

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



Annual Report
2016 — 2017



SMITH COLLEGE

Table of Contents

Introduction	2
Academic Initiatives	4
Global Faculty-Led Experiences Abroad (Global FLEX).....	4
Global Impressions	8
Global Leadership Programming.....	10
<i>African Women's Leadership: Creating New Spaces for Engagement.....</i>	<i>10</i>
<i>Global Outreach and Women in Islam, the conference planned for 2018.....</i>	<i>13</i>
Global STRIDE Fellows	14
Translation Studies Concentration.....	16
Offices and Programs.....	18
Office for International Study.....	18
International Students & Scholars Office	24
American Studies Diploma Program	32
International Experience Opportunities	34
<i>International Experience Grants (IEGs)</i>	<i>34</i>
<i>Blumberg Traveling Fellowships.....</i>	<i>36</i>
<i>Anita Volz Wien '62 Global Scholars Fund.....</i>	<i>37</i>
Co-Curricular Programs with a Global Context.....	40
Events and Programming	40
Annual Student Support Programming.....	45
Information Sessions	46
Office and Program Staffing: 2016-2017.....	47
Program Staff.....	47
Advisory Committee	47
Appendices	48
Appendix A: Smith Programs Abroad 2016-2017 Facts-at-a-Glance.....	48
Appendix B: Organizational Structure 2016-17.....	49
Lewis Global Studies Center	50

Introduction

We are proud to share the robust and diverse programming of the Lewis Global Studies Center with you via this Annual Report for 2016-2017. Among the highlights of the year was the **African Women's Leadership: Creating New Spaces for Engagement** conference held in February 2017, the hallmark annual conference of the Lewis Center which highlights our integrated programming linking international students, scholars, scholarship and study abroad. Led by our faculty director Janie Vanpèe and African Studies faculty member Katwiwa Mule, this conference also successfully tied into other courses and activities through the year with the assistance of an active steering committee. Our keynote speaker and Global Leader in Residence for 2017 was Martha Karua, a leader of the Kenya feminist movement, former Minister of Justice and Minister of the Environment and one-time presidential candidate in Kenya. This connection between the **Global Leader in Residence** position, supported by the Elizabeth M. Eveillard 1969 and Jean-Marie Eveillard Fund for International Initiatives, will now be linked to our annual conference as a way of maximizing the outreach and impact of these related programs of the Lewis Center.

Last year we announced the new **Global FLEX programs**, short for "Faculty-led Experiences", but with a play on words to indicate a more flexible model for short-term global programming led by faculty with interdisciplinary connections to the Smith curriculum. These have replaced the previous Global Engagement Seminars which concluded in 2016. As of this writing, the interest in the new Global FLEX options are strong: we offered two in January 2017 and both were oversubscribed with waiting lists of students wanting to participate. Justin Cammy led **Environment Challenges of Israel** with 15 students, supported by the Arava Institute in Israel, an organization dedicated to fostering peaceful cooperation in water resource management among Arab, Jewish and Palestinian stakeholders in the region. Evgeny Dengub, a Five College Russian lecturer associated with Smith's new Russian, Eastern European, and Eurasian Studies (REEES), led the second program, **Introduction to Russian Studies in St. Petersburg Russia**, in affiliation with the Higher School of Economics (HSE). Experiencing St. Petersburg during the long nights and short days of January seemed to add to the appeal of this program, in which the students delighted in retracing famous literary scenes and historic events.

We report of course on the various student support and curricular programming of the Center. We are all attentive to the numbers: In 2016-2017, Smith welcomed 109 new international students for a total of **373 international students from 73 countries**. Most of the new students, 93 in all, were first-year undergraduates eager to be part of the Smith global community. Our study abroad participation this past year was slightly lower than usual, with **236 students studying abroad for a semester or a year**. A new report included this year is the Top 10 list of the leading destinations for Smithies when they go abroad. Smith's own JYA Study Abroad programs feature in the Top 10, as does the increasingly popular Danish Institute of Study Abroad (DIS), an innovative university program built around global field experiences with a base in Copenhagen, Denmark. In addition to those students enrolled in formal study abroad programs, another **106 benefited from our International Experience Grants** and Awards.

The Lewis Centers other unique curricular programs: the **Global Strides**, the **Translation Studies Concentration**, and the **American Studies Diploma Program**, will each be undergoing a transition in the near future. The Translation Studies Concentration graduate a cohort of six concentrators, with another eleven anticipated for 2017-2018. Our faculty director Janie Vanp   currently serves as the Director of Translation Studies, and with next year also being her last year in the position, we will be awaiting word on the possible transition of Translation Studies to another department and/or director. The Global Strides program is also undergoing change. This year has been its last year, after eight years of globally-focused programming for the most promising incoming students. Inspired by the curriculum of the Global Strides program a new course, ***"Becoming Foreign"*** is currently being developed that we hope will reach a wider audience of Smith students interested in enhancing their global experiences through reflection on cultural difference. The AMS Diploma program will be renamed in the coming year, with the intent of enhancing our marketing to better reflect the current curricular options and interests of this long-standing post-graduate exchange program affiliated with Smith's institutional partners abroad.

We invite you to read of these new developments and the many events and activities of the Center itself. One of which we are particularly proud, which reflects the perspectives and capacities of our students, is the on-line journal [Global Impressions](#). We hope this report inspires you to explore the various issues showcasing student writing and photography, offering you a window into the worlds they have come to know through the Lewis Center's programs.

The Phoebe and John D. Lewis Global Studies Center's remarkable year of programming would not have been possible without its many supporters whose thoughtful giving has ensured countless women will always learn in a global context. The center continues to thrive due to historic support from Philip Blumberg; Elizabeth Mugar Eveillard '69 and Jean-Marie Eveillard; Phoebe Lewis '51 and John D. Lewis; Anita Wien '62 and Byron Wein; and many others whose names appear throughout these pages. Their global vision of academia beyond borders has encouraged and supported learning in every corner of the world. Thank you.

Academic Initiatives

Global Faculty-Led Experiences Abroad (Global FLEX)

The Lewis Center's new Global FLEX initiative offers opportunities for faculty to design and lead short-term global learning programs (1–3 weeks). This pilot initiative replaces the previous Global Engagement Seminar model with a more flexible structure that can easily be adapted across disciplines, geographic regions, and the calendar year. The goal is to build a range of global experiential programs that enhance Smith's existing curricular offerings. Programs may be outside the U.S. or have a global theme within the U.S.. Funding support includes funds for program development and partial coverage of faculty and student travel for up to three consecutive trips. In order to support new FLEX initiatives, programs intending to run on a long-standing basis are expected to find additional sources of support.

Smith offered two new Global FLEX programs during the 2016-2017 academic year: 1) Global FLEX Israel: *Environmental Challenges in Israel* and 2) Global FLEX Russia: *Introduction to Russian, East European and Eurasian Studies: J-Term in St. Petersburg*. Both programs offered two (2) academic credits and were offered during the January Interterm. Program development and budgeting took place during the Spring of 2016, with outreach, student recruitment, and pre-departure planning finalized during the fall semester. While initially expecting 10-15 students each, both programs received far more applications than spaces and maintained wait lists. The Russia program eventually enrolled 20 participants and Israel enrolled a full program of 15 students.

Global FLEX Israel: Environmental Challenges in Israel

Program Director: Justin Cammy, Jewish Studies, Comparative Literature, Middle East Studies

Justin Cammy, who led three previous Global Engagement Seminars to Jerusalem, designed the Global FLEX Israel program with connections to two semester-long courses, *Judaism and Environmentalism* (fall 2016) and *Perspectives on the Arab-Israeli Conflict* (fall 2015). The environmental and political aspects of these two courses served as academic themes for this new program affiliated with the Arava Institute for Environmental Studies. Arava also offers Smith-approved semester-long programs in sustainability and peace-making via shared environmental resource management, thus enabling interested students to potentially return to Israel for semester-long study abroad. As Cammy noted in his original proposal,

"For students in those classes, it will complement and deepen what they will already have learned at Smith by taking their learning to the field, and specifically to the way environmental concerns and activism become embedded in broader political disputes... (where) regional/cross-border environmental cooperation is difficult."

The program structure entailed extensive travel throughout Israel and the Jordan Valley. Students started their journey at the Arava Institute at Kibbutz Ketura, near the Jordanian border in southern Israel. The itinerary included various sustainable agricultural, water management and ecological sites, including the Sea of Galilee and the Dead Sea, and concluding in the urban environment of Tel Aviv.

Cammy's previous experience leading student groups in Israel and the Arava Institute's connections in the region resulted in a highly organized, smooth-running excursion. While sometimes exhausted, the students found the program inspiring and eye-opening to challenges faced by resource-constrained communities. This student's feedback captures the perspectives of much of the group:

"Everyone we talked to is doing inspiring work, and made me really consider the ways in which environmental challenges can be used as opportunities for peaceful communication. I also loved having free time to explore Jerusalem and Tel Aviv. It was interesting to witness the culture and social norms in Israel outside of an academic setting."

Global FLEX Russia: Introduction to Russian, East European and Eurasian Studies: J-Term in St. Petersburg

Program Director: Evgeny Dengub, Russian, East European and Eurasian Studies (Five College instructor)

Sergey Glebov, associate professor in REEES, developed the Global FLEX Russia program in conjunction with a local partner, the National Research University – Higher School of Economics (NRU-HSE) in St. Petersburg, Russia. The course started on the Smith Campus with a series of lectures by Five College Russian Studies faculty. At the NRU-HSE, students attended four two-week long academic courses at the NRU-HSE: *Survival Russian*; *St. Petersburg as a Cultural Capital: History, Politics, Culture*; *Contemporary Russian Youth: Politics and Social Change*; and *International Relations: A View from Russia*. In addition to the academic coursework, cultural immersion activities included visits to the Hermitage, other well-known museums and local theaters. An account of the program published in the NRU-HSE University magazine is attached.

Overall, students provided constructive feedback on the need for improved pre-departure planning, an aspect that we recognize is a challenge in the launch of a new program. In the future, we intend to strengthen this component by developing pre-departure guidelines for faculty that include more travel information and planning prior to the recruitment and application process as well as group meetings prior to departure.

The students in Russia especially enjoyed the cultural excursions within St. Petersburg, even with the cold, short days of a January winter. The NRU-HSE arranged a buddy system for them to exchange emails with Russian students prior to departure followed by with their "buddies" once in St. Petersburg. One student's comment expresses the value of this component:

"I really enjoyed my time with the Russian buddies; they made the trip for me. Through my conversations with them I felt like I learned about Russia outside the classroom. I loved that I could go with some buddies to a café and do our homework, but also have conversations about the mundane little things that make life different for them than it is for me."

Other students emphasized the enthusiasm of the NRU-HSE instructors, the class discussions, primary source readings, and guided field trips. Several students noted the value of learning even a few words of Russian, and in questions aimed at future participants, emphasized the importance of learning the language in order to fully understand the local cultural context. As one of the goals of the REEES faculty, this

demonstrates the success of this program in spurring greater interest in Russian language and area studies.

New Global FLEX programs approved for 2017-2018

Two new Global FLEX programs were approved by the Committee on Study Abroad and the Lewis Center for the upcoming 2017-2018 academic year.

Yiddishlands, a 2-credit spring break program scheduled for March 2018 will be led by Justin Cammy. This program is supported by the Global FLEX funds, Lewis Center staffing, and the generosity of Roberta Weinstein '67. Her gift supports faculty-led short-term programming within Jewish Studies. The program is a study trip associated with the on-campus JUD 362 Seminar in Jewish Studies and will travel to Warsaw and Vilnius Poland. Cammy's description of the course is to "...investigate the relationship between Eastern European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders". The program will be associated with the Taube Center for the Renewal of Jewish Life in Poland and will visit important historical sites of Jewish life in the region.

Colonialism and Postcolonialism in Modern Irish Literature/ Walls and Inequality in Northern Ireland: this Global FLEX is a collaborative project with the Jandon Center, the Lewis Center, and a Spring 2018 course "Colonialism and Postcolonialism in Modern Irish Literature" taught by Smith faculty member Michael Thurston. Thurston and Denys Candy will be the faculty leaders for the trip, to be conducted in May of 2018. The travel program will visit Dublin and Belfast; making connections between the literary history of the region, especially Dublin, and the peacemaking initiatives of various groups active in long history of the "troubles": the Belfast Interface Project, the Northern Ireland Women's Coalition, groups of former political prisoners, and community organizations active in overcoming sectarian divisions still visible in the urban fabric of the region.

Much of the focus on the seminar will draw on Thurston's description of the literary component of the program:

"From the "Revival" epitomized by W.B. Yeats, Lady Augusta Gregory, John Millington Synge, and James Joyce to the recent past dominated by such writers as Edna O'Brien, Eavan Boland, Seamus Heaney, Brian Friel, and Ciaran Carson, writers from across the island (which is to say, from both the Republic – formerly the Free State – and Northern Ireland, from communities both Catholic and Protestant, both Irish and Anglo-Irish, both nationalist/republican and unionist) have used their work to confirm, challenge, and complicate identities formed around geography, religion, politics, and orientation toward one or another historical event. What role has literature played in the crystallization of antagonisms? What role might it play in imagining community bonds across borders, boundaries, and walls?"

Global FLEX Scheduling 2017 – 2020

The guidelines for Global FLEX proposals indicate a preference for programs that will run more than once given the significant amount of time needed for the initial design and development of each program. However, in order to encourage a variety of programs and opportunities for faculty from across the college to experience this kind of innovative teaching, the Global FLEX funds will be available for only up to three distinct trips. We will encourage faculty and departments to then seek supplemental funding to cover the faculty stipends and fixed costs of the programs. Students may still be eligible for modest International Experience Grants and discounted program fees.

Not all programs may choose to run in consecutive years. For example, the Neuroscience course “Brain, Behavior and Evolution: Panama Field Course” was an initial pilot approved and delivered in January 2016, with the expectation that it would run every other year. As of June 2017, we anticipate supporting four Global FLEX programs in 2017-2018, with a pending Buddhist Studies proposal tentative for 2018-2019. As we gauge the interest in the Global FLEX programs, we will be issuing a formal Call for Proposals approximately 18 - 24 months in advance of a scheduled trip in order to develop clear and open processes for faculty to submit their ideas for programs. We are excited to see these development of the Global FLEX initiative mature with such fantastic program themes and experiences for both students and faculty.

Approved Global FLEX Programs and Calendar

Program	Proposal status	Proposed Initial Term	Faculty lead	Country	17-18	18-19	19-20
Russian, East European & Eurasian Studies in St. Petersburg	Approved	Jan-17	Evengy Dengub	Russia	Y	Y	?
Brain, Behavior and Evolution: Panama Field Course	Approved	Jan-16	Mary Harrington & Lisa Mangiamele	Panama	Y	N	Y
Yiddishlands	Approved	Mar-18	Justin Cammy	Poland	Y	?	?
Colonialism & Postcolonialism / Walls & Inequality	Approved	May-18	Michael Thurston & Denys Candy	Northern Ireland	Y	?	?
Environmental Challenges in Israel	Approved	Jan-17	Justin Cammy	Israel	N	?	?
Buddhist Studies	Pending	May-19	Jaime Hubbard	Japan		P	P

Global Impressions



Now in its third year, *Global Impressions*, a journal by Smith students “in and of the world,” published four issues in 2016-17. A strong student editorial board comprised of seniors, alumnae founding members, and first year students, several of them international students, brought some new directions to the journal. Although the board continues to be committed to publishing reflective essays that focus on how global issues affect us on a personal and daily level, we decided to publish two special issues, in addition to two regular issues. We saw an opportunity with this year’s presidential election to reach out to our alumnae who live and work abroad to share their observations on how the people in the countries in which they live reacted to the election of Donald Trump. Contributions came from alumnae in Spain, Scotland, England, France, Germany, Turkey and Tunisia. And we were particularly excited to accept Professor Pinky Hota’s invitation to publish another special issue of essays that students had authored in her seminar, *Ethnographic Writing*.

As in the past two years, one of our regular issues featured essays that elaborate on the photos students submit to the International Photography contest. This year we provided a frame for the issue by organizing a panel discussion with Smith professors of photography and museum educators on the vexing questions that arise around the ethics of photography, especially today when cell phone photos are ubiquitous and the borders of what is permissible to photograph or not are unclear. We published the transcript of the panel discussion in our ninth issue, *The Narrative Behind the Photo*. All issues can be found at <https://sophia.smith.edu/blog/impressions/>.

Fall 2016, Issue VIII: Notes from the Field

In this issue of *Global Impressions* we turn to experiences you have had “in the field,” whether on study away, living in and adapting to another culture, working in a culturally different environment, or traveling through new lands. Your reflections vary widely, from confronting different ways of thinking and talking about race and racism, to discovering the stereotypes other cultures hold of Americans, recognizing the complexity of one’s multiple identities, and negotiating how to remain true to feminist values in a culture steeped in patriarchal traditions.

Winter 2017, Special Issue: Reactions from Abroad to the American Presidential Election

In this special issue of *Global Impressions* we deviate from the format of personal reflective essays to venture more broadly into political commentary. As a College whose vision and goals, as stated in the successfully concluded Campaign for Smith, is “to help Smith students (...) develop the cultural fluency that will enable them to contribute and act effectively in today’s global society” and “to work collaboratively and effectively across cultures and boundaries...” we reach out to our alumnae and students abroad to open a window onto the world beyond the Greccourt Gates.

Winter 2017, Issue IX: The Narrative Behind the Photo

How can photography be a tool for storytelling? When traveling away from home to places that are new to us, the call to record our journey is compelling. Whether we travel as student, anthropologist, journalist, scientist, or tourist, we take our camera to record what we see, observe, and experience. Sometimes it’s a mundane scene; at other times, something startlingly strange, new or incomprehensible. Little by little, our photos begin to tell a story we may not have known or understood at the time we took the pictures. In a departure from our usual format, our issue opens with a panel discussion with Smith faculty from the Smith College Art Department and the Museum on the ethical issues that face all those who take photos today, be they with a professional camera or spontaneously with their smart phone. The issue closes with a 20 minute video by Smith alumnae, Amie Song ’16, on evolving cultural identities of international students from China as they spend four years of college at Smith.

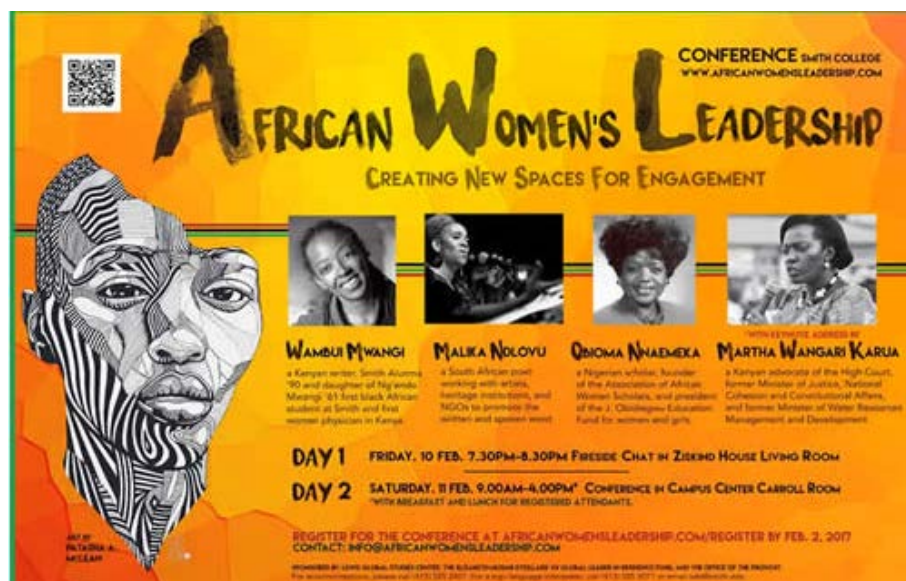
Spring 2017, Special Issue: Cultural Encounters

The eleven essays and narratives in this issue address cultural encounters in provocative ways, spanning issues such as the burdens of representing another culture, the difficulties of communicating one’s academic training across cultures, and understanding our own racialized and class positions at home and as we travel. By employing an anthropological eye and a humanistic sensibility, these accounts attempt to capture the profound sense of wonder, unease and dislocation that such encounters provoke. The issue opens with a digital narrative that expresses the challenges of crossing borders, languages, and cultures, and ends with a more whimsical note on the place of coffee in Balkan culture.

In keeping with our focus on global issues that touch us, even as we live and study on our bucolic and relatively protected campus, our Fall 2017 issue invites contributions that reflect on the vexing problem of immigration. Many of us, if not all, emigrated from elsewhere to the United States, whether our ancestors came with the Mayflower, or our families came later to escape famines, wars, pogroms, or to seek their fortune or a more promising life in the new country of “America.” Some of us have stayed, some may be passing through and returning to their country of origin, but most of us share a history of coming from other countries and making a new life among the many others that constitute this country historically and today. What is your story of immigration? Where do you come from? And how have you and your family forged a new, “American” life and identity?

Global Leadership Programming

African Women's Leadership: Creating New Spaces for Engagement



This year's LGSC conference, *African Women's Leadership: Creating New Spaces for Engagement*, supported by the Elizabeth M. Eveillard 1969 and Jean-Marie Eveillard Fund For International Initiatives, highlighted Smith's connections to the world and carried out one aspect of the mission of the recently concluded Women for the World campaign, which helps prepare students for leadership in a global society. In organizing this year's conference, we believe that we have piloted a model to generate a variety of ongoing connections beyond a one-time event.

More specifically, this conference grew out of the two GES (Global Engagement Seminars) that took twelve students to Kenya in May 2015 and another twelve again in 2016 to study and engage in internships with activist groups. These students returned energized, having tapped into a network of exceptional women leaders of all kinds.

The conference expanded the notion of leadership beyond its accepted or usual understanding as political influence to consider leadership in the arts, in academia and in social activism. The steering committee of various faculty from across the campus, and especially the valuable vision of Zaza Kabayadondo, Co-Director of the Design Thinking Initiative, led us to conceive of a more fluid and dynamic notion of leadership. Our invited guests represented the best of leadership in a variety of arenas and their presence at the conference and in the events and class visits around the conference were an inspiration for our students.

African Leaders invited to the AWL conference:

Wambui Mwangi '90 Kenyan writer, social activist, and daughter of Ng'endo Mwangi '61, first black African student at Smith and first women physician in Kenya

Malika Ndlovu, South African poet working with artists, heritage institutions, and NGOs to promote the written and spoken word

Obioma Nnaemka, Nigerian scholar, founder of the Association of African Women Scholars, and president of the J. Obidiegwu Education Fund for women and girls

Martha Wangari Karua, *keynote speaker and Global Leader in Residence*, Kenyan advocate of the High Court, former Minister of Justice, National Cohesion and Constitutional Affairs, and former Minister of Water Resources Management and Development



Fireside chat with President McCartney

With the support of the Eveillard fund, we were able to extend the stays of three of the guest speakers to engage in a number of activities organized around the conference. We launched the conference with an informal “fireside chat,” where President McCartney welcomed the guest speakers and the large audience of Smith students, many of them international students from Africa.

The week following the day-long conference, Wambui Mwangi and Malika Ndlovu performed a double poetry reading at the Poetry Center, and Wambui directed a staged poetry performance by ten Smith students. Wambui Mwangi, Malika Ndlovu and Martha Karua participated in a planning discussion, “Documenting the Struggle: A Conversation with African Women Activists,” hosted by the Jandon Center, with Denys Candy and Joyce Follet of the Steinem Initiative, to explore how women’s organizations document their work and how the Steinem Initiative might broaden to include an international perspective of women’s activism.

This year, we invited three Smith students to join the Steering Committee of the conference and we worked to reach out to student organizations to involve them in the planning. Four students introduced the speakers and the concluding panel featured four other students, including two from Mount Holyoke, who focused on the new generation of leadership that is shaping up in various African nations. In their participation, these students modeled what the new leadership is and will be.



Ellen Chilemba '17 Mount Holyoke, Woyneab Habte '17 Mount Holyoke, Hilda Nalwanga '18, Sarah Agatoni '17, Professor Kim Dionne

We were especially pleased that the conference reached out into the curriculum: The speakers visited and engaged in a number of classes, from Drew Guswa's EGR 100 section on water resources, Kiki Gourandiou's theatre history class, Anna Botta's comparative literature seminar on cosmopolitanism, and Lucy Mule's course on education, to the classes that Kim Dionne, Katwiwa Mule, and Greg White teach on contemporary African politics or literature. In all, the guest speakers participated in at least fifteen classes across the three divisions, thus extending the impact of the one-day conference.

A further link with this year's conference was the colloquium, "Women's Participation in Empowerment Opportunities in Africa," planned in conjunction with the UN's meeting on the Status of Women. A number of the African activists who mentored Smith students participating in the GES to Kenya and who attended the UN meeting came to Smith for the day-long colloquium that brought together faculty, students interested in pursuing internships in Africa, and the Lazarus Center.

The Center continued to highlight the theme of African Women's Leadership with two more events in the late spring: a visit by renown Congolese writer, Emmanuel Dongala, who spoke of the transposition of his poignant novel, *Johnny Mad Dog*, into a film about child warriors; and a conversation between Professor Kim Dionne with Nicole Amarteifeio, creator of the smash web TV series, "An African City."

These various activities, internships, and programs built on the connections made in Kenya through the Global Engagement Seminars, showcased the extraordinary creativity in

leadership in Africa and in the African diaspora, and, we hope, inspired our students to become responsible global citizens that aspire to leadership in a variety of ways.



Participants in the African Women's Leadership Conference, February 11, 2017.

Global Outreach and Women in Islam, the conference planned for 2018

An invitation to visit Al Akhawayn University in Ifrane, Morocco this January led to an ongoing discussion on how Smith College and Al Akhawayn might collaborate in a mutually constructive way. Connecting with Doris Gray and Jason Heffner, respectively Associate Director and Assistant Director of the Hillary Clinton Center for Women's Empowerment at Al Akhawayn, opened up several avenues of collaboration amongst faculty in Studies on Women and Gender, Middle East Studies, Government, and Engineering, and led to this fall's exchange between Zaynab El Bernoussi, Assistant Professor, School of Humanities and Social Sciences at Al Akhawayn, who will be at Smith on a Fulbright Fellowship, and Bozena Wellborne from the Government Department at Smith, who will spend her fall semester at Al Akhawayn University.

We hope that other collaborations between faculty projects can develop in the coming years. This initiative in Smith's global outreach with a university located in North Africa and the current discourse about the role of Islam, both in the US and in the world, led us to focus next year's annual conference, supported supported by the Elizabeth M. Eveillard 1969 and Jean-Marie Eveillard Fund for International Initiatives, on **The Politics of Islam and Women's Identity in the Twenty-first Century**.

Global STRIDE Fellows

This year six students chose the Global Stride program. They came from all over the US but of very diverse backgrounds and experiences. As in the past, we began the year having them meet last year's Global Strides, and with a dinner with the American Studies Diploma program students. From there, we launched into our syllabus, an intense reading and discussion project. One assignment for the semester was an in-depth interview with an international student and then a written report about it. The rest of the fall semester was spent in weekly class meetings, where we discussed such topics as fluency in another language, living abroad, and what national identity meant in a time of globalization. During the second semester, we prepared for the study abroad experience that is the centerpiece of the GS program. The six students and I worked together on three projects and one future plan: the choice and preparation for the summer study abroad program and how to finance it, an in-depth project about an international subject in the College archives, and a poster project describing their year, and choosing a fall internship.

Those summer plans were as follows: one student is spending the summer in Brussels, both perfecting her French skills and attending a dance program. A second is going to the Galápagos Islands to work on her Spanish and continue her passion for things outdoors. Another student will be in Costa Rica doing a WOOFing program and working on her Spanish. Another is doing a WOOFing program in Québec working on her French. Another student will work on her French on a program in Marseilles and continue to Aix-en-Provence. Finally, the sixth student will study with CET in Jordan where she will continue with Arabic.

Next year all of them have lined up internships either working with professors, in labs, or at the Global Studies Center. All of them have taken their STRIDE scholarship very seriously and participated enthusiastically in all its projects. As in prior years, I will reiterate that these were extraordinary scholars who worked very hard to be the kind of students of whom we are so proud.

*Nancy Saporta Sternbach
Global Stride Mentor*

Since in its inception in 2008, the Global Stride program has mentored about 43 students under the directorship of three faculty directors—Janie Vanpée (4 years), Hélène Visentin (2 years), and Nancy Sternbach (3 years). The program has been immensely rewarding for both students and faculty directors in achieving its goals of supporting accelerated study of a foreign language and of leading to a deeper understanding of intercultural relations. Global Stride Fellows have spent their summer between first and second year advancing their language learning in China, Latin America, Germany, Jordan, Rwanda, Tanzania, Russia, Italy, Switzerland, and France, preparing many of them for a more meaningful integration in the culture and university system of the study abroad programs many chose to pursue in their third year. The success of the program in guiding students to become “responsible global citizens,” one of the LGSC’s missions, leads us to believe that it merits being scaled up to allow for a greater number of students to benefit from this type of in-

depth reflection about intercultural understanding and what it means to live in a culture and language other than their own. A 1-credit course, *Becoming Foreign*, being developed this summer, will guide students to reflect on both the conceptual and the practical effects of seeing themselves anew through the prism of another culture. The course will serve the needs of both international students studying at Smith and students preparing for study abroad. The new course, supported by a Five-College Mellon Grant for Innovative Language Teaching, will be offered starting spring 2018 and is part of the a LGSC initiative to frame the experience students have studying abroad with a deeper reflection both before and after their study away.

Translation Studies Concentration

“Translation is everywhere,” is surely a cliché but it’s one that is true. Whether we translate documents for asylum seekers, interpret in deportation proceedings or medical settings, wrestle to translate poetry or a novel’s intricate tenses, transpose directions from one language to another for a user’s manual for appliances or taking a dose of medicine, subtitle a film, or relay the words of a diplomat in another tongue at a conference, translation enables meaning and intention to bridge divides and fill silences. A retrenchment toward nationalism in many countries makes the work of translation all that much more urgent to develop the skills to communicate more efficiently and more empathically between divergent cultures.

Translation studies as a field is itself at the crossroads of multiple disciplines—linguistics, literature, languages, and comparative literature, anthropology, and political science, sociology. Smith students, many of whom come with foreign language skills or who are interested in developing them, find that the Translation Studies Concentration gives them a framework to connect disparate disciplines through deep thinking about the languages that might otherwise separate them.

The Translation Studies Concentration graduated its third cohort this May. Of this year’s six seniors, four translated from Spanish, one from Chinese, and one from French. As in the past two years, their final translation projects, presented at **Collaborations**, and uploaded onto their e-portfolio, varied across disciplines and genres, from the more literary translation of poetry, short stories, or passages of a novel written in a street dialect specific to Buenos Aires, to the more politically inflected translation of a testimonial about torture under the Pinochet years in Chile, and the subtitling of a documentary on an unacknowledged genocide during the Spanish Civil war:

Angela Acosta '17: Remembering the Fall: A Translation of Vicente Aleixandre's "Sombra del Paraíso"

Kayla Gaskin '17: Buzzfeed[ing] Lang Ying Tai's 1984 Feminist Theory

Célia Perez Lucet AMS '17: Preserving the Meaning of the Text in Literary Translation: A Translator's Duty [Translations of two short stories by Annie Saumont]

Sawnie Smith '17: Something in the Air: Explore the Translatability of Buenos Aires's Linguistic Soundscape

Lyn Watts '17: Inside a Dictator's Prison: The Experience of One Man through Translation

Tiffany Wilt '17: Pants to the Moon? : The Progression of "Pantalones a la Luna" from Translation to Subtitling

TSC concentrators were particularly active this year in finding ways to apply their burgeoning translation skills. Tiffany Wilt participated in a “translation bash” at Boston University, a gathering of graduate students and professional translators, all working together to translate the same text, as well as International Poetry Day, where she recited her translation of the song “Latinoamérica” by the group Calle 13. Sawnie Smith wrote an honors thesis in Spanish that included a reflective comparison of Nabokov’s and Borges’ theories and practices of translation, which she then experimented with on her own

translations. Angela Costa, a Mellon Mays scholar as well as a TSC concentrator, wrote an honors thesis exploring different translations of poetry of the Nobel Laureate, Vicente Aleixandre. And Céliz Perez Lucet, in addition to being a student teaching assistant for FRN 101, worked actively as a translator with the UMass Translation Center. As in the past, several of the Concentrators were tri-lingual.

Of this year's cohort, three will begin graduate studies in translation or literature at prestigious institutions—Oxford, Georgetown University, Ohio State University; one will be teaching French in Brooklyn as she pursues a career as a translator; and two are working in fields unrelated at this time to translation or the language they studied.

Eleven students will be in next year's quite strong senior cohort, bringing a more diverse range of language interests—Albanian, Arabic, Chinese, French, German, Japanese, Portuguese, Quetchua, Spanish, Yiddish—which will engage a broad range of language mentors to supervise their senior projects. As in the past three cohorts, a significant number of the TSC concentrators are international students who express interest in translating in both directions from and to their native tongue and English.

Now that the Mellon Grant that subsidized some of the costs of Concentrations has ended, the advisory board will be working on developing a strategy to make the Concentration sustainable and on identifying a new director. The continuing interest from students makes it one of the most viable concentrations and, given the fraught political context both in the US and elsewhere, it remains crucial to the Lewis Center's goal of helping students navigate our interconnected world as responsible global citizens.

Offices and Programs

Office for International Study

During the 2016 – 2017 academic year, 236 Smith students studied abroad for the semester or year in 40 different countries, from typical destinations such as the United Kingdom and Spain, to more remote locations such as Iceland, Madagascar or Samoa. This group represents about 36% of the junior class, a share that is lower than class ratios over the previous five years (see following graphs). It is possible that the presidential elections in the fall of 2016 contributed to fewer students seeking to be abroad during a tumultuous political time here in the United States.

Smith students are also following a national trend of seeking short-term experiences abroad, especially through J-term, spring break and summer opportunities abroad. In addition to the semester or academic year terms abroad, 92 students received International Experience Grants for J-term or summer projects and 33 participated on one of the two new Global FLEX programs to Israel and St. Petersburg. Twenty students, some of who were funded with International Experience Grants, received approval for credit on summer academic programs. Overall, over 365 students engaged in a global learning experience abroad sponsored by the Office for International Study, a number higher than the overall total of 360 for the previous year.

Our office was busy with program transitions in three of our key programs: Florence, Hamburg, and our new Smith/Wellesley affiliation in Córdoba, Spain.

- The **Smith in Florence** program launched the new single-semester option successfully in 2016-17, with 8 full-year students and 2 spring-semester students. During this time, we developed a new schedule for the calendar year that allowed us to begin admission of single semester students in the fall of 2017. For the 2017-2018 year, as of this writing we project having 9 full-year students, 2 in the fall and another 2 in the spring. We are happy to see the new program options increasing total enrollment, with greater flexibility that meets enable students to achieve their academic goals.
- After fifty-five years as a faculty-led program, the **Smith in Hamburg** program will be transitioning to a permanent Director model in 2017-2018. We conducted an international search for the Director position, for which the current Associate Director, Jutta Gutzeit, emerged as the lead candidate. Frau Gutzeit will assume the position as Director effective August 2017. Her replacement will be Kathrin Beletti Mata, an instructor on the current program. We thank Jocelyne Kolb and the entire German Studies department for their thoughtful process in these deliberations as we look forward to a new era with strong leadership and capacity for program development.
- Last year's report referred to the transition of the **PRESHCO** study abroad consortium based in Córdoba, Spain to a new co-managed program run by Smith and Wellesley. The new by-laws for this entity were finalized in December of 2016 and a search for a new Resident Director resulted in the hiring of Dr. Kim Griffin for

a three-year appointment. Ms. Griffin is a well-known language acquisition expert with extensive experience in Spain, including a term as the President of the Association of American Programs in Spain (APUNE). She will be visiting Smith in October of 2017 as part of the inaugural meeting of the newly Academic Advisory Committee comprised of Smith and Wellesley faculty and administrators.

The Committee on Study Abroad (CSA)

CSAS met six times during the 2016-2017 academic year. Membership for the year included:

- Bill Peterson, Associate Provost & Dean for Academic Development (Chair), non-voting, *ex-officio*
- Rebecca Hovey, Dean for International Studies, *ex-officio*
- David DeSwert, AVP for Finance, non-voting, *ex-officio*
- Hélène Visentin, Committee on Academic Priorities Representative, *ex-officio*
- Lisa Johnson, Assistant Dean of International Studies, *ex-officio*
- Jeffrey Ahlman, History (2018) (on sabbatical)
- Rob Dorit, Biology (2018)
- Bosiljka Glumac, Geosciences (2018)
- Dominique Thiébaud, Computer Science (2018) (on sabbatical)
- Sujane Wu, East Asian Languages & Literature (2018)
- Maria Helena Rueda, Spanish & Portuguese (2019)

The key agenda items for the year included the ongoing discussion of the policy restricting year-long study in the UK, Ireland, New Zealand and Australia; details of the Smith in Florence curricular structure for the new single semester options; approval of new programs including the Global FLEX programs; and consideration of a language prerequisite change for the Arava Institute environmental studies program in Israel.

- **The restrictions on year-long study** in the principal English language destinations of the **UK, Ireland, New Zealand and Australia** have been in place since 2008-2009. The Dean for International Study has requested that CSA reconsider these restrictions from the perspective of seeking the best fit for each student's interests in international study. At the time the restrictions were put in place, the UK, in particular, was considerably more expensive than other destinations and a need for budgetary savings led to a decision to prioritize study abroad in non-English destinations. However, this has not resulted in more students seeking to study outside of English language programs. Discussion of this concern addressed other benefits to year-long study aside from foreign language acquisition; it also recognized that for international students, long-term cultural immersion in a different English-speaking cultural context can enhance their own understanding of cultural complexity. This question was not resolved and was set aside until further guidelines regarding budgetary impact could be addressed.
- As noted above, the **Smith in Florence program** initiated its single-semester structure this year with the implementation of the spring option. At the same time, CSA was asked to review a proposal to implement a new Internship Semester option

similar to the Smith in Geneva program. The discussion in CSA encompassed complicated and related questions of marketing, the need to increase enrollment, and the importance of a rigorous pedagogical foundation for the evaluative component of the internship for academic credit. Whereas the Smith in Geneva program is primarily oriented to students interested in International Relations, student interest in Florence ranges from the early childhood education program in Pistoia, to the fabulous offerings in Museum Studies, to new possibilities in the sciences made available with our new agreement with the University of Florence. Designing a single course of inquiry for such a wide range of fields would need much more work; at the same time the CSA members noted that we already have an excellent program in Pistoia that is relatively unknown even on campus. They urged us to focus first on strengthening the Pistoia Early Childhood Internship program and to conduct additional student demand surveys on other areas of potential internship interests.

- New study abroad programs approved include the following:
 - **IFSA-Butler – Mérida, Mexico**
 - **School for Field Studies, Cambodia**
 - **CET Intensive Arabic Language, Jordan**
- New Global FLEX programs approved for 2017-2018 include:
 - ***Yiddishlands***, a Jewish Studies program based in Poland, March 2018, Justin Cammy, Jewish Studies
 - ***Colonialism and Postcolonialism in Modern Irish Literature/ Walls and Inequality in Northern Ireland***, in collaboration with the Jandon Center, May 2018, Michael Thurston, English Literature, and Denys Candy, Jandon Center.

Along with the previously approved and run programs in Panama (led by Mary Harrington and Lisa Mangiameli, Neuroscience) and St. Petersburg, Russia (led by Five College language instructor Evgeny Dengub), the Lewis Global Studies Center will support four Global FLEX programs in 2017-2018. A proposal for a Buddhist Studies program in Kyoto, Japan was also considered, with additional information requested for consideration to be run in 2018-2019.

I conclude this report noting the recent publication of the edited volume *Geschichten Aus 55 Jahren Transatlantischer Freundschaft* (Stories From 55 years of a Transatlantic Friendship) *Smith College-Universität Hamburg 1961-2016*, a collection of invaluable testimonies and documents of the Smith in Hamburg program, affectionately known as JYA Hamburg, produced by Professor Jocelyne Kolb and our long-term University of Hamburg colleague Rainier Nicolaysen.

Truly a dedication to the values of intercultural exchange and learning, this collection of experience from the students, faculty and administrators of both Smith College and the

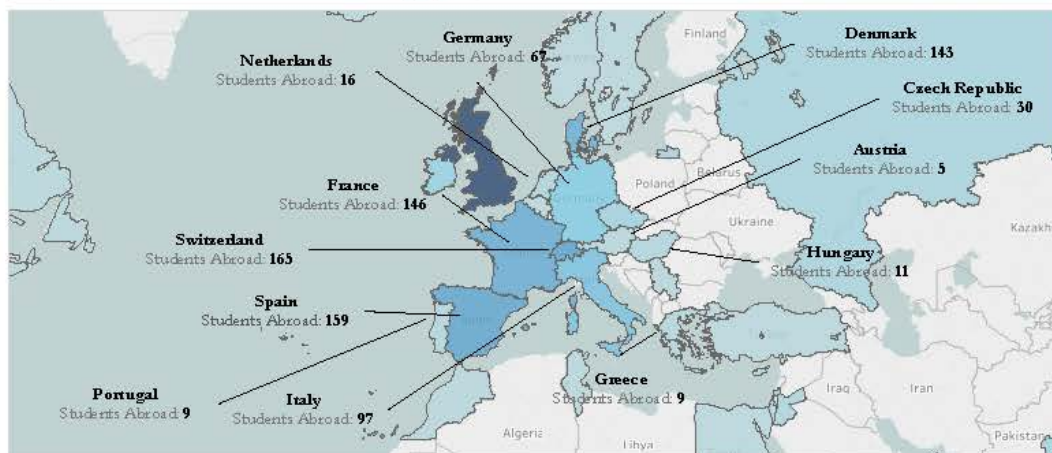
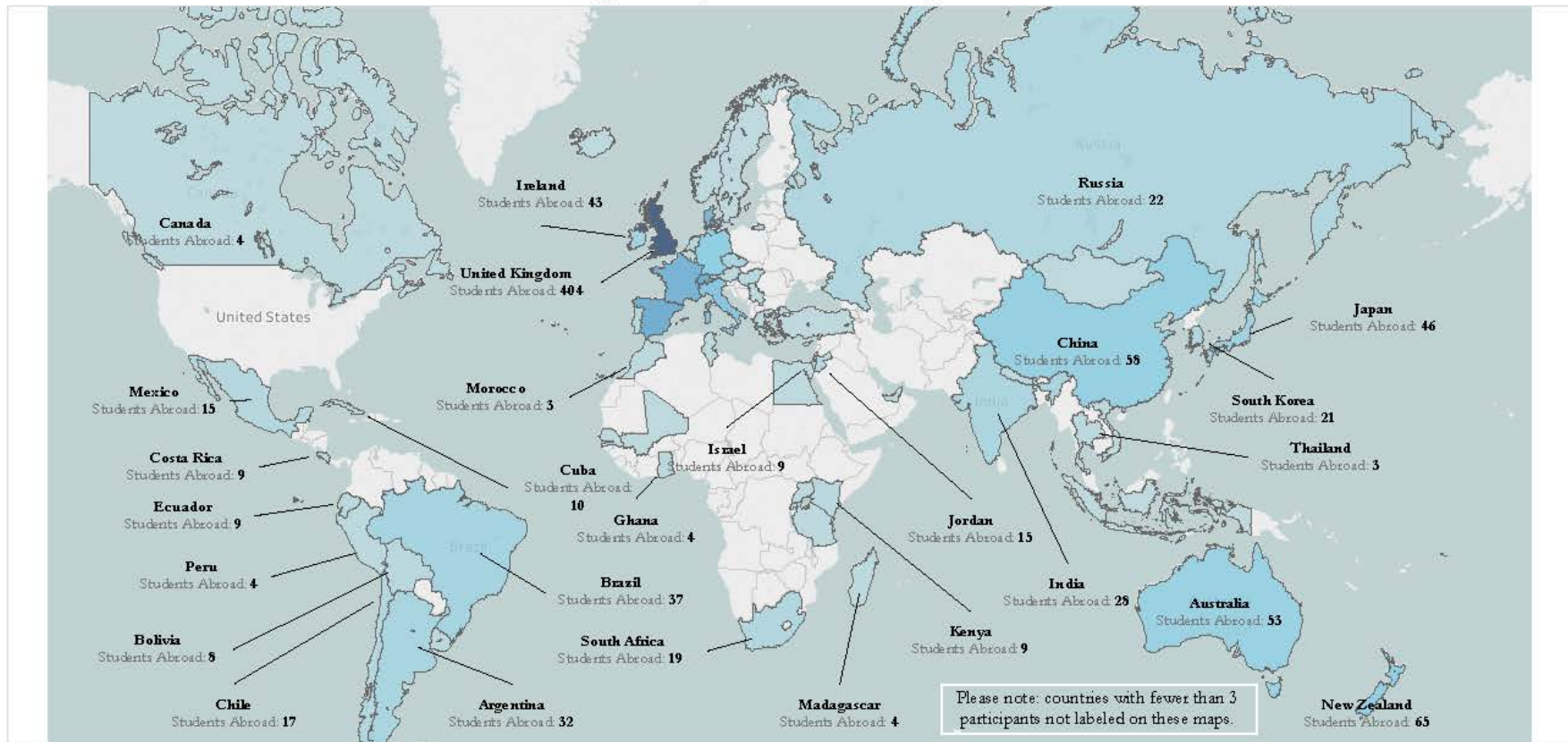


University of Hamburg is an important contribution to the history and impact of long-term institutional partnerships in international education.

Top 10 Majors Studying Abroad 2012 - 2017	# of Students
Government	163
Economics	145
Biological Sciences (inc BCH)	92
ART (Arch, Hist, and Studio)	87
English	85
Psychology	84
Anthropology	51
Sociology	47
History	46
Engineering	43

Top 10 Study Abroad Programs 2012 - 2017	# of Students
Danish Institute of Study Abroad	135
Smith in Paris	109
Smith in Geneva	103
PRESHCO	83
Smith in Florence	63
University of Edinburgh	63
Smith in Hamburg	53
University College London	52
Oxford	47
London School of Economics	41

Smith College Study Abroad Participants: 2011-2017

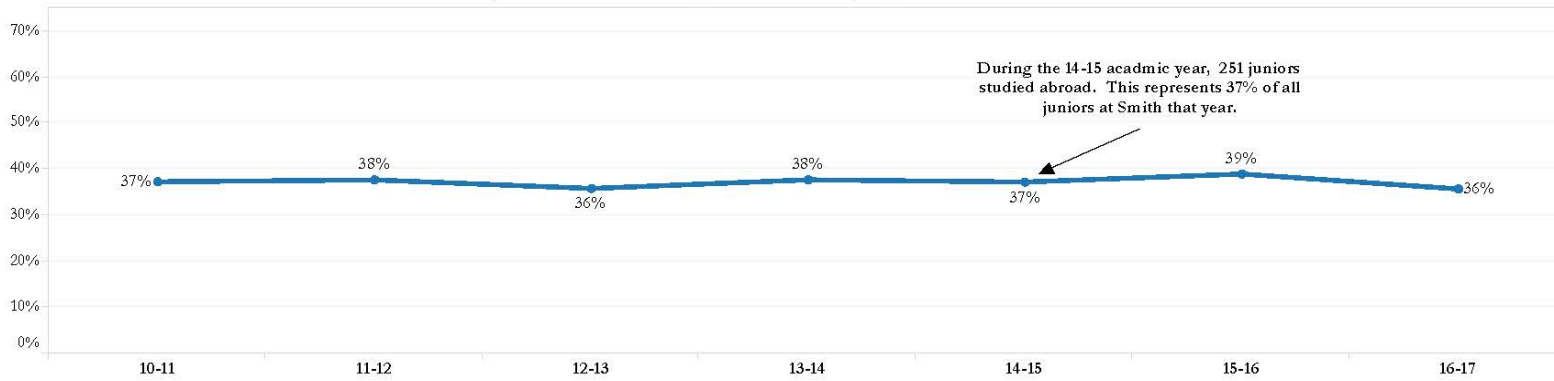


Region Name	Students Abroad	Semesters Abroad
Continental Europe	881	1,291
UK and Ireland	447	517
Asia	160	210
Americas and Carribean	151	173
Oceania	121	121
Africa	46	48
Middle East and North Africa	32	36
Grand Total	1,814	2,396

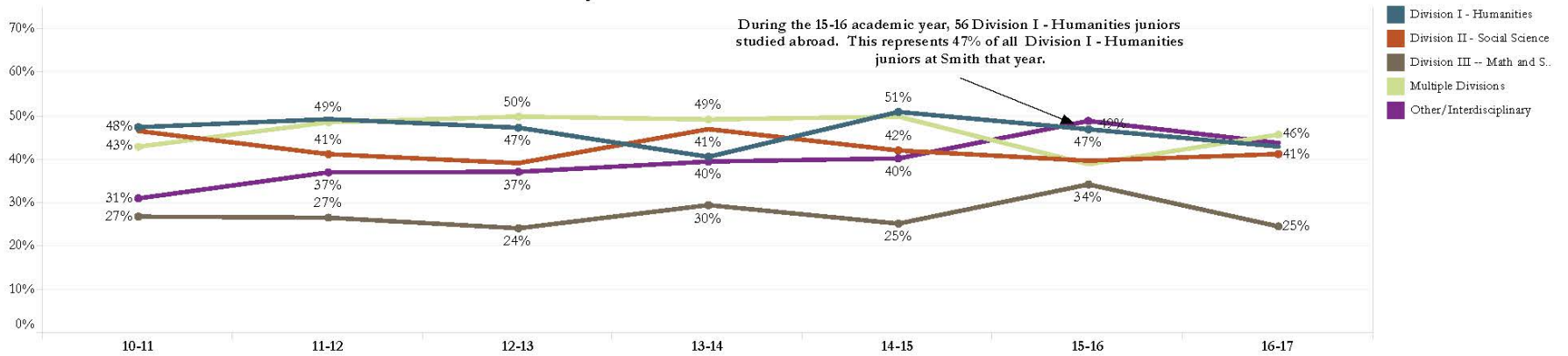
Please Note: Number of students abroad will add to more than the total due to stuents studying in more than one region.

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

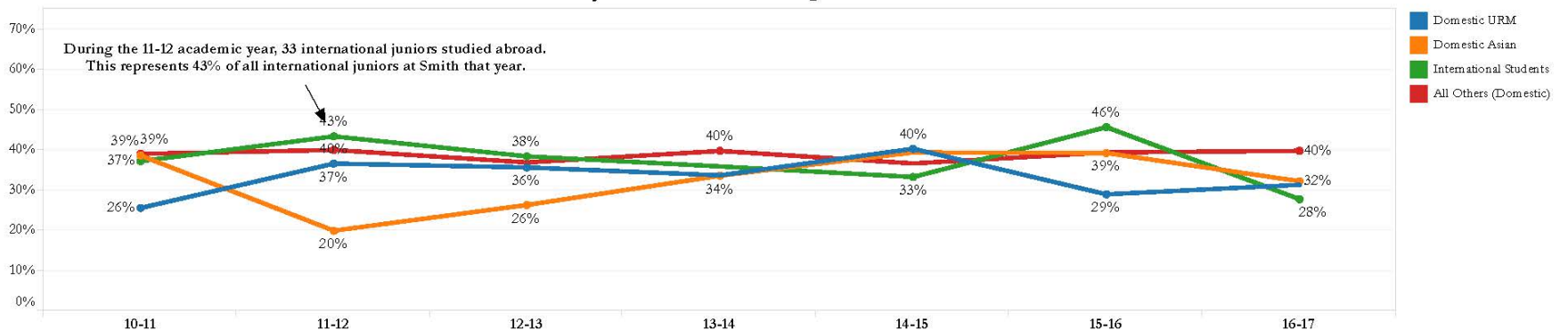
Proportion of Smith Juniors Studying Abroad: 2011-2017



by Academic Division



by Race & Citizenship



Smith College Study Abroad Participation: 2011-2017

Country	Students Abroad	Semesters Abroad
United Kingdom	404	474
Switzerland	165	204
Spain	159	210
France	146	288
Denmark	143	161
Italy	97	182
Germany	67	117
New Zealand	65	65
China	58	69
Australia	53	53
Japan	46	76
Ireland	43	43
Brazil	37	44
Argentina	32	36
Czech Republic	30	32
India	28	29
Russia	22	31
South Korea	21	26
South Africa	19	20
Chile	17	19
Netherlands	16	18
Jordan	15	16
Mexico	15	17
Hungary	11	12
Cuba	10	11
Costa Rica	9	10
Ecuador	9	9
Greece	9	11
Israel	9	10
Kenya	9	10
Portugal	9	10
Turks & Caicos	9	9
Bolivia	8	8
Austria	5	6
Canada	4	5
Ghana	4	4
Madagascar	4	4
Peru	4	4
Morocco	3	3
Tanzania	3	3
Thailand	3	4
Uganda	3	3
Egypt	2	2
Mongolia	2	2
Norway	2	3
Oceania	2	2
Senegal	2	2
Sweden	2	2
United Arab Emirat..	2	3
Vietnam	2	2
Belgium	1	1
Cyprus	1	1
Iceland	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

Semesters Spent Abroad by Nation of Citizenship

Hover over a box for more detail

Canada	Continental Europe n=11 68.8%				UK and Ireland n=5 31.3%		
India	Continental Europe n=6 46.2%		UK and Ireland n=6 46.2%			Oceania n=1 7.7%	
Kenya	UK and Ireland n=5 55.6%		Continental Europe n=4 44.4%				
Nepal	UK and Ireland n=5 62.5%			Continental Europe n=2 25.0%		Middle East and North Africa n=1 12.5%	
Pakistan	UK and Ireland n=8 100.0%						
People's Republic of China	Continental Europe n=70 94.3%		UK and Ireland n=55 42.6%			Asia n=2	
Republic of Korea (South)	Continental Europe n=15 60.0%			UK and Ireland n=7 28.0%		Asia n=3 12.0%	
Republic of Singapore	UK and Ireland n=6 46.2%		Continental Europe n=5 38.5%			Asia n=2 15.4%	
Thailand	Continental Europe n=4 44.4%		UK and Ireland n=3 33.3%		Asia n=2 22.2%		
United Kingdom	Continental Europe n=4 57.1%			UK and Ireland n=2 28.6%		Asia n=1 14.3%	
United States of America	Continental Europe n=1,081 54.3%		UK and Ireland n=362 18.2%		Asia n=187 9.4%	Americas and Caribbean n=167	Oceania n=115 5.8%
Vietnam	Continental Europe n=4 50.0%		Asia n=3 37.5%			UK and Ireland n=1 12.5%	

International Students & Scholars Office

For fall semester 2016-2017, Smith matriculated 372 international students from 73 foreign countries (including 15 graduate & AMS students). 43 students with non-US citizenship studied abroad this year, 15 for the full academic year, 17 for fall semester only, and 11 for spring semester only.

Many international students engaged in summer research with faculty on campus. 30 students are participating in summer Curricular Practical Training (CPT) in off-campus jobs, which will result in a credited special studies course for the Fall 2017 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 88 international students in May 2016 and an additional 14 early graduates in January 2016. As of July 27, 2017, 51 of these spring graduates applied for Post-Completion Optional Practical Training (OPT), as allowed by their F-1 visa status. This includes 3 J-grads who are currently using OPT, as well as 5 students who ended up transferring their records to graduate school before utilizing their OPT. 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. 24 students total will attend graduate school in the US, and we've helped to transfer their visa records to the new programs where appropriate. The remaining students have elected to return home. There are also several students from prior graduating classes who have elected to attend graduate school or extend their OPT authorization beyond the first 12 months. ISSO helped students to submit their applications to USCIS for STEM extensions for an additional two years of work authorization. At this point, we have 25 students currently using STEM OPT – 17 who applied this year, and 8 in their second year. 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 of May 2016 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. Caitlin Szymkowicz serves as the campus Responsible Officer, and Susan Pouliot has now stepped in as the Alternate Responsible Officer. Over the last year, Caitlin has had regular meetings with Sandra Blaney, Faculty Recruitment & Appointment Specialist in the Provost's Office, as well as Jenny Silver, Assistant Director of Human Resources. Together, the three have been able to streamline protocols for Smith College incoming scholars and have increased communications to ensure that the college brings each international visitor on the most

appropriate visa category. This team of campus partners has helped to raise awareness of our responsibilities as a J-1 host campus, and it has proved timely, as international hiring practices seem to be on a slight rise in recent years.

This year Smith welcomed a first-year international class of 93 (109 including AMS, Adas, and transfers) international students from 35 (37 including AMS, Adas, and transfers) countries. We have seen a large increase in the number of Chinese nationals enrolling at Smith, with the Class of 2020's count at 40 students with Chinese citizenship. After China, our best-represented country in the Class of 2020 is France, with 7 students. After that, we've got several countries that have 4 students represented: Canada, Japan, and South Korea. Below is a table of all enrolled students' places of origin, across all classes.

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

Afghanistan	4
Albania	2
Australia	2
Bangladesh	5
Bhutan	1
Bosnia-Herzegovina	1
Botswana	3
Brazil	1
Bulgaria	2
Canada	11
Chile	1
China	146
Colombia	1
Cote D'Ivoire (Ivory Coast)	1
Ecuador	3
Egypt	2
El Salvador	2
Ethiopia	2
France	4
Georgia	3
Germany	4
Ghana	3
Greece	3
Honduras	1

India	19
Indonesia	3
Iraq	1
Italy	1
Jamaica	3
Japan	3
Jordan	3
Kenya	9
Korea (South)	29
Kuwait	1
Lebanon	1
Madagascar	1
Malawi	2
Malaysia	4
Mauritius	1
Mexico	1
Morocco	1
Mozambique	2
Myanmar	1
Nepal	5
Netherlands	2
New Zealand	1
Nigeria	4
Pakistan	7

Palestine	1
Panama	1
Paraguay	2
Russia	2
Rwanda	2
Singapore	6
South Africa	2
Spain	2
Sri Lanka	2
Switzerland	1
Taiwan	7
Tanzania	2
Thailand	2
The Bahamas	1
Tibet	1
Trinidad and Tobago	1
Tunisia	2
Uganda	1
Ukraine	1
United Kingdom	6
Vietnam	9
West Bank	1
Yemen	1
Zambia	1
Zimbabwe	6

Events on Campus

The International Students and Scholars Office continues to put on its traditional events, as well as add a few new events. ISSO continues to work 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 work to help ISO leadership in their program development.

ISP – August

This year's ISP went very smoothly, much in part to our cohesive staff in the Center. The team had worked together for ISP 2015 and was able to build from that experience. Once again, 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, though numbers dwindled to 106 participants this year. The group included AMS, transfer, and international exchange students.

Throughout the 6-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. 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 of this model, we saw really wonderful growth in our leaders. Student events ran smoothly, and LGSC staff were able to step away during the evenings, knowing that events were in good hands.

We once again collaborated with Kim Albright and Danielle Brown in International Advancement to engage international families. We were happy to offer a second year with a Smith International Parent Orientation day. Advancement put together a wonderful day of panels, tours, and activities for parents and families, which drew about 45-50 family members. On arrival night, International Advancement staff hosted a cocktail reception at the Conference Center for prospective donor families, which proved to be a wonderful opportunity to meet and form relationships early on with key families. President Kathy McCartney welcomed our students and families the next morning in a formal session, and then we were able to split families from students for the remainder of the day. We ended the day with a tea reception for families and college staff, and invited students to join in for the last portion. This gave students and parents a chance to touch base again and say an official goodbye.

Later in the year, we hosted an “ISP Reunion” once again. 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. Again we found attendance to be quite low, and we heard feedback that Sunday evening might not be the best time for this type of event. This coming year, we’re hoping to restructure the session slightly, collaborating with the Wurtele Center’s Rachel Simmons to provide programming. We look forward to building on our successes for ISP 2017. The program is highly successful, but there is always room for innovation and improvement.

Curran & Berger visa training - September

Following up on conversations Rebecca Hovey and Caitlin Szymkowicz had with campus partners last year regarding our J-1 Scholars program, Smith invited our colleagues at Curran & Berger to campus. Megan Kludt and several associates conducted a visa training meeting at Human Resources over the morning of September 29. It was an opportunity for members of HR, the Provost’s Office, and LGSC to gather and learn about employment visa categories, and to understand the factors that affect an international faculty visa application and/or decision. This helped to increase knowledge of visa systems in a holistic sense, and also helped to clarify for multiple offices when it’s most appropriate to involve the LGSC – and specifically ISSO – in decision-making processes.

Domestic and International Student Collaboration Organization - DISCO

After the success of QUINTA last year, we were excited when another group of innovative students came to our office for support this year. DISCO is a fledgling organization aimed at creating more opportunities for international students and domestic students to find common ground and develop relationships. This year it was headed up by Xiaolu (Emma) Sui and Stevie Billow. They created a good amount of independent programming throughout the year, and ISSO was able to support them through advertising avenues as well as a pizza dinner for one of their initial interest meetings. We’re hopeful that DISCO will gain steam as an official chartered org in years to come!

IS Day - November

IS Day was once again held in early 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. This year, we were able to keep costs down by encouraging students to submit vegetarian recipes, dessert recipes, and even added drink recipes. This served to reduce our food costs quite a bit. Once again we worked directly with Patty Hentz and our chefs – Joe McNeish and German Alvarado - 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. We even got a “shout out” from our new campus Executive Chef, Dino Giordano. When he was interviewed during his

first few months, he specifically mentioned how much he enjoyed attending IS Day: “I went to the student international food festival earlier this month, and that was just amazing. I’d like us to be able to do more of those events. Students want their foods to be represented in campus dining, and I think that’s great.”

An exciting development from the success of IS Day was the introduction of more international recipes into Dining Services rotation. This March we worked with Smith dining staff to put together an “IS Day Redux” in 9 dining halls. We worked to create three distinct menus, pulling successful recipes from years past – Latin American/Caribbean, African/Middle Eastern, and South/Southeast Asian. It seemed to be a great success, and it gave an opportunity to more campus chefs to attempt new recipes and new cuisines in the dining halls.

Winter Clothing Closet

ISSO once again hosted a winter clothing closet in October in 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 Friday, October 28, 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 event, we donated any leftover clothing to GoodWill in Northampton. This spring, we also met with a group of students who are trying to organize an on-campus thrift store. We volunteered any leftovers to be donated to their efforts, and they were quite happy to come pick them up.

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.

AMS reception – December 8

As we have in the past few years, LGSC hosted a short reception to honor our American Studies Diploma candidates. Given the later timing in the semester, the reception was a chance to check in about how the semester had gone and how students were settling into Smith’s community. Since two AMS students returned home after the first semester, this gave a chance to honor them before they departed.

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 the last two years' Winter Recess programming to provide some fun activities for students staying on campus. We provided two grocery shuttles to local establishments – Tran's World Market and Walmart, and Mom's Chinese Grocery in Amherst, MA. These shuttles were well received, and they allowed students to purchase grocery items for the full week without having to carry them back to 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. Habiba Hussain and Tracy Kapezi 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.

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. Those students who needed money upfront could ask our office, and then provide receipts afterwards. Although this required a significant amount of work from Sue Pouliot 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 2017-18 year.

Information Session: US Immigration Policy under a New Presidency – January

The political climate during the 2016-17 year made our work in the ISSO more difficult and all the more important. Leading up to the 2016 election, there was quite a bit of campus anxiety and uncertainty about what might happen under a Trump administration. The ISSO was in frequent contact with colleagues within the Five Colleges and beyond, and fielded many questions from campus partners about what we might anticipate in the first months of the new administration. Caitlin Szymkowicz attended a session in November on Immigrant Rights hosted by UMass' International Programs Office and spoke with presenter Megan Kludt about replicating it on campus. Given the low morale on campus and the uncertainty of information, LGSC decided to postpone hosting an event until after the Inauguration.

Our planned event ended up with perfect timing, as it was scheduled to happen on January 30th, the Monday after Trump's first Executive Orders were signed into law. LGSC invited Megan Kludt, an attorney at Curran & Berger Associates, to speak about what the executive orders entailed, and what students and community members could expect, followed by a long question and answer period. The event was originally scheduled to take place in Stoddard Auditorium, but we changed the location to Weinstein Auditorium at the last minute, due to high interest levels. The venue seats 365 people and was overflowing, with students sitting in the aisles and standing shoulder-to-shoulder in the back of the room. The student group OUSR (Organizing for Undocumented Student Rights) took charge in casting the event to Facebook Live. This allowed us to have a satellite viewing location in the LGSC lounge (accommodating another 25 people), as well as a link to post after the event ended.

The feedback we received from all parts of campus were very positive. In the days and weeks afterwards, ISSO kept up its efforts to stay up-to-date with developing news. We reached out individually to students and faculty/staff directly affected, making sure to support and advise them regarding their own travel. Caitlin Szymkowicz participated in a group counseling discussion hosted by the Jandon Center and the Office of Religious & Spiritual Life.

Later in April, ISSO collaborated with Student Affairs to take that support one step further. Given the preponderance of difficult visa questions surrounding asylum status, undocumented student (and family) status, and general “Muslim ban” fears, our staff felt unequipped to advise adequately on all these topics. As a solution, we asked Megan Kludt back to campus in a consulting role. We organized eight 20-30 minute consultation meetings with Atty. Kludt. These consultations would typically last one hour and cost \$275, so the event provided an opportunity for Smith to step in and pay for the initial meeting, which allowed students to get their questions answered and decide whether or not to take further steps in hiring a lawyer.

Ongoing Programs

Chinese Language Partners

Our partnership with the Department of East Asian Language and Literature to pair students in Chinese 110 class with conversation partners was once again successful. Yalin Chen has returned to teaching so Nathan Hammond was able to collaborate with her to re-launch our Chinese Language Partner program. In the end, we held two events, one in the fall to introduce partners, and one in February to re-connect them.

OPT & CPT Information Sessions

This year, we continued to provide regular programming to teach students about OPT and CPT opportunities. OPT sessions were held three times during the fall semester, and then again four times in the spring. We also held one CPT question and answer sessions in the fall and two in the spring, 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. As of last year, Nathan Hammond took over maintaining contact with the international offices in each of the countries who nominate their students for our program, as well as with on-campus partners such as Registrar, Class Deans, and Residence Life. 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. This year we have received word from the Registrar's Office that incoming exchanges – including AMS students – will be able to choose classes ahead of their arrival on campus. This will make a big difference in ensuring that upper-class students are able to secure seats in higher level classes. This year was our first year hosting students from Hong Kong University of Science & Technology (HKUST), and we had two students who came as visitors for the fall semester. We're glad to know about the priority registration for these entering students, since there was an issue this past fall when one student was closed out of an upper level Physics course she needed to take while on campus. This accelerated process will help students know what to expect when they arrive at Smith.

- Killam Foundation-Ottawa, Canada- One student came for spring semester.
- Doshisha University- Kyoto, Japan – One student came for the full academic year.
- HKUST – Hong Kong, Hong Kong – Two students came for the fall semester.

Policy Collaboration

This year, Caitlin Szymkowicz worked closely with members of the Class Deans Office, Office of the Registrar, Health Services, and Counseling to develop clearer policies and protocols surrounding student leave codes. Given the high levels of staff turnover in so many administrative offices, there was quite a bit of institutional knowledge that was lost in the process. We developed a practical Leave Status chart to be shared with all relevant offices, detailing what happens in each office when a particular leave code is processed. This has already proved very useful in catching students who might otherwise fall through the cracks.

ISSO also changed its policy toward students studying on an "Approved US Leave." In the past, we have allowed such a student to remain on Smith's visa, considering that they were still making progress toward their Smith degree and transferring credits back upon their return. Given the uncertainty of transfer credit, and the fact that we do not report these students to the National Clearinghouse as Smith students, we have elected to change this policy. Effective for Fall 2017 semester, we will transfer all US Leave (LU) students to their host institution for the time they study away, and we will transfer them back to Smith upon completion of their visiting student time.

In addition, Caitlin Szymkowicz worked closely with Counseling Services to develop tighter protocols for international student hospital visits. While this year's cases took many weeks and lots of effort to resolve, we're hoping to apply our lessons learned toward faster processing in the future.

American Studies Diploma Program

In keeping with the tradition of wide-ranging, interdisciplinary research in American studies, the American Studies Diploma Program a diverse array of scholarly interests with the extraordinarily vibrant and creative intellectual community at Smith College and the wider Five College area. Students develop a deeper, more specialized understanding of American society, as well as possibilities for life-long lessons and friendships through the year-long program.

Students take a full course load throughout the entire academic year, including a special one-semester seminar for the American Studies Diploma Program, "American Society and Culture," and three courses in the student's field of specialization. A hallmark of the program is the preparation of a diploma research proposal (subject to approval) in the fall semester, and completion of this Capstone project (or equivalent) in the spring.

The Diploma program is currently under review with a transition anticipated in time for the 2018-2019 academic year. The timeline for this review and current transition is as follows:

2010: AMS Diploma program located within Global Studies Center as strategic initiative to achieve integrative learning through collaboration with international program offices

2012: AMS department submits decennial review, does not acknowledge Diploma program. This prompts conversation with Global Studies Center and Graduate Programs about the appropriate "home" for AMS Diploma program. Program initiates process of Decennial Review.

2015: Diploma Director submits final decennial review report to CAP in January, 2015. Key elements of that report:

- rename program to Global Studies Diploma program
- allow for study in any field relevant to a participants key disciplinary interest, including courses across the Five College system allowed to Smith students
- integration of other "at large" visiting international exchange students within the core seminar in order to provide a home for these students as well

May 2015: The Committee on Academic Priorities (CAP) recommended that, instead of an external review, the program be reviewed as part of the wider Global Strategies Working Group during the 2015-2016 academic year.

Summer & Fall 2015: A study group met to review the proposal and consider implementation of change: members were Donna Lisker, Danielle Ramdath, Janie Vanpee, Caitlin Szymkowicz, Rebecca Hovey.

2016-2017: Ongoing discussions with stakeholders further clarified key elements of the Diploma program as it transitions toward a future identity

- AMS Diploma alumnae strongly support the post-graduate emphasis, do not support integration of “at large” undergraduates. The newly rebranded Diploma program will continue to emphasize a rigorous Capstone project and postgraduate level studies.
- The program renamed to better describe the actual focus of Diploma students and the interests of our affiliated universities. Current under consideration are: Liberal Studies Diploma Program, Interdisciplinary Postgraduate Diploma Program, or the American Interdisciplinary Diploma Program. AMS Diploma alumnae will be contacted via an on-line survey for their reactions to these potential names.
- Lewis Center visits to our key affiliated institutions will take place in 2017-2018 and 2018-2019 as a means of explaining the new name of the program and the curricular flexibility available to prospective students.

We look forward to announcing the new structures in the coming year.

The AMS students for the 2016-17 academic year were:

- Alice Cozzi, Italy
- Myriam Grelot, France
- Elsa Kamdem, France
- Misaki Kawamoto, Japan
- Dana Madsen, United Kingdom (resident of Switzerland)
- Vera Martel, France
- Daniel Molina de la Rubia, Spain
- Celia Perez Lucet, France
- Jana Volkmann, Germany
- Buket Yikici, Germany

International Experience Opportunities

International Experience Grants (IEGs)

The Office for International Study oversees the award of Smith College International Experience Grants (IEGs). These grants provide partial funding toward international projects intended to deepen a student's academic engagement. IEG proposals are accepted for one or more of the following four categories:

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

Applications for awards of between \$250 and \$3,500 for projects or programs during the J-term or summer terms are considered, with an average award amount of approximately \$1,250. Students are expected to apply for additional funding and/or plan to bear a portion of the cost themselves. Proposals are carefully reviewed by a sub-committee of the Committee on Study Abroad and Lewis Center staff. Proposals are scored according to how well the applicant articulates the value of the proposed program or experience to their academic course of study. The length of cultural immersion, preparedness for the program and/or destination, and the strength of the faculty recommendation count in the final ranking. While financial need is not used to determine the final score of the application, student financial need is used to weight the amount of the final award.

During the 2016-2017 year, 106 students received International Experience Grants, for a total amount of \$106,750. Due to the competitive nature of the grants, just over 50% of applicants received awards, and those awards met less than 55% of their full need. It is clear that the demand for J-term and summer funding is high and that additional resources could be put to good use in this area.

The range of experiences provided by these funds offer insight into the range of inspiring and fascinating projects that Smith student undertake as part of their Smith education. A few highlights from the 2016-2017 year are provided on the following pages. We are grateful to the many supporters whose funds make IEGs possible.



Emiline Koopman '18, *Coral Research in Tonga*, Summer 2017, Tonga, Wilder Fund

Thank you for this wonderful opportunity to travel to Tonga and conduct meaningful research on the coral reef. One of my main reasons for choosing to study at Smith College was the chance to conduct research as an undergraduate. As a biology major and a marine science and policy minor, this experience gave me the opportunity to practice data collection techniques which will be very usefully when beginning a career in marine field science...



Isabella Aldana '19, *Don Quijote Spanish Language School*, J-term 2017, Costa Rica, Wilder Fund.

...Because I had put myself through the process of adjusting to a new culture, to living independently, to opening myself up to new opportunities, and finally learning how to approach, respect, and celebrate diversity, my experience abroad during January- term was incredibly rewarding....

Aside from the advancements I made in my language learning abilities, ... the most meaningful part of this trip was the feeling of being in Costa Rica. In Costa Rica, Ticos, as they choose to identify, have a saying, "Pura Vida". It is met to say hello and goodbye and good luck, but it is also met to remind someone to live in the moment, to relax, to enjoy.



Erin Brozek '18, *Annotating and Analyzing the Bayeux Tapestry*, J-term 2017, England, Calkins Fund.

My International Experience Grant was spent on a research project at King's College London in their Digital Humanities department. My job was focused primarily on uploading files to the database and annotating the figures on the tapestry. Just by doing that, I started to notice patterns throughout the tapestry, particularly in the letters. One of the research questions posed at the beginning of this project asks if the tapestry was created by more than one artist. Although we did not find any concrete evidence of multiple artists during my three weeks in London, I was able to help begin the process of answering that question.



Jessica Aduwo '18, *Health and Medical Internship*, Eastern Regional Hospital, Koforidua, Ghana; J-term 2017, Ghana, Wilder Fund.

...I chose to attend Smith because of the long tradition of mentoring women in sciences....I'm a biology major and pre med student. As a physician, I envision myself rendering health services to underserved populations, particularly in Africa. That is why I decided to volunteer in a hospital that serves low income patients in Ghana in order to understand the challenges health care workers and patients face outside the U.S. I want to practice in developing countries so I can provide quality healthcare to those who are disadvantaged by their government, and socioeconomic status.... I'm immensely grateful for your support. Because of your generosity, I was able to have an international experience that has reinforced my decision to become a physician. I know that someday, my interest and commitment to global health will help improve health conditions of diverse patient populations.



Michele Lee '17, ***Taewon Entertainment Internship***, J-term 2017, South Korea, Wilder Fund.

"Luck is simply when opportunity and preparation cross paths." I was sitting in a café this past summer where I befriended a lady who happened to be the CEO of this entertainment company. She was highly impressed and gave me an opportunity to do a short internship with her company in the winter. I immediately accepted.The duties I performed consisted of mainly, learning about the Korean social media atmosphere, helping with overseas marketing, translating, and how marketing works in South Korea. ...(This) is ultimately why I chose Smith. Smith College to me was a place where I felt like I could truly figure myself out, and while figuring myself out I would be able to love myself for who I was.

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. For over forty years the Blumberg awards have provided Smith students enrolled in one of the four Smith Programs Abroad (Florence, Geneva, Hamburg or Paris) to augment their study abroad experiences by undertaking faculty-mentored research projects that encourage intellectual growth and cultural appreciation. These awards are made without regard to financial need. Beginning in 2016-2017, the size of the award was increased to an amount up to \$2,500 to take into account increased travel and accommodation costs in Europe.

In 2016-2017, in consultation with the Blumberg family, our office initiated a less formal presentation format than was previously used. We hosted our first Undergraduate Research Luncheon to include both Blumberg awardees and recipients of International Experience Grants for independent research projects. Faculty mentors of the projects were also invited and students presented their projects to an engaged audience in the LGSC conference room. This year's invitees included the following:

- Darpan Bohara and Christine Yee, International Experience Grant, India: *"Paysa" – mobile banking*
- Isabelle Eyman, Blumberg, Paris: *"Parisian Culture Determined by Food"*
- Charlotte Kohlman, International Experience Grant, Germany: *"Tracing My Grandmother's Diary: 1940-1942"*
- Anjali Kumar, International Experience Grant, Canada: *"Music Cognition"*
- Zoe Meers, Blumberg, Paris: *"Europe's Refugee Crisis in Paris"*
- Echo Wang, Blumberg, Paris: *"Avignon Festival: Cultivation to Humanity"*
- Jiaying Xu, Blumberg, Paris: *"Construction of Islamic Identity"*
- Hui Yan, Blumberg, Paris: *"Duality of Cathedrals"*
- Erika Yoshi, Blumberg, Hamburg: *"Transcultural Nostalgia for Royal Tragedy"*

In the spring of 2017, ten new Blumberg Traveling Awards were made to the following students for research to be conducted during the spring and/or summer of 2017:

- Darby Bates, '18, Paris: *"Publicité: Print Media, Advertisements, and Street Art in Metropolitan France"*

- Abigail Clark '18, Hamburg: *"Retracing the Steps of the Brothers Grimm"*
- Leah Crisman '18, Florence: *"Perspectives on Humanitarian Organizations in Tuscany"*
- Tessa Crisp '18, Hamburg: *"The Modernization of Opera within Germany and Europe"*
- Anika Hanson '18, Hamburg: *"The Development and Impact of Science and Engineering in 19th and 20th Century Germany"*
- Sarah Hill '18, Paris: *"Je suis: an Exploration of Identity, Language, and Gender"*
- Julie Pham '18, Hamburg: *"Evolution of Psychology Before, During and After the Third Reich"*
- Marcia Rojas '18, Hamburg: *"Environmentalism in German Culture and History"*
- Nichole Rondon '18, Paris: *"Creating Spaces for Immigrant Voices"*
- Sofia Sheri '18, Hamburg: *"Memorialization of the Second World War in Germany, Austria, Poland, and the Czech Republic"*

We are very grateful to the efforts of the following faculty and program directors in supporting these excellent proposals: Jocelyne Kolb, Guido Reverdito, Ibtissam Bouachrine, and Janie Vanp  .

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 with U.S. citizenship 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. Applicants may receive \$10,000 for a full academic year (or \$5,000 for STEM students studying abroad for a single semester), and up to \$5,000 for travel and living expenses for a summer internship preceding or following their term abroad.

Five awards were made during the 2017 application process for the Anita Wien '62 Global Scholar Fund for students planning to study abroad in 2017-2018. A summary of their proposals and intended programs are listed below.

Sabrina Cordero '19, Smith in Paris program, Biology & French Studies

...One serious issue I am deeply concerned with is climate change and its effect on marine ecosystems. As humans, it is our responsibility to preserve and protect our planet. Conservation efforts are occasionally limited to specific countries and, as a result, international communication is not occurring. So, it is necessary for all countries to unite and resolve the issue of climate change in a globalized manner.... By studying abroad in Paris, I will have the opportunity to learn about the French viewpoint on climate change and its conservation work. In Paris, I will be seeking an internship in marine ecology or terrestrial ecology. I hope to work in a lab setting or in a museum, such as the French National Museum of Natural History.

Emmaline Longnecker '19, Smith in Hamburg program, German Studies

Every day our world becomes increasingly polarized and divided. Although we all wish for unity and peace, many people are unwilling to make the personal changes which could help bring us together.

One of the major issues we face is a lack of understanding between cultures which leads to the marginalization of certain populations. Studying abroad can help to increase knowledge of different cultures.

.... I am planning to look for an internship at a clinic for refugees. There are clinics set up especially for this population as Germany expands to support the refugee crisis. Seeing a different medical system would be beneficial as I study to become a doctor. It would also help me to learn and use German more extensively than I would be able to do in the classroom setting.

Ella Martin-Gachot '19, Smith in Paris program, Environmental Science & Policy

According to the United Nations, 54% of the world's population currently lives in cities. This number is expected to increase to 66% by 2050. In the context of this rapid expansion of the urban population, the reinforcement and development of city infrastructures and the ability to provide residents with access to a healthy life, an affordable home and a stable occupation will be paramount....

I plan to spend next year at the École Nationale Supérieure d'Architecture-Val de Seine (ENSAVDS) in Paris. A year at ENSAVDS will deepen my general knowledge of architecture as a discipline, in which I've chosen to major, along with my already declared major in Environmental Science and Policy.... I am especially interested in the project of the "Grand Paris", which has surfaced in the last 10 years. With this global plan to consolidate the Parisian region through the restructuring of transportation and housing, the building of socio-cultural condensers, and a systemic rethinking of sustainability, city officials hope to address the most important social and adaptive problems facing the metropolis, including those that are linked to its rapidly changing demographics.

Anna Quintanilla '19, Smith in Paris program, Biology & French Studies

Water is a foundational resource and universal human right; unfortunately, many across the globe are stripped from this privilege. According to the United Nations, 783 million people have no access to clean water.... Therefore, global outlooks are crucial for better understanding of this issue because it provides clearer insights on the suffering of the affected populations; this allows concerned people to advocate and improve their poor living conditions....

The type of internship I would obtain would be at a clinic, where I could either translate for patients or work closely with children because I aspire to be a physician in the future.... I hope to find workplaces in underserved communities that share the same dedication and commitment to educate everyone of all races about their health at low-costs. I strongly believe that this internship will enhance my study abroad experience because I will become more open-minded, and sensitively aware of the problems affecting people across other cultures.

Rachel (Ray) Van Huizen '19, Smith in Paris program, French Studies & Sociology

The refugee crisis is affecting people worldwide, and I am interested in policy seeking to resolve it. For such policy, a sophisticated global perspective is fundamental. Becoming fluent in different languages, cultures, and political climates provides an essential skill set for helping others adjust to significant change. Experience leads to empathy; the stress of adapting to a new life, in a different language, will provide me an understanding of the refugee's challenge. Empathy leads to better voice and is pivotal in working with vulnerable populations....

As a Sociology and French double major preparing for a Ph.D. in feminist economics, I intend on working with economic policy in order to alleviate structural inequality... After my year abroad, I hope to pursue a summer internship at an organization such as *Bibliothèques Sans Frontières* or the United Nations High Commissioner for Refugees. Working at such an organization, I will learn how France addresses inequality. The opportunity to learn new styles of working with poverty excites me; immersing myself in such an environment will allow me to produce unique and interesting solutions to global problems, having been shaped by education and working in multiple countries.

Since the creation of the Wien Global Scholars Fund in 2012, the Lewis Center has awarded a total of 18 grants to outstanding Smith students. We are extremely grateful to Anita Wien '62 and Byron Wien, for their establishment of this signature program. 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

Co-Curricular Programs with a Global Context

Events and Programming

In addition to the regular events the Center programs throughout the year—Global Salons, WHAW (What’s Happening Around the World), Global Books—and the lectures that we co-sponsor with other departments (see below for a complete list), we focused on the ongoing theme of refugees that this year involved Northampton and the College more directly.

65 Million Refugees: A “wicked problem” and President McCartney’s Innovation Challenge to Advance Inclusion, Diversity and Equality

When the City of Northampton signed a contract with the State Department last summer in 2016 to welcome 51 refugees in family groups, a first for the city, though many refugees and immigrants have been settling in the Pioneer Valley for years, we thought that the LGSC was perfectly poised to support the City’s efforts. The national discussion on immigration and President Trump’s plans to restrict immigration and the number of refugees entering the United States made the controversial issue all the more urgent. President McCartney’s Innovation Challenge and call for proposals to Advance Inclusion, Diversity and Equality, galvanized us to team up with the Jandon Center and the Center for Religious Life to draft a proposal to tackle a small part of the “wicked problem” of displaced people, 65 million at last count. The grant proposed to follow up on two years of programming focusing on the global movement of displaced peoples that the LGSC had highlighted, beginning with the January 2015 symposium bringing together refugees and service providers for displaced peoples in the Pioneer Valley, and continuing with the Humanities Laboratory on Displaced People, Immigration, and Refugees that Alfred Babo, our Global Scholar in Residence, headed for a year and a half. The lectures and workshops that Alfred organized had led to the creation of the student group, HERS (Higher Education for Refugees at Smith), eager to continue their activities this year.



Members of HERS at the student activities fair, Fall 2016

In keeping with the Center’s mission of educating students to become responsible global citizens, the LGSC’s goal of the Innovation Challenge Grant focused on educational programming about the developing refugee project in Northampton and supporting

meaningful student involvement in various projects. HERS organized a fall film series on the refugee crisis with professors leading discussions about the films; they organized a clothing drive for the expected refugee families; and they lobbied for Smith to create a dedicated scholarship for a refugee student. HERS continued their work creating a list of students conversant in Swahili, Arabic, French and Spanish, the languages most likely needed to help translate and talk to with incoming refugees this year. In April several of their members attended a conference, *Refugee Representation: Refugees Respond*, organized at Clark University.

In the fall, the Center hosted Abdul Hamidi, a human rights activists from Afghanistan, currently in Paris under the auspices of ICORN (International Cities of Refuge Network). In the spring, we hosted a talk and a workshop with Professor John Bartle of Hamilton College who shared his experience from a twenty-year involvement with refugees in Utica, NY, and his advice about how to guide and support college students in their volunteer involvement with their community's refugees. Toward the end of the spring semester, we hosted a Global Salon with Professor Gary Felder and Annie Bisset, members of two different "circles of care," and two Congolese brothers recently resettled and welcomed by Gary Felder's "circle of care."


LEWIS Global Studies Center

What is a "circle of care?"

How are refugees welcomed and helped in settling into their new home and country after their arduous journey fleeing conflict and violence?


Gary Felder, Professor of Physics, will talk about his experience in a "circle of care" that is helping two Congolese brothers, who arrived after years in a refugee camp, to adapt to their new life.

Annie Bissett, co-chair of the Edwards Church circle of care welcoming the Iraqi family, will join the conversation.



Wednesday, April 26, noon
 Lewis Global Studies Center
 Pita Pocket lunch will be provided
 for the first 25 attendees.

All events are free and admission is available for students, alumni, and community members. To request a sign-in sheet, please contact the center at 415.555.2407. To request a sign-in sheet, please contact the center at 415.555.2407. To request a sign-in sheet, please contact the center at 415.555.2407.


SMITH COLLEGE

The grant will continue to support ongoing activities this fall, namely a community event being planned with refugee communities in West Springfield, a presentation by Smith faculty staff on working as translators and interpreters for refugees and undocumented Americans, and the student group, HERS.

Signature Lewis Center Events

Global Salons

Global Salon: Introduction to the Cuban Bata drums

Ivor Miller, University of Calabar, Cross River State, Nigeria. Cuban Bata drummers Román Díaz and Sandy Pérez.
September 22, 2016

Fukushima Nuclear Meltdown: 5 Years Later

Aio Ogawa, Mami Yamamoto, Yuri Furikawa, and Professor Nat Fortune.
September 28, 2016

Global Salon: Living Between Cultures

Amie Song '16, director of film "In-Between."
October 3, 2016

Global Salon: Transitional Justice in Guatemala

Alejandra Castillo, Deputy Director of the Center for Human Rights Legal Action (CALDH).
October 6, 2016

Global Salon: *Sphinx*

Anne Garreta, author of *Sphinx*.
October 26, 2016

Global Salon: The Ethics of Travel Photography

Anna Lee, Charlene Shang Miller, Alex Seggerman, and Fraser Stables.
October 27, 2016

Global Salon: "In Our Son's Name" Film Screening

Julia Rodriguez, Associate Professor of History, UNH and Ann Zulawski, emerita professor of History and Latin American Studies.
November 1, 2016

Global Salon: The Minority Paradox: Blackness in France

Pap Ndiaye, Historian and Professor.
November 4, 2016

Global Salon: ISIS, Assad, and US Policy from Obama to Trump

Reese Erlich
February 2, 2017

Deutsche Heimkehr: The Thingspiel Movement in Germany and in Hamburg

Jutta Gutzeit
February 6, 2017

From the Ghettos of Palestine to the Ghettos of France: La Banlieue Raps to Palestine

Olivia Harrison, Assistant Professor of French and Middle Eastern Studies, USC.
February 20, 2017

Global Salon: China of the Late Twentieth-Century Through the Lens of an American Photographer and Curator

Joan Lebold Cohen '54 and Jane DeBevoise of Asia Art Archive, artist and curator Kong Chang'an.
March 2, 2017

Global Salon: The Refugee Project: A Digital Humanities Initiative

John Bartle
March 23, 2017

Global Salon: Interpreting Translation: ASL Poetry in an English Poetics

Meg Day
April 3, 2017

Muslims in America Citizenship and Community

Michael Wolfe & Suleiman Mourad
April 5, 2017

Global Books

Writing Brazil's Human Mosaic: A Bilingual Reading and Conversation with Brazilian Writer Luiz Ruffato

Luiz Ruffato
October 17, 2016

The Mosaic of Islam

Suleiman Mourad, Professor of Religion.
November 1, 2016

Translating Gabriela Mistral's Private Correspondence: Gender and other Challenges

Velma Garcia, Professor of Government and author.
March 2, 2017

Brazilian Portugays: Bajubá and LGBT Language and Culture in Brazil

Steven Buttermann, Professor at the University of Miami and author.
March 24, 2017

Global Salon: "Johnny Mad Dog" (2008) Screening

Emmanuel Dongala
April 12, 2017

Global Salon: Zahera Harb

Dr. Zahera Harb, senior lecturer in International Journalism.
April 18, 2017

Global Salon: Nicole Amarteifeio, creator of "An African City"

Nicole Amarteifeio
April 25, 2017

What's Happening Around the World (WHAW)

The Aftermath of the Rio Olympics: The Impact on Brazil

Andy Zimbalist, Economics, Marguerite Harrison, Spanish & Portuguese, Malcolm Mcnee, Spanish & Portuguese, Nashwa Alsharki, Class of 2017.
September 27, 2016

Peace Agreement in Colombia: Ending a 52-Year War with FARC

Jamie Rowen, Assistant Professor of Legal Studies, UMass; Maria Rueda, Associate Professor of Spanish; and Patricia Gonzalez, Senior Lecturer, Smith College.
October 17, 2016

Sport Mega Events and Urban Development: Cases of Brazil 2014, Rio 2016, Sochi 2014, Russia 2018

Chris Gaffney, Martin Muller, and Sven Wolfe, University of Zurich; Andrew Zimbalist, Smith College.
April 12, 2017

Supported Events

The Masked Theater of Cuban Abakua: Communication of Gestures, Costumes, and Chants

September 22, 2016

Gender and the Criminal State in the Julie Ward Murder

Grace Musila, Stellenbosch University, South Africa.

November 2, 2016

Smith in the World Conference

Students who have participated in Praxis internships, study abroad, and community service.

November 4, 2016

International Students' Organization Presents: I.S. Day

November 7, 2016

Human Rights, Activism, and the Crisis of Migration: Afghanistan and Beyond

Abdul Hakim Hamidi

November 9, 2016

Women in Public Service Project 50x50 5-year Anniversary Event

Live-stream from Woodrow Wilson International Center for Scholars.

December 7, 2016

Trump, the World and History: A Roundtable Discussion

Professors of the History Department.

February 3, 2017

African Women's Leadership Conference Poetry Reading

Malika Ndlovu and Wambui Mwangi '90
February 14, 2017

Supporting Diversity on Study Abroad and the Return Home

Du Bois Jennings, Hamilton College.

March 1, 2017

25 Years of Welcoming Refugees: Notes on the College Community Collaboration

John Bartle

March 23, 2017

Live-Stream Event: "Building Bridges through Language"

Students across Five College language departments.

March 31, 2017

International Poetry Day

April 12, 2017

Special Events

Perspectives on the Continuing Refugee Crisis Film Series, Co-sponsored by Higher Education for Refugees at Smith (HERS).

White Helmets

October 25, 2016

Salam Neighbor

November 15, 2016

Fuocoammare (Fire at Sea)

November 28, 2016

Annual Student Support Programming



International Student Preorientation

August 25-31, 2016

Study Abroad Welcome Back Ice Cream Social

Friday, September 9, 2016

Sophomore Reboot

Friday, September 16, 2016

Study Abroad Fair

Tuesday, September 20, 2016

Open House for Family Weekend

Friday, October 21, 2016

ISP Follow-Up Dessert Reception

Sunday, October 24, 2016

Winter Clothes Closet for International Students

Friday, October 28, 2016

International Student Food Festival Day (IS Day)

Monday, November 7, 2016

Projects for Peace information session

Friday, November 11, 2016

Study Abroad Pre-Departure for Spring 2017

Monday, November 28, 2016

Blumberg Luncheon and Presentations

Thursday, December 1, 2016

Study Abroad Welcome Back

Friday, February 3, 2017

Global Encounters Photo Contest and Exhibit

Digital Display (Facebook) January 23-February 2, 2017

Reception Tuesday, February 7, 2017

Summer Abroad Fair

Tuesday, February 14, 2017

Rhythm Nations

Saturday, March 4, 2017

Study Abroad Pre-Departure

Tuesday, April 25, 2017

Information Sessions

September

Introduction to Russian, East European and Eurasian Studies in St. Petersburg

Global FLEX Interterm Program

September 16, 2016

Frontiers Abroad – Earth and Environmental Science Study Abroad Programs

September 19, 2016

Associated College in China Study Abroad Program (ACC)

September 20, 2016

Environmental Challenges in Israel

Global FLEX Interterm Program

September 30, 2016

October

Life Sciences Study Abroad Info Session

October 3, 2016

Environmental Science and Policy Info Session

October 20, 2016

Smith in Paris Information Session

October 26, 2016

November

Smith in Geneva Info Session

November 2, 2016

Joint BA+MA Info Session

November 15, 2016

February

IFSA Yucatan Study Abroad Info Session

February 7, 2017

PRESHCO Info Session & Visa Advising

February 7, 2017

Middlebury Museum Studies program Info session

February 15, 2017

Ewha Exchange Information Session

February 16, 2017

International Experience Grant Info Session

February 28, 2017

March

Hebrew University in Jerusalem Info. Session

March 27, 2017

April

U.K. Visa Info Session

April 19, 2017

Joint BA+MA Program at the Graduate Institute in Geneva, Switzerland

April 27, 2017

Office and Program Staffing: 2016-2017

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 Lark, 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 2016-2017

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)
Simon Halliday, Assistant Professor of Economics (2017)
Mary Harrington, Professor of Psychology (2017)
Steven Heydemann, Professor in Middle East Studies (2019)
Donna Lisker, Dean of the College (*ex officio*)
Fraser Stables, Associate Professor of Art (2019)
Caitlin Szymkowicz, Associate Dean for International Students and Scholars (*ex officio*)

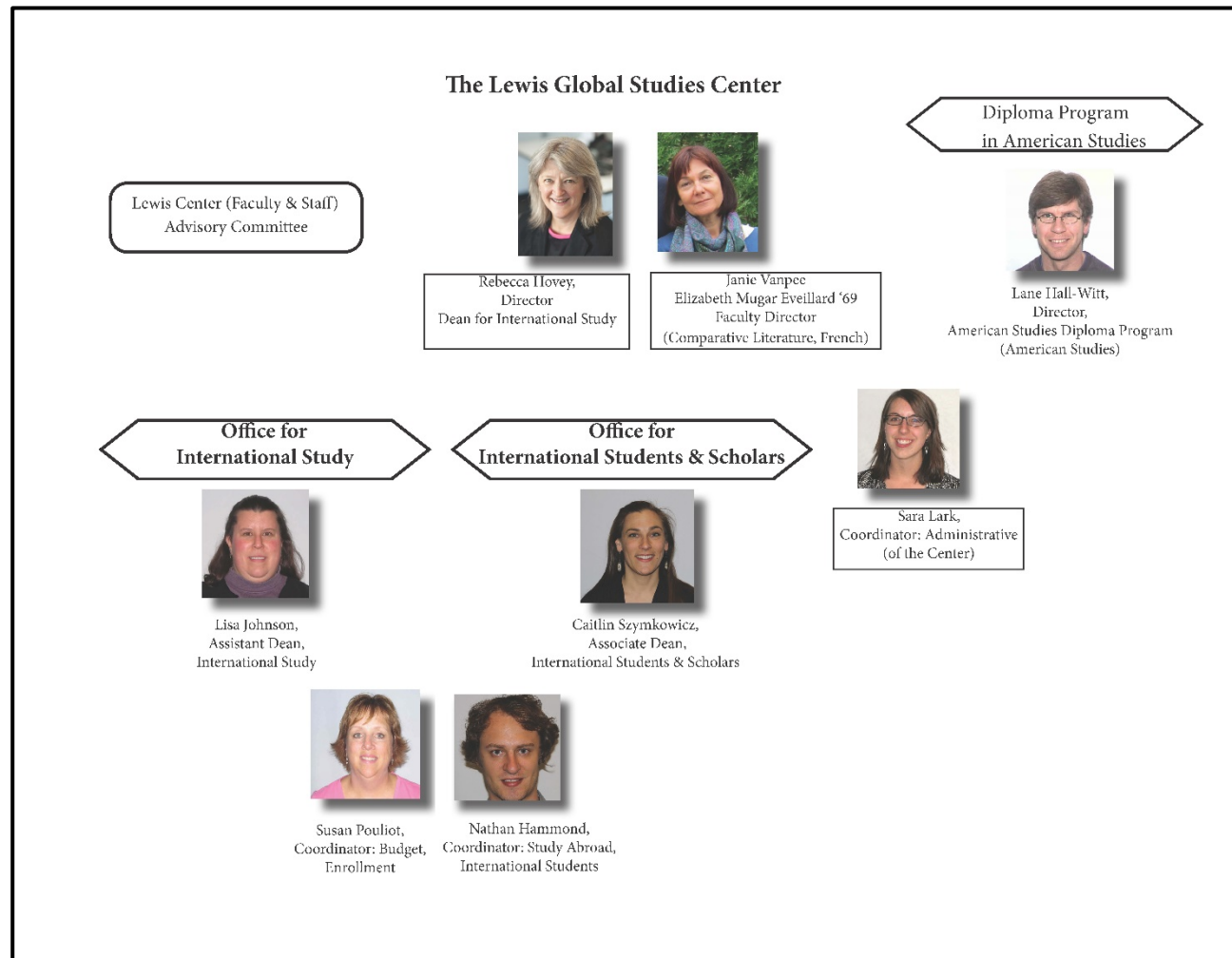
Appendices

Appendix A: Smith Programs Abroad 2016-2017 Facts-at-a-Glance

	Florence	Geneva	Hamburg	Paris
Year founded	1932	1946	1961	1925
Avg # of Smith/guest students*	13 Smith 0 guests	22 Smith 5 FTE guests	9 Smith 2 FTE guests	21 Smith 0 guests
University affiliations	University of Florence	University of Geneva; The Graduate Institute (IHEID)	University of Hamburg	Paris IV – Sorbonne; Paris VII – Diderot; Sciences Po; <i>École Nationale Supérieure d'Architecture - Val de Seine</i>
Semester and year options	Single semester and full year options as of Spring 2017	Fall, spring and year options	Full year and spring options	Full year only
Director	Monica Ginanneschi, Resident Administrative Director, Guido Reverdito, Academic Director	Genevieve Piron, Resident Academic Director	Jutta Gutzeit, Director (she will be the permanent resident Director beginning Fall 2017)	Faculty Directors; Rob Dorit, 2017-2018 Mehammed Mack, 2018-2019
Directorship status	Resident Director since 2015-16	Resident Director since 2014-2015	Resident Director as of 2017-2018	Rotating Smith faculty directors
Associate Director:	Monica Ginanneschi continues to hold many of the Associate Director responsibilities with support of an office assistant.	Elsie Chantre, as of 2014-2015	Kathrin Beletti Mata, as of 2017-2018	Marie-Madeleine Charlier. Has been with Smith since 2007-08
Language pre-requisites	2 years college level Italian or equivalent	1 year for Internship in Fall, 1 semester for spring; 2 years college-level French or equivalent for full year	2 years college level German for full year; 3 semesters for Spring	2 years college level French or equivalent, including one course at the 250 level or higher during the spring semester prior to departure
Special tracks	Pistoia Internship in Early Childhood education	International Internship semester		<i>Les Sciences à Paris</i> Architecture track
Accommodations	Home stays	Residence halls	Residence halls	Home stays; pilot option for residence hall in 2017-18

*In past seven years.

Appendix B: Organizational Structure 2016-17



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.