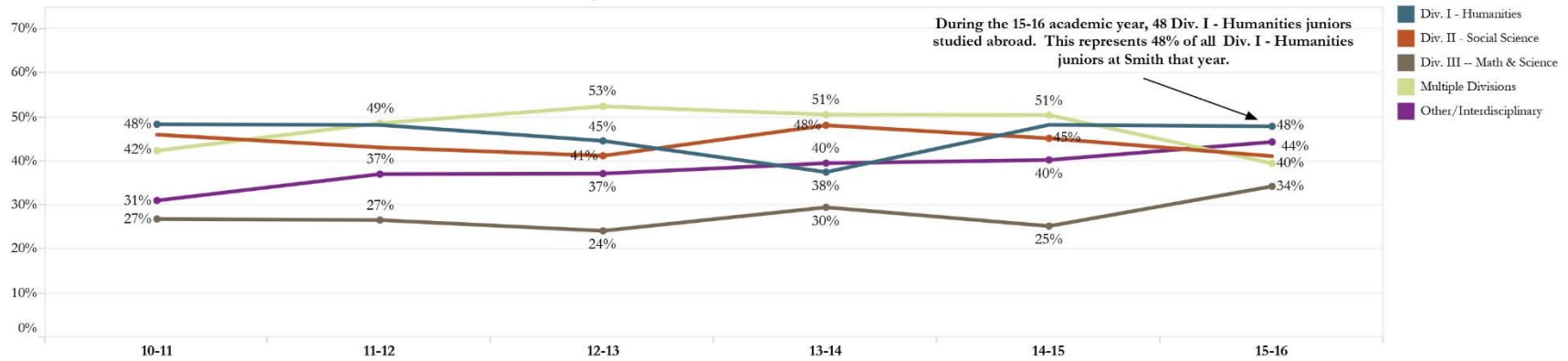
Region Name	Number of Students	Number of semesters
Africa	43	44
Americas and Carribean	139	160
Asia	140	185
Continental Europe	753	1,108
Middle East and North Africa	29	32
Oceania	101	101
UK and Ireland	390	449

Please Note: Countries with less 2 or less participants are not accounted for on this map
Source: Lewis Global Studies Center
Smith College Office of Institutional Research

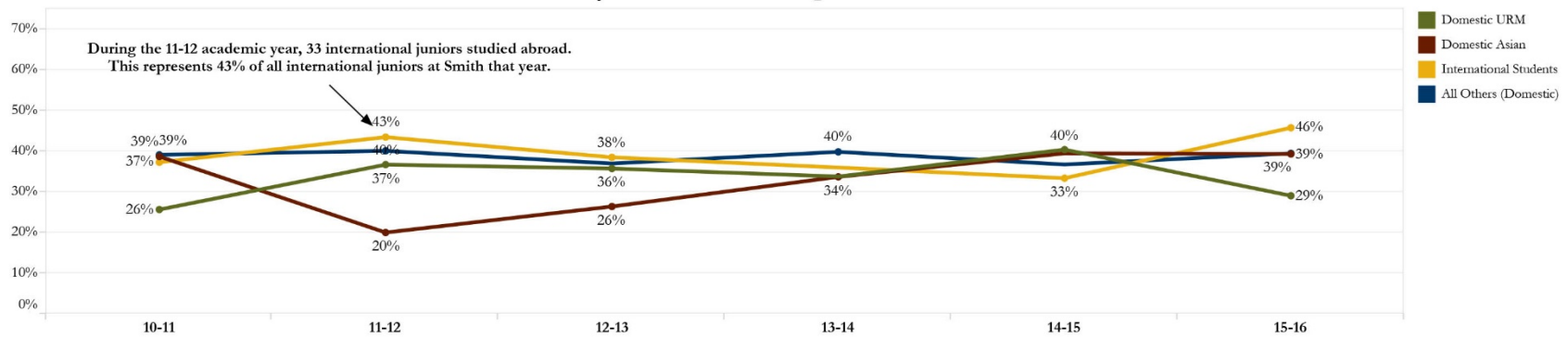
Proportion of Smith Juniors Studying Abroad: 2011-2016



by Academic Division



by Race & Citizenship



Source: Lewis Global Studies Center
Smith College Office of Institutional Research

Smith College Study Abroad Participation: 2011-2016

Country	Number of Students	Number of semesters
UK-England	263	322
France	127	251
Spain	139	185
Switzerland	138	171
Italy	87	164
Denmark	120	135
Germany	51	90
UK-Scotland	83	83
Japan	40	67
China	46	57
New Zealand	52	52
Australia	46	46
Brazil	35	42
Ireland	39	39
Argentina	30	34
Czech Republic	26	28
India	27	28
Russia	19	26
South Korea	20	24
South Africa	19	20
Chile	15	17
Mexico	14	16
Netherlands	14	16
Jordan	13	14
Costa Rica	9	10
Hungary	9	10
Portugal	9	10
Cuba	8	9
Ecuador	9	9
Greece	8	9
Israel	8	8
Kenya	8	8
Turks and Cai..	8	8
Austria	5	6
Bolivia	6	6
Wales	5	5
Canada	3	4
Ghana	4	4
Madagascar	4	4
Peru	4	4
Thailand	3	4
Morocco	3	3
United Arab E..	2	3
Egypt	2	2
Mongolia	2	2
Norway	1	2
Oceania	2	2
Senegal	2	2
Sweden	2	2
Tanzania	2	2
Uganda	2	2
Belgium	1	1
Cyprus	1	1
Indonesia	1	1
Mali	1	1
Nepal	1	1
Rwanda	1	1
Samoa	1	1
Serbia	1	1
Tunisia	1	1
Turkey	1	1
Uruguay	1	1
Vietnam	1	1

International Students & Scholars Office

Staffing Changes

Once again, we had a year of transition. In May 2015, both Sara Kortessluoma and Lisa Morde left Smith College for other opportunities. As a result, we had two hiring searches during the summer of 2015. In the process of posting those positions, LGSC staff had productive conversations regarding how to utilize the positions to meet the Center's needs. In July, OISS hired Nathan Hammond as the newly defined Student Programming & Support Coordinator, and he quickly stepped in as the college's second DSO (Designated School Official). J-1 responsibilities were decanted from the coordinator position into Sue Pouliot's role. Sara Kirk began work as our Lewis Center Program Coordinator in July 2015 as well.

Overview

For fall semester 2015-16, Smith matriculated 380 international students from 73 foreign countries (including 15 graduate & AMS students). Sixty-six students with non-US citizenship studied abroad this year (including some students with dual US citizenship), 20 for the full academic year, 16 for fall semester only, and 30 for spring semester only. Many international students engaged in summer research with faculty on campus. A number of students participated in summer Curricular Practical Training (CPT) in off-campus jobs, which will result in a credited special studies course for the Fall 2016 semester based on their summer work experience. Our office works with these students and faculty to give authorization to work off-campus and maintain their F-1 visa status. Many also took advantage of Smith funding to complete Critical Language programs, International Experience Grants, Praxis Internships, and Global Engagement Seminars during the summer months.

We graduated 76 international students in May 2015 and an additional four early graduates in January 2016; 52 of these spring graduates found (or continue to seek) jobs in the U.S. under Post-Completion Optional Practical Training (OPT), as allowed by their F-1 visa status. Our office guides students through the process of applying for OPT, since this authorization must come from United States Citizenship and Immigration Services (USCIS) and can be rather complicated to navigate. Ten students will attend graduate school in the U.S., and we've helped to transfer their visa records to the new programs. The remaining students have elected to return home. There are also several students from prior graduating classes who have elected to extend their OPT authorization beyond the first 12 months.

As of May 10, 2016, new legislation was enacted to allow STEM majors to apply for a full 24-month OPT extension, as opposed to the 17-month period previously allowed. ISSO helped students to navigate the changes in regulations, as well as the additional documentation and reporting needed from all STEM OPT students. Those with previously-approved 17-month extensions had the ability to apply to lengthen their OPT another seven months to fit the new regulations, and our office helped students to do so. As in the past, other graduates applied for H-1B visas (specialty worker visa) through their employers. Since the lottery for available H-1B visas has been so competitive in recent

years, the new STEM OPT regulations will help to keep valuable workers here for one more lottery cycle in an effort to transition them to a more secure status.

The Office also supports visiting scholars and faculty to the college, helping them to secure visas and ensure appropriate work status. While the number of scholars tends to be small, we invest the time to make sure each finds his/her way on campus, has necessary health insurance coverage, and has a sense of resources available on campus. Rebecca Hovey and Caitlin Szymkowicz spoke with international officers at several peer schools for Smith, to gain a better understanding of how institutions best serve their scholar populations. Along with Human Resources, they have developed a small committee to investigate further how Smith will integrate our scholars into routine onboarding processes. We would love to see our scholars become even more integrated into the life and events of the Center as we move forward, and we look to our campus partners in academic departments, the Provost's Office, and Human Resources to achieve that.

This year Smith welcomed a first-year international class of 97 (107 including AMS) international students from 35 (39 including AMS) countries. We have seen a large increase in the number of Chinese nationals enrolling at Smith, with the Class of 2019's count at 39 students with Chinese citizenship. After China, our best-represented countries in the Class of 2019 are India and Canada, with 7 and 6 students, respectively.

Places of Origin (Traditional students, AC, AMS, Graduate):

Afghanistan	4	Honduras	1	Pakistan	7
Albania	2	India	19	Palestine	1
Australia	2	Indonesia	3	Paraguay	2
Bahamas	1	Iraq	1	Russia	2
Bangladesh	4	Italy	1	Rwanda	2
Bhutan	1	Jamaica	3	Saudi Arabia	1
Bosnia-Herzegovina	1	Japan	6	Singapore	5
Botswana	3	Jordan	3	South Africa	2
Brazil	1	Kenya	7	Spain	2
Bulgaria	2	Korea (South)	29	Sri Lanka	2
Canada	13	Kuwait	1	Switzerland	1
Chile	1	Lebanon	1	Taiwan	7
China	149	Madagascar	1	Tanzania	2
Colombia	1	Malawi	2	Thailand	2
Cote D'Ivoire (Ivory Coast)	1	Malaysia	4	Tibet	1
Ecuador	3	Mauritius	1	Trinidad and Tobago	1
Egypt	2	Mexico	1	Tunisia	2
El Salvador	2	Morocco	1	Uganda	1
Ethiopia	2	Mozambique	2	Ukraine	1
France	4	Myanmar	1	United Kingdom	5
Georgia	3	Nepal	5	Vietnam	9
Germany	5	Netherlands	2	West Bank	1
Ghana	3	New Zealand	1	Yemen	1
Greece	3	Nigeria	4	Zambia	1
				Zimbabwe	6

Events on Campus

The International Students and Scholars Office continues to host its traditional events, as well as add a few new events. ISSO works closely with the International Student Organization to help supervise programming for international students throughout the year. While those programs are not all explicitly supported by our office, we support ISO leadership in their program development.

ISP – August

With the LGSC fully staffed only late in the summer months, International Student Pre-Orientation (ISP) became an office effort throughout the summer. Student workers for June were cross-trained in both the Office of International Study and the International Students & Scholars Office in order to accommodate the team effort in the LGSC. ISP has continued to be quite large, with 115 participants this year. The group included graduate, AMS, transfer, and international exchange students. This year, we integrated our older students into orientation groups rather than separating them out. This achieved a much better cohesion amongst groups, and we found the AMS students had a much higher rate of participation throughout the program.

Throughout the six day program, students were introduced to a number of offices on campus, including presentations from Residence Life, the Jacobson Center, Health Services, Financial Aid, and Counseling Services. In addition, students had a chance to settle in and be guided through necessary procedures for being in school abroad, such as opening a bank account, securing a Social Security number, and buying dormitory essentials at local stores. Our ISP staff of 15 students was invaluable in making the week a welcoming, positive time for our participants. To achieve more student leader ownership, we assigned students into specific roles for this year's ISP. Three leaders were assigned as "coordinator" positions: Social Events Coordinator, Logistics Coordinator, and Digital Media Coordinator. These three students each led a team of four ISP leaders to organize different aspects of ISP. The remaining twelve leaders participated on a team and were responsible as Group Leaders, overseeing a cohort of 17-19 incoming students. Each group had a cross-section of the entering international group – in terms of nationality, program, Financial Aid, House, etc. This model allowed students to exercise more creativity in putting together events and to develop leadership skills within a smaller, more manageable context. From our administrative perspective, it enabled our staff to entrust more details to student leaders throughout the week.

In our second year with ISP as an LGSC program, we continued to build on the momentum of last year's collaborations. We once again collaborated with Kim Albright and Danielle Brown in International Advancement to engage international families. This year, we were thrilled to offer the first-ever Smith International Parent Orientation day. Advancement put together a wonderful day of panels, tours, and activities for parents and families, which drew about 75 family members. President Kathy McCartney welcomed our students and families, and then we were able to split families from students for the remainder of the day. Unexpectedly, we saw a sharp decrease in the number of students arriving on their own for the program. We believe this to be a result of our invitation to families; many students

came to the U.S. early this year and arrived with family or local contacts. This does alleviate demand on our shuttle schedule from Bradley Airport, but it also introduces unanticipated consequences when families hope to find time to spend with their student throughout the program.

Later in the year, we debuted an “ISP Reunion”. This was a simple dessert reception, aimed to answer some of the lingering questions students might have after being on campus for a couple of months. The event took place on Sunday evening of Family Weekend, with the intention of helping to support those students whose families were unable to travel overseas for a short visit. Attendance was low, but valuable conversations around cultural adjustment still took place between students and ISP leaders. We are hopeful that we can have better advertising early in the school year to attract a wider audience next year. We look forward to building on our successes for ISP 2016. The program is highly successful, but there is always room for innovation and improvement.

UWC Conference

This year we supported a group of UWC students to travel to Providence for an annual student-led conference hosted by Brown University. We reimbursed students for their registration and transportation fees, and we heard great feedback on the conference. We hope to support our UWC students as a cohort with more organic programming, if possible this year.

IS Day - November

IS Day was once again held in early November as a joint effort between the International Students & Scholars Office and the International Student Organization. International students worked with Dining Services staff throughout the weekend before to cook recipes collected over the past several years, then held the event during lunchtime on Monday in the Campus Center. LGSC staff manned the ticket table at the event, allowing our student volunteers to serve food and talk with attendees. The turnout was great as usual, and students were able to represent 18 places/countries to the campus in a fun, well-loved event. All told, we sold approximately 2,100 tickets via ISO, Residence Life, the office, and at-the-door sales. Food costs continue to rise, making the event more and more subsidized by ISSO Emergency Funding. Next year we will try to work with Dining Staff to curb costs a bit more, while still maintaining as many recipes as possible. Since Andy Cox, Director of Dining Services, and Meghan Garrity, Director of Catering Services, were both new to the College, we worked directly with Patty Hentz and our chefs to execute our event. We are grateful to Dining Services for all the extra hours they work in order to make this event a success.

One exciting development from the success of IS Day was the introduction of more international recipes into Dining Services rotation. This fall we worked with ISO leadership to put together an “Africa Day” in select dining halls. Staff and students chose some popular recipes from the year and engaged several dining staff in learning about the new cuisine. Attendance was not as high as hoped, but there was quite a bit of enthusiasm among dining staff to learn new recipes. Students we spoke with were happy to see the African continent

represented in the dining halls, but they also expressed greater interest in having one or two recipes integrated into regular dining, rather than a themed night.

Winter Clothing Closets

ISSO hosted two clothing closets this year within the Lewis Center. At the end of last spring semester, we asked for donations from graduating seniors and students studying abroad. We had a great turnout, and were able to store the donated goods over the summer within the office. In the fall, we once again requested donations from the campus community and received quite a few more donations. On two afternoons, students could come by and take whatever they wanted for free, with a suggested limit of five items. The event had high attendance, and we heard lots of good feedback from students. After our two events, we donated any leftover clothing to GoodWill in Northampton. We will continue to utilize this model in future years, though we plan to hold only one Clothing Closet event for next year.

Thanksgiving Meal

Once again Residence Life coordinated a community Thanksgiving dinner for any students staying on campus this year. Staff ordered pre-made turkey dinners through BigY and delivered them to two houses on campus. Students were invited to sign up and dine together, and both dinners filled quickly. In addition, Jan Morris (Student Affairs) organized a Thanksgiving match program with volunteer faculty and staff families. Students were matched in pairs to local families for the thanksgiving meal. LGSC remains uninvolved with the process, but we're excited that international students participate.

Winter Recess – December/January

We continue to have an overwhelming demand for students staying on-campus during Winter Recess. This year we had over 100 students stay on campus for the break, using Cutter/Ziskind as our central housing location again. ISSO built on the success of last year's Winter Recess programming to provide some fun activities for students staying on campus. Nathan Hammond organized one optional activity per day, highlighting what the Pioneer Valley offers during the holiday season. Students reported that FirstNight was a great success – all 20 buttons that ISSO purchased were used, and several other students purchased their own to join in. Kavita Bhandari and Sunny Jiang served as our Head Residents during the break and were invaluable in helping to make the events run smoothly. Programming was well-received and seemed to encourage more exploration and social interaction during a very quiet time on campus.

Rather than discontinuing food stipends entirely, ISSO worked closely with Residence Life this year to rework the way we administer funding. ISSO determined a per diem amount for aided and non-aided students, and we gave reimbursements up to a student's individualized amount. We specified that students would only be reimbursed for groceries, rather than eating out at restaurants, and that they must turn in receipts by the start of the spring semester. Although this required a significant amount of work from Sue Pouliot, Budget Coordinator, to issue stipends on an individual basis, we believe it reinforced the given amounts as emergency funding rather than discretionary cash. We will continue to utilize this methodology for the 2016-17 year.

Resonate: Storytelling for International Students

In April, ISSO worked with two senior international students to develop a story-telling circle for students. The students have been performing story circles for Chinese women for the last year, and they wanted to bring their learned skill set to Smith international students. The theme was set as “What does it mean to belong?” and the group talked about how that might be different based on the surrounding context. A small group participated but the conversation extended to a few domestic students as well, and the content was valuable. We hope to have the space to support these impromptu programs that come out of student interests throughout the year.

Ongoing Programs

QUINTA

Starting in the spring semester, two students approached the ISSO about getting support for a new organization on campus. The students proposed the formation of QUINTA (Queer International Students Alliance), a support group for queer and questioning international students who need a space on campus to talk about the struggles and challenges they face. We provided a small amount of funding for refreshments for this group, as well as a private space to meet within the Center. By the end of the semester, there were approximately 17 students who regularly attended meetings. While it’s not a program explicitly provided by the LGSC, we are happy to have become a space that students feel they can utilize for their needs on campus. We hope to continue supporting QUINTA as they gain momentum and potentially seek an organizational charter this year.

Chinese Language Partners

This year, our partnership with the Department of East Asian Language and Literature to pair students in Chinese 110 class with conversation partners was unsuccessful. During the fall semester, Yalin Chen was away on maternity leave, which left us without a reliable contact in the department. Though we made some efforts to get the program back on its feet in the spring semester, both offices decided to wait for the following year. We hope to re-establish a partnership starting in Fall 2016.

OPT & CPT Information Sessions

This year, we continued to provide regular programming to teach students about OPT and CPT opportunities. OPT sessions were held twice during the fall semester, and then again four times in the spring. We also held two CPT question and answer sessions, which were well attended. We are happy to see sophomores and juniors taking advantage of these opportunities as well. We plan to continue these more regular information sessions to allow students to learn about the process when they’re ready to start thinking about it. In the coming year, we aim to make more information available online as well, in order to allow self-study for students throughout their OPT period.

International Undergraduate Exchanges Programs

This office coordinates the exchange programs with various overseas universities and accepts undergraduate international students to study at Smith for one academic year. Exchanges are processed through our office with the collaborations of the Office for

International Study. Nathan Hammond took over maintaining contact with the international offices in each of the countries who nominate their students for our program. ISSO reviews the student application and shares it with appropriate parties. We have done our best to streamline the process of integrating these two or three students into the larger processes of student onboarding. While many of those processes have become simpler, there still seem to be obstacles along the way each year. ISSO hopes to support these exchange students in whatever ways are possible, and to make their process of admission and arrival smoother.

Killam Foundation-Ottawa, Canada- One student came for fall semester.
Ewha University- Seoul, Korea – One student came from Ewha this year.

American Studies Diploma Program



Pictured – Front Row (left to right): Nadezhda Chotreva, University of Geneva; Gaétane Krebs, University of Geneva; Stefanie Schuster, University of Regensburg; Madeleine Osorovitz, Sciences Po Paris and Sorbonne University; Alessio Zuri, University of Florence. *Back Row (left to right):* Celia Nijdam, University of Amsterdam; Tamara Nehls, Hamburg University; Abel Castaño Bravo, Córdoba University; Charlotte Jegou, Sorbonne University; Janine Hutter, Hamburg University.

The Diploma Program in American Studies is a one-year, graduate-level program in American Studies for international students. Ten students graduated from the Diploma Program in 2015-2016, three from Germany; two from France and Switzerland; and one from Italy, the Netherlands, and Spain. Each student completed an intensive year of coursework and engaged in a year-long thesis project that was grounded in original research. As a capstone for their academic experience at Smith, the Diploma scholars presented the results of their research at Smith's annual Celebrating Collaborations event.

The Diploma scholars, and their research projects, were as follows:

- Abel Castaño Bravo, Córdoba University: translation of *Pantalones a la luna*, a screenplay about the Spanish Civil War.
- Nadezhda ("Nadia") Chotreva, University of Geneva (citizen of Bulgaria and Italy): assessment of factors that influence workplace satisfaction, grounded in a theoretical approach to the behavioral economics of principal-agent relations.
- Janine Hutter, Hamburg University: study of the theory of student-centered learning, with practical applications.
- Charlotte Jegou, Sorbonne University: analysis of the uses of technology in staging live events in the mass-entertainment industries.

- Gaétane Krebs, University of Geneva: study of Asian art collecting in the United States, centered on Joan Lebold Cohen (Smith Class of 1954), an important collector who has donated many works to the Smith College Museum of Art.
- Tamara Nehls, Hamburg University: composition of original Flarf poetry and visual art.
- Celia Nijdam, University of Amsterdam: historical interpretation of the radical drama written by Langston Hughes and John Dos Passos during the 1920s and 1930s.
- Madeleine Osorovitz, Sciences Po Paris and Sorbonne University: critical reading of 20th- and 21st-century immigrant literature, focusing on Jewish female authors who wrote accounts of immigrant life in the United States.
- Stefanie Schuster, University of Regensburg: historical inquiry into relations between the United States and Cuba, with emphasis on recent initiatives to “normalize” relations.
- Alessio Zuri, University of Florence: study of human-resource management, focusing on corporate policies related to affirmative action.

In addition to their academic work, the Diploma scholars also went on two out-of-town field trips for historical and cultural sightseeing: a three-day trip to Cape Cod and a four-day excursion to Washington, DC.

International Experience Opportunities

International Experience Grants (IEGs)

The Office for International Study administers the International Experience Grants which provide funding for students to engage in extra-curricular and academic experiences during the January and summer breaks. These competitive IEG awards are funded through a number of special endowed funds: the Calkins, Weiden, Wilder, Buchanan-Spurgin, Yaesshna Pillay Grant, and the Smith College Club of Great Britain, as well as an operating fund of the Lewis Center. **Appendix A** lists the available balances in these funds for 2015-16, total requests and awards, and the amount awarded as percentages of both availability and demand.

In 2015-2016, \$120,043 was available to fund these January and summer opportunities. The Lewis Center received over 115 applications with requests totaling almost \$180,000. A subcommittee of the Committee on Study Abroad reviews applications and scores them according to criteria of academic merit, connection to personal and professional goals, prior study abroad experience, and financial need. Generally only high-ranking proposals are accepted. Just over half of all proposals (57%) were funded, with 65 students receiving awards totaling \$103,300. Most successful applicants only received partial funding and are expected to find additional resources in order to cover their project or course expenses. The range of student experiences is extensive. A select list of student names, projects, destinations and endowed grants are listed here as an indication of the range of experiences supported through the International Experience Grants.

Lixin (Kitty) Lin: Cultural Background Investigation in Romania

"'Cultural background investigation in Romania' is a self-designed program this interterm mainly in preparation for a special studies interest of directing a play about Romania, MAD FOREST. Written by an English female playwright Caryl Churchill, MAD FOREST themed around the events of Romanian revolution in 1989 in a half-fiction-half-documentary way. ... In order to preserve the truthfulness in the telling of the story by the text, I feel the strong need to visit the country, especially the places mentioned in the play (Bucharest and Timisoara). I could gain rich knowledge of the historical event at places like The Museum of the Romanian Revolution from 1989 in Timisoara and the Military Museum in Bucharest. I would also love to explore the cultural context nowadays in Romania, which would help me figure out how to illustrate an event two decades ago in today's social environment, how to make an historical event relevant to people today. And there is no other way to achieve it but to live it."

Funding provided by the Calkins Fund

Lucia O'Barr: Urban Anthropology: Hip Hop Resistance in Post-Apartheid South Africa

"Since the moment I arrived in South Africa, I was deeply involved in the musical landscape surrounding me. Upon my return to Smith, I have been clear in wanting to continue to pursue the work I was doing during my semester abroad, but taking it further and re-shaping it into a different context. I hope to look at the role music plays

in post-apartheid township identities in Durban, South Africa alongside exploring music's role in the township community's health. I became deeply involved and invested in the specific role hip-hop plays in my generation's political and personal identities, especially within the context of the post-apartheid experience. In conducting this project, I will carry with me understandings of rural cultural identity juxtaposed with urban cultural identity, which will create further opportunity for comparing and understanding the different musical landscapes and molding of identities in the Zulu culture."

Funding provided by the Calkins Fund

Geraldine Tahere: Summer Intensive Colloquial Tibetan Language Studies, India

"My impetus for wanting to learn the Tibetan Language was the realization of how crucial English language skills are vital for non-English speakers in academic and business communities today. ... I hope that by learning Tibetan I will be able to bridge the divide when teaching English to Tibetan speakers.

My long term goal is to learn more about the history of countries like India, Tibet, Nepal and Mongolia that will complement my History minor. As such, I also wish to further increase my understanding of Buddhist practices to add depth to my Psychology major. I am interested in the analysis of the practices of emotional regulation and self-control in Buddhist Philosophy; specifically the use of meditation, yoga and self-compassion in psychological practice to help improve health and educational outcomes for low socio-economic youth."

Funded by the Buchanan Spurgin Fund

Gretchen Walch: Institute of Kiswahili and Foreign Languages, Zanzibar, Tanzania

"The United State's government labels Swahili as a "critical" language for the lack of speakers in our government. Through my research with Prof. Kim Dionne on the failure of HIV/AIDS intervention programs in Africa, I have become particularly aware of the disconnections between international global health donors (one of the largest being the United States government) and practitioners on the ground. I intend to combat this culture of misunderstanding in the United States by studying among my East African peers. However, if I am to engage my peers in conversations about complex topics such as biomedical sciences, international relations, and social justice in Swahili, I must improve my language skills before arriving. This is especially relevant to studying in Tanzania, where English is an official language. In order to respectfully engage in these conversations in Swahili I must have the language skills, which encourage Tanzanians to speak to me in Swahili rather than English."

Funded by the Wilder Fund

Hee Young Kim: Shakespeare in South Korea

"For my project, I would like to explore how the essence of the original Shakespeare's play is carried out or transformed in the Korean adaptations of the plays and how the Korean audience can thus connect to Shakespearean plays. Focusing specifically on the comedies and the tragedies, I will examine various adaptations of Shakespeare's plays created in Korea and look for distinct features of the adaptations with reference to the original plays. Because Shakespeare's use and manipulation of the English language

plays a big role in constructing the overall meaning of the plays, I am also interested in examining how translation of the plays from English to Korean can be successfully achieved."

Funded by the Weiden Fund

Blumberg Traveling Fellowships

The Janet Mitchell Blumberg Traveling Awards were established by Professor Phillip I. Blumberg and his children in 1976 in honor of his late wife, Janet Mitchell Blumberg '39, who spent her junior year with the Smith program in Florence, Italy. The Blumberg Award allows students to augment their study abroad experiences by undertaking faculty-mentored research projects that encourage intellectual growth and cultural appreciation. The awards shall be made without regard to financial need. Any Smith student enrolled in a Smith Program Abroad for a semester or a full academic year is eligible to apply.

2015-16 Blumberg awardees and excerpts from their projects descriptions:

Erika Yoshi '17, Smith in Hamburg: Transcultural Nostalgia for Royal Tragedy

"I was able to expand upon my study abroad experience in Hamburg by visiting Vienna, another German-speaking city, and examining its treatment of Empress Elisabeth in comparison to her depiction in Elisabeth, the German-language musical, as well as its counterpart performed by the Takarazuka Troupe in Japan."

Hui Yan '17, Smith in Paris: Duality of Cathedrals

"My project explores the duality of medieval cathedrals as both cultural heritage sites and sacred places for worships and observes how the duality manifests in the architectural space. I am particularly interested in the moments, such as the mass, when the two identities clash. How does the cathedral, which is usually the most visited touristic site of the city, accommodates the non-religious and thus ignorant tourist during a religious ceremony?"

Isabelle Eyman '17, Smith in Paris: Sobremesa (Parisian Culture Determined by Food)

"The primary question of my research surrounded the increase in social media presence given to food and its effect upon what constitutes as the city's cuisine. In discussion with Édouard Thorens, creator behind the popular Paris-based Instagram account, the Foodstache, we discussed food in a sociological context, understanding that food is indicative of the cultural climate. He explained that our desires for food today is less an expression of immediate cravings and instead an indication of what is current and what is desired by the larger society."

Jiaying Xu '17, Smith in Paris: Construction of Islamic Identity: What is the Role of Islamic Institutions in Response to the Challenge of *Laïcité* in France?

"(T)he question of Religion and State is not only a domestic problem in France, but also an international concern. Laïcité corresponds to the requirements of European Commission that demand 'une vie commune.' However, perhaps like any other

European law, laïcité has an appearance of neutrality, yet provides justifications for political intervention in religious affairs.

...Though having a decreasing visibility in public space or actual practices, religion persists in the form of spirituality that continues to shape national culture and people's daily life. This arouses my interest in studying the contextualization of religious culture within the national boundary of France when looking at the question of laïcité."

Yuke (Echo) Wang '17, Smith in Paris: Avignon Festival: Cultivation of a New Vision on Humanity

"The Avignon festival ... takes place every July for three weeks, organized by a non-profit organization composed of governmental organizations. ... Over one third of the plays are the works of women directors. Given the broad scope of shows in this festival, I believe that this immersive experience will allow me to explore and develop a new vision on how to understand the world and its politics. Especially, in a Europe of false utopia – threats of immigration, terrorism, and economic recession hidden in the quotidian life – it's important for individuals to find a novel view to the world."

Zoe Meers '17, Smith in Paris: Europe's Refugee Crisis in Paris

"I chose to research ... why ... asylum seekers were coming to Paris and what they found when they arrived in the city and how that may have differed from their expectations. I believed that their expectations may not have matched the reality of being an asylum seeker in France. To what extent were these asylum seekers expecting a safe haven in Paris and did they find security once they had arrived in capital? In order to answer this question, I interviewed several asylum seekers over the period of 2 months in various locations and in different stages of claiming asylum. ... (T)he people I spoke to ... did feel somewhat disappointed by the response of the French government and French people towards asylum seekers and refugees. They wanted to remind people of their common humanity."

Anita Volz Wien '62 Global Scholars Fund

The Anita Volz Wien '62 Global Scholars Fund (Wien Global Scholars) is a merit-based award to encourage Smith students who are U.S. citizens to study abroad for a full year in non-English speaking countries in combination with an internship or similar experience either before or after the study abroad period. Exceptions are made for science or engineering majors intending to study abroad for one semester in combination with an accompanying internship experience.

In the spring of 2016, seven students applied for the Wien Global Scholarship for 2016-17. Of these, four awards were made to the most promising applications. The awardees for next year, 2016-2017 and their projects are described below.

Isabelle Bunge '18, Paris, France with Smith in Paris

... Physics, as well as all the sciences, are very global studies. I believe, that to be truly invested in the world of physics research and to understand what direction the field is

heading in today, I need to branch out and work with other students and scientist from across the globe. I am planning to study in Paris next semester, where I hope to learn new methods to approach modern topics in physics as well as find professional experiences by working in a lab setting. This scholarship will help me to pursue an education that will expand my understanding of physics on a global scale as well as help me pursue an internship during my time in Paris.

Internship plans: University of Michigan CERN research program in Switzerland (Summer 2016)

Gretta Donckers '18, Paris, France with Smith in Paris

... With the urgent issue of global poverty, having an international perspective in my academic and professional background would be vital to approaching the problem in a respectful and socially responsible manner. When dealing with transnational issues, one must be mindful of the differing realities of people experiencing what may appear to be a universal experience. Recognizing and working to overcome the limitations and biases of one's culturally specific perspective can make the difference between helping and hurting the population for which the research in question aims to create positive change.

Internship plans: Institut Parisien de Recherche Architecture, Urbanistique et Société (IPRAUS), École Nationale Supérieure d'Architecture (Summer 2017)

Emily Kowalik '18, Paris, France with Smith in Paris

... The massive migration crisis is among the most critical issues in the world today. Over a million immigrants and refugees, fleeing their homelands in the search of a place of peace, opportunity, and security, have crossed into Europe in 2015 alone.

... My nation is separated by thousands of miles from this situation; only by going abroad could I truly gain a global perspective and appreciation of this dilemma and contribute to its resolution.

Internship plans: Summer 2017, TBD either the Delegation of the European Union to the United Nations in Geneva or the World Health Organization Regional Office for Europe

Ana Lester-Owens '18, Kyoto, Japan with the Associated Kyoto Program (AKP)

... Experiencing only one country in a lifetime grants a very limited perspective on the world, but travel and immersion can remedy this disconnect. One important issue in today's world that is bettered by an international perspective is the issue of race. I am currently doing a special study on mixed race identity at Smith, and to supplement this, I have written my most recent Japanese essay on mixed race identities in Japan.

Interestingly, Ariana Miyamoto, Japan's first half-Black contestant to win Miss Universe Japan, identifies strongly as mixed race while in Japan, but as simply Black while in America. There are many cultural differences like this, and a global perspective is necessary to fully understand them.

Internship plans: GPI US/ISA Womens Empowerment Program (Summer 2016)

Since the creation of the Wien Global Scholars Fund in 2012, the Lewis Center has awarded thirteen grants to outstanding Smith students.

Previous recipients are:

2011-12

- Elizabeth Williams '13, Study of Women and Gender; full year in Córdoba, Spain
- Amelia Murphy '13, Psychology and Italian Studies; full year in Florence, Italy

2012-13

- Alexandra (Pepper) Neff '14, Government and French Studies, full year in Paris, France
- Laura Leung '14, Biochemistry and Economics; spring 2013 in Shanghai, China

2013-14

- Kristen DeLancey '15, American Studies, full year in Paris, France
- Yolana Pollack '15, Economics, full year in Geneva, Switzerland

2014-15

- Idia Irele '16, Government and Spanish, full year in Madrid, Spain
- Isabelle Galdone '16, Art History and French Studies, full year in Paris, France

2015-16

- Nicole Peer '17, Government, full year in Geneva, Switzerland

2016-2017

- Isabelle Bunge '18, Physics, full year in Paris, France
- Gretta Donckers '18, Sociology, full year in Paris, France
- Emily Kowalik '18, French Studies & Government, full year in Paris, France
- Ana Lester-Owens '18, East Asian Languages, full year in Kyoto, Japan

Visiting Scholars in Residence

Ozge Celik Russell

Gazi University, hosted by Bozena Welborne and the Department of Government

Mantao Smouse

University of Cape Town, hosted by Jill de Villiers and the Department of Psychology

Lynn Staley

Colgate University, hosted by Nancy Bradbury and the Department of English Language & Literature

Lobsang Tenzin

Central University of Tibetan Studies, hosted by Les Jaffe and Health Services

Ying Yan

Ocean University of China, hosted by Laura Katz and the Department of Biological Sciences

Co-Curricular Programs with a Global Context

In addition to the types of events we've organized regularly over the past three years—**Global Salons**, **Global Books** with faculty discussing informally their latest publications, and **What's Happening Around the World** (WHAW) focusing on issues of global reach that are most current—we initiated a number of new events this year.

To contextualize the divisive politics around the negotiations about the Iran nuclear agreement, we offered a film series, *The Other Iran*, with films either by women film makers or featuring the position of women in contemporary Iranian society. This fall we celebrated the 25th anniversary of the Americans with Disabilities Act with a teleconference with Judy Heumann, U.S. Department of State Special Adviser for International Disability Rights; she joined five local educators who spoke about their collaboration with disability educators in Azerbaijan. We also partnered with CEEDS and the French Department to organize a series of events, including visits by the renowned activist and author, Susan George '56, and former Brice Lalonde, former green party leader and Minister of the Environment in France and current UN Global Compact Special Advisor on Sustainable Development, to address the issues of climate change and the COP21 being held in Paris in December.

Featured Events

Humanities Lab: Forced Displacement, Refugees, and Immigration

What's Happening around the World: Taking Responsibility for the World's 60 Million Refugees

Steven Heydemann, Ketcham Professor of Middle Eastern Studies,
"Syria and the Limits of Humanitarianism"

Greg White, Mary Huggins Gamble Professor of Government,
"Transit States on the European Union's Borders"

Mlada Bukovansky, Professor of Government,
"Contesting Humanitarian Responsibility in Europe"

Moderated by Alfred Babo, Global Scholar with the Lewis Global Studies Center
Wednesday, September 30

Like Pigs in Mud? How Haitians and Dominicans of Haitian Ancestry Claim Rights Following the Constitutional Tribunal Sentence of September 2013

Bridget Wooding, Coordinator of the Programme Observatory of Caribbean Migrants
Tuesday, October 27

Gender, the Risk of Statelessness, and New Approaches to Civil Society in the Dominican Republic

Bridget Wooding, Coordinator of the Programme Observatory of Caribbean Migrants
Wednesday, October 28

Migrant Categories in Crisis: Responses to Asylum Seekers

Rebecca Hamlin

Thursday, November 12

Global Salon: Government Illegals--Deportation and the Rule of Law

Jacqueline Stevens '84, Professor of Political Science at Northwestern University and author of *States without Nations*

Co-sponsored by the Government Department and the Office of Alumnae Relations.

Thursday, March 31

Towards Gender Equality in Humanitarian Action

With Sarah Costa, the Executive Director of Women's Refugee Commission.

Monday, April 11

"Gba-Gbo" - Say Something, Tell the Story

A reflection led by Visiting Global Scholar Alfred Babo

Friday, April 15

Film Series related to the Humanities Lab:

Film: Illégal

Introduced by Professor Mlada Bukovansky

Thursday, October 15

Film Screening: *Forst*

Introduced by Professor Darcy Buerkle.

Thursday, October 29

Film Screening: *Which Way Home*

Introduced by Professor Velma Garcia and Billy Peard, immigration attorney at Central West Justice Center in Springfield.

Thursday, December 3

Film Screening: *Ghost*

Introduced by Professor of Government Greg White.

Thursday, February 25

Film Screening: *Last Chance*

Introduced by Kim Dionne, followed by discussion with Craig Mortley of the LGBT Asylum Task Force.

Thursday, March 24

Signature Lewis Center Events

Global Salons

Women's Voices, Women's Lives: A report from Herat, Afghanistan

Ellen Kaplan, Professor of Theatre

Friday, September 25

The Arab Spring and its Regional Implications: an Israeli Perspective

Israeli Foreign Service diplomat Dr. David Govrin, director of the Jordanian and North Africa Department at the Ministry of Foreign Affairs in Jerusalem

Wednesday, October 14

Humanitarian Aftershocks in Haiti

Mark Schuller, Associate Professor

Anthropology and Center for NGO Leadership and Development at Northern Illinois University and affiliate at the Faculté d'Ethnologie, l'Université d'État d'Haïti

Thursday, October 22

Pre-Olympic Rio de Janeiro: Mega-Events and the Dynamics of Urban Change

Theresa Williamson, U. Penn PhD in City and Regional Planning, Founder and Director of the Rio-based NGO, Catalytic Communities

Monday, November 9

Out and Loud in Russia: LGBT Talk with activist Anton Krasovsky

Sponsored with the Russian, East European, and Eurasian Studies Program

Thursday, November 16

A Discussion with Juan Felipe Herrera, Poet Laureate

Tuesday, December 1

Who votes? Who Protests? Conventional and Unconventional Political Participation in Turkey

Dr. Özge Çelik, Assistant Professor in Political Science at Gazi University in Turkey.

Monday, February 8

An Open Discussion with Sarah Leah Whitson

Sarah Leah Whitson, executive director of Human Rights Watch's Middle East and North Africa Division

Friday, February 12

Documentary Screening and Discussion: Identity and Adjustment

Adjustment directed by Coco (Ke) Zhang '16, and Hair directed by Liana Weeks '16, Moderated by Bernadine Mellis, Five College Lecturer in film and video production. Co-sponsored by the Chinese Interregional Student Cultural Organization.

Monday, February 29

Religion and Diplomacy: The View from the State Department

With Shaun Casey, US Representative for Religion and Global Affairs and head of the Office of Religion and Global Affairs and the State Department. Co-sponsored by the Religion Department.

Tuesday, March 29

The Architecture of Slave Ports in the Atlantic and Indian Ocean Colonies of 18th-Century France

A conversation with Dwight Carey, Mendenhall Dissertation Fellow in the Department of French Studies, and Ph.D. candidate in the Department of Art History at UCLA.

Thursday, April 14

Global Salon: “Kafka, China, and Jews”

With Mark H. Gelber is professor of comparative literature and German-Jewish Studies at Ben-Gurion University. Co-sponsored by the Department of German Studies and the Department of Jewish Studies.

Tuesday, April 19

Focus on Translation

Midtown is Not the Center of Town: Challenges of Literary Translation

Assaf Gavron

Wednesday, November 11

Refugees and Migrants: Protagonists of a Dramatic Condition of Translation

With Siri Nergaard, Professor of Translation at the University of Florence

Tuesday, February 23

Translating *Pantalones a la luna*

Smith students Abel Castaño Bravo and Tiffany Wilt

Tuesday, April 12

Translating Women’s Experiences Across Worlds: Rosa Nevadovska and the Yiddish migration

With Merle Bachman, Associate Professor of English at Spalding University.

Tuesday, March 8

Global Books

Plato’s Rivalry with Medicine: A Struggle and Its Dissolution

Author Susan Levin, Professor of Philosophy, and Jill de Villiers, Sophia and Austin Smith Professor of Psychology and Philosophy

Thursday, October 1

A Japanese Reader: A Genre-Based Approach to Reading as a Social Practice and Multiliteracies in World Languages Education

Author Yuri Kumagai, Senior Lecturer of Japanese and Maki Hubbard, Professor of East Asian Languages

Thursday, October 15

Engaging Buddhism: Why It Matters to Philosophy

Author Jay Garfield, Professor of Philosophy, Jamie Hubbard, Professor of Religious Studies, and Andy Rotman, Professor of Religious Studies

Wednesday, February 3

Teaching on Earth: A Global Perspective on the Profession in Azerbaijan, France, and Chile

Rosetta Cohen, Sylvia Dlugasch Bauman Professor of Education and Director of the Kahn Institute

Wednesday, March 9

A Superstitious Valuation: Henry James Between Europe and America

Author and Professor of English Language and Literature Michael Gorra

Thursday, April 14

What's Happening Around the World (WHAW)

Normalizing Relations with Cuba

Patricia González, Senior Lecturer in Spanish and Portuguese, Lester Tomé, Assistant Professor of Dance, and Andrew Zimbalist, Robert A. Woods Professor of Economics

Tuesday, September 22

Zika, Global Health, and the Impact on Women's Lives: A Campus Conversation

Rob Dorit, Cora Fernandez Anderson, and Malcolm McNee. Co-sponsored by VOX.

Thursday, February 18

Spain in Crisis

Pau Atelo, Professor of Mathematics, Reyes Lázaró, Professor of Spanish and Portuguese, Abel Castano Bravo, AMS Student

Wednesday, February 10

Zika Goes Viral: An Update

Wednesday, April 20

Special Events

The Other Iran Film Series: Showcasing Contemporary Iranian Cinema

Women Without Men, Shirin Neshat (2010)

Introduced by Mahnaz Mahdavi, Professor of Economics

Thursday, September 17

Circumstance, Maryan Kashevarz (2011)

Introduced by Bozena Welborne, Assistant Professor in Government

Thursday, September 24

Offside Jafar Panahi (2006)

Introduced by Chris Sheldon, Professor of Sports and Exercise

Thursday, October 1

No One Knows About Persian Cats, Bahman Gobadi (2009)

Introduced by Margaret Sarkissian, Professor of Music

Thursday, October 8

A Girl Walks Home Alone at Night, Ana Lily Amirpour (2014)

Introduced by Janie Vanpée, Professor of French and Comparative Literature

Wednesday, October 14

Keynote and Panel in honor of International Education Week and the 25th Anniversary of the Americans with Disabilities Act

Sponsored with the Office of Disabilities Services

International Disability Rights: Opening Doors to Education for All

Keynote Address: Judy Heumann via Skype, U.S. Department of State Special Adviser for International Disability Rights

Tuesday, November 17

Panel Discussion: Disability Education in Azerbaijan

Patti Lessard, Director of Operations & Programming, Advanced Certified PATH Int'l Instructor, Equine Specialist in Mental Health and Learning, Special Olympics Coach, Strongwater Farm Therapeutic Equestrian Center,

Christie George, Assistant Professor of Sport Management and Recreation.

Certified, Therapeutic Recreation Specialist, Certified Child Life Specialist, Springfield College, MA

Carrie Mcgee, Founder and Director, Whole Children, Inc. Hadley, MA

Craig Murdock, Physical Education teacher at City of Northampton, MA

Nate Berry, Program Director, Access Sport America

Tuesday, November 17

Climate Change and the Paris COP21 Summit Event Series

Sponsored with the Center for the Environment, Ecological Design, and Sustainability, and the Department of French Studies

Conflict and Climate Change

Susan George '56, activist and author.

Tuesday, October 20

A Glimpse into the Future of Energy

Sally Benson, 2007 Nobel Peace Prize-winning Intergovernmental Panel on Climate Change, director of the Precourt Institute for Energy at Stanford University.

Wednesday, October 28

Global Climate Action: COP21

Brice Lalonde, former green party leader and Minister of the Environment in France and current UN Global Compact Special Advisor on Sustainable Development.

Thursday, October 29

COP21 Dinner in French

Thursday, November 19

Panel Discussion on COP21

Professor Camille Washington-Ottombre and Siiri Bigalke '16J, with Alyssa Johnson-Kurts '16 on the ground in Paris sharing her impressions via Skype.

Neilson Library Browsing Room

Wednesday, December 9

January Conference

Libraries for the Future: Networking Beyond Boundaries

Dan Cohen, Founding Executive Director of the Digital Public Library of America

Jessica Yurkofsky, Principal and Creative Technologist at metaLAB at Harvard

Stéphanie Diakité, Founder, T160K

Patrick Weil, Founder and President, Libraries without Borders, keynote address

Friday, January 22

Annual Student Support Programming



International Student Preorientation

August 27-September 1, 2015

Sophomore Reboot Open house

Friday, September 11, 2015

Welcome Back Ice Cream Social

Friday, September 18, 2015

Study Abroad Fair

Tuesday, September 22, 2015

Winter Clothes Closet for International Students

Friday, October 30, 2015, and

Thursday, November 12, 2015

Blumberg Presentations

Thursday, December 10, 2015

Global Encounters Photo Contest and Exhibit

Exhibit October 23 – November 20, 2015

Reception Friday, November 20, 2015

International Student Food Festival Day (IS Day)

Monday, November 2, 2015

Study Abroad Welcome Back

Wednesday, January 27, 2016

Summer Abroad Fair

Tuesday, February 16, 2016

Rhythm Nations

Saturday, February 27, 2016

Study Abroad Pre-Departure Orientation

Monday, April 18, 2016

Faculty-led Trips Abroad: Planning and Pedagogy for Cultural Learning Abroad

Monday, May 9, 2016

Information Sessions

Tibetan Studies/India Information Session

Wednesday, September 23

PRESHCO Info Session

Tuesday, October 6

Smith in Paris Information Session

Tuesday, October 6

Bridge-ing Abroad Information Session

Monday, October 19

Smith in Hamburg Study Abroad Information Session

Thursday, October 22

Smith in Florence Study Abroad Information Session.

Wednesday, October 29

Presentation of the Translation Concentration

Thursday, October 29

ACC Study Abroad Information Session

Friday, October 30

Smith in Geneva Study Abroad Info. Session

Thursday, November 5

Computer Science Study Abroad in Budapest

Thursday, November 5

MES/ Arabic Study Abroad Information Session

Wednesday, November 11

Davis Projects for Peace Grant Information Session

Friday, December 4

GES Kenya Information Session with Professor Katwiwa and Lucy Mule

Wednesday, January 27

Office and Program Staffing: 2015-2016



Program Staff

Lewis Center Staff

Rebecca Hovey, Dean for International Study and Director
Janie Vanpée, Professor of Comparative Literature and French Studies, Translation Studies
Director, and Elizabeth Mugar Eveillard '69 Faculty Director
Sara Kirk, Administrative Coordinator

Office for International Study

Rebecca Hovey, Dean for International Study
Lisa Johnson, Assistant Dean for International Study
Nathan Hammond, Student Programming and Support Coordinator
Sue Pouliot, Budget Coordinator

Office for International Students and Scholars

Caitlin Szymkowicz, Associate Dean for International Students & Scholars
Nathan Hammond, Student Programming and Support Coordinator

American Studies Diploma Program

Lane Hall-Witt, Director

An organizational chart of the Center is located in Appendix B.

Advisory Committee

Faculty Advisory Committee 2015-2016

Rebecca Hovey, Dean for International Study, Director

Janie Vanpée, Professor of French Studies, Faculty Director (2017)

Payal Banerjee, Assistant Professor of Sociology (2017)

Elizabeth Bigwood, Assistant Director for Smith Travel, Alumnae Association (ex officio)

Margaret Bruzelius, Associate Dean of the College (ex officio)

Mlada Bukovansky, Associate Professor of Government (2017)

Justin Cammy, Associate Professor of Jewish Studies and Comparative Literature (2017)

Chris Golé, Professor of Mathematics and Statistics (2016)

Simon Halliday, Assistant Professor of Economics (2017)

Mary Harrington, Professor of Psychology (2017)

Donna Lisker, Dean of the College (ex officio)

Caitlin Szymkowicz, Associate Dean for International Students and Scholars (ex officio)

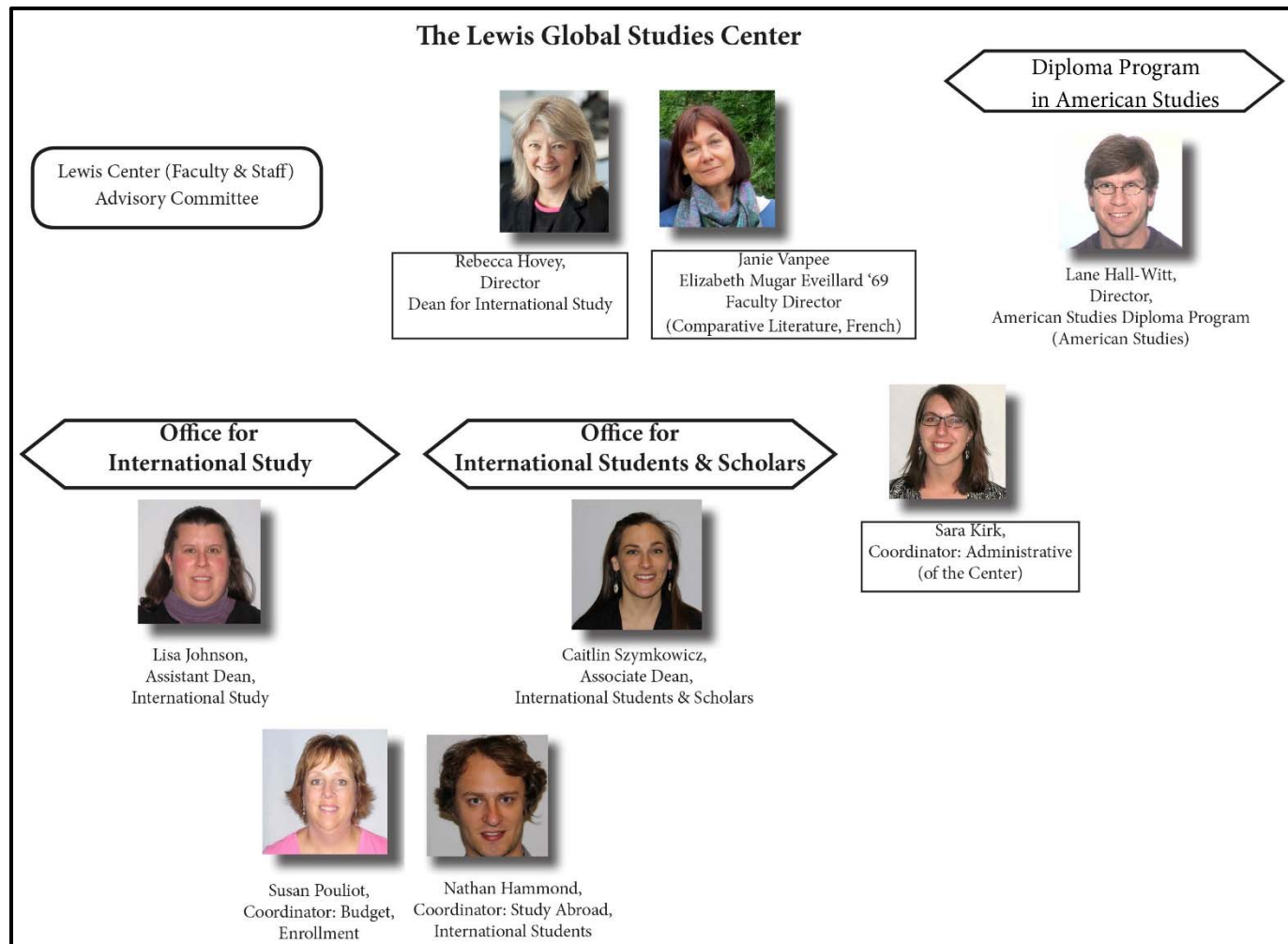
Sujane Wu, Associate Professor of East Asian Languages & Literatures (2016)

Appendices

Appendix A: International Experience Grant Allocations

Funds	FY16 Balance	Description	J-Term '16 Applicants	J-Term '16 Awards	Summer '16 Applicants	Summer '16 Awards	Accept rate	Requested	Award Amounts Granted	Amount awarded of requests
Endowed Funds:										
Buchanan Spurgin	\$ 3,600	Southeast Asia preferably, also South Asia	1	1	3	1	50.0%	4,500	1,500	33.3%
Calkins	\$ 22,557	Independent study or research projects abroad preferably for studying art or	4	3	5	5	88.9%	24305	20500	84.3%
Pillay	\$ 11,705	Pre-health internship or service learning in Asia, preferably Singapore			1	1	100.0%	2270	4,000	176.2%
SCCGB	\$ 7,985	Great Britain	3	1	3	2	50.0%	13925	4900	35.2%
Weiden	\$ 7,866	Internships or similar programs preferably in arts and humanities projects in Western Europe, especially	1	1	4	3	80.0%	14931	7800	52.2%
Wilder	\$ 29,330	Study, service and practical experience and projects abroad			21	19	90.5%	52323	28700	54.9%
Subtotal	\$ 83,043		9	6	37	31	80.4%	112,254	67,400	60.0%
Operating Funds:										
Lewis Center IEG General	\$ 37,000	Ewha=\$2K; JASC=\$2K	32	25	37	3	40.6%	67582	35900	53.1%
Subtotal	\$ 37,000		32	25	37	3	40.6%	67,582	35,900	53.1%
Total:	\$ 120,043		41	31	74	34	56.5%	\$ 179,836	\$ 103,300	57.4%

Appendix B: Organizational Structure 2015-16



Lewis Global Studies Center

Contact us or visit our website at smith.edu/world

Lewis Global Studies Center
Wright Hall 127
Smith College, Northampton, MA 01063

Phone: (413) 585-7598
Fax: (413) 585-4982
E-mail: global@smith.edu

Office Hours
Monday–Friday 8:30 a.m. to 4:30 p.m.

When classes are in session.

Walk-in Advising
International Study (Study Abroad)
Tuesday: 2:30- 4:00 p.m.
Wednesday: 2:30- 4:00 p.m.
Thursday: 2:30- 4:00 p.m.

International Students
Tuesday: 2:30- 4:00 p.m.
Wednesday: 2:30- 4:00 p.m.
Thursday: 2:30- 4:00 p.m.

American Studies Diploma Program
Monday: 3:00- 5:00 p.m.