

FRIES CENTER FOR GLOBAL STUDIES



2017-2018 ANNUAL REPORT



WESLEYAN UNIVERSITY



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INTRODUCTION

OUR MISSION

The Center for Global Studies is committed to helping all members of the Wesleyan community achieve the knowledge, language skills, and sensitivity each person will need in order to exercise effective and responsible citizenship in an increasingly inter-dependent world.

OUR VISION

Our emphasis on intercultural communication, experience, and knowledge reflects the value we place on adaptability, compassion, and cultural self-awareness with respect to the world beyond our borders. These qualities and practices put Wesleyan's liberal arts program at the forefront of global education and are the hallmark of responsible global citizenship.

Building on the successes and cognizant of the challenges that marked our inaugural year (2016-17), the FCGS staff sought to identify innovative strategies in this, our second year in our new facilities, for promoting global literacy while complying with our routine responsibilities.

Generally speaking, the many activities and events that we hosted this year were aimed at raising our profile within our community and ensuring that our global studies commons (Fisk201) serves as Wesleyan's prime forum for education and debate regarding the most pressing issues facing us as a global community in today's world.

As we continue to network with the Wesleyan faculty, student body, and staff, through both standing and ad hoc FCGS committees, we strive to involve our community on the whole in the process of advancing Wesleyan's mission and meeting our goals as they pertain to intercultural competency and global awareness. Such efforts sharpen our understanding of the challenges we continue to face, and of new opportunities for meeting those challenges. As a template for moving forward, we will outline some of those challenges and opportunities herein as well.

2017-18 Annual Report

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Cover Photo:

"Goedenmorgen"

by Aanandita Vaghani, '18





ADVANCING GLOBAL LITERACY AT WESLEYAN: AN OVERVIEW

We use this opportunity to categorize the FCGS staff's efforts at advancing global literacy at Wesleyan during the 2017-18 academic year in accordance with the various constituencies we serve.

OUR STUDENTS

In terms of the Wesleyan student body, our staff continues to explore more effective ways of advising the already large and growing numbers of study abroad and fellowship applicants who visit our center on a daily basis. We have adopted new online modes of presenting standard information and continue to explore how best to use face-to-face encounters for orienting our students prior to their departure regarding the challenges they will deal with while abroad. We continue to experiment with innovative ways of promoting global learning, of making it an institutional priority, by modifying the format of the fairs and “info sessions” that we organize for prospective study abroad and fellowship applicants, and by enhancing the reentry workshops that we organize for returnees. In terms of the socio-economic and ethnic makeup of our clientele, the need to ensure that the broadest cross-section of Wesleyan students enjoys access to world learning and that these students do in fact participate is and will continue to be paramount in our thinking and planning as well.

It is by now a commonplace in the field of international education that “most students abroad [fail] to negotiate cultural differences, whether inside or outside the classroom, unless educators intervene in their learning in ways that help them develop the types of knowledge and skills that will allow them to shift perspective and adapt behavior to new and often challenging cultural contexts.”¹ This finding is the result of painstaking research in our field, and it sets a new standard that we at Wesleyan should heed if we truly intend to advance our mission and achieve the goals that we have set out for ourselves as concerns intercultural competency.

Motivated accordingly, this past fall the FCGS Director piloted a new course, [CGST 201](#), titled “Crossing Identities & Borders: Processing Study Abroad,” for the purpose of facilitating in our returnees the meaningful and ongoing reflection that is necessary for them to deepen and advance the intercultural learning initiated while abroad. Although enrollments in the course were low, the experience proved to be extremely successful for those involved and has served as a pilot project for similar initiatives that the FCGS staff intends to [launch this coming year](#).

The quality of the service that we provide our student community is understandably contingent upon the quality of our resources. The FCGS staff is extremely proud of the state-of-the-art facilities that emerged from the 2016 renovation of the first two floors of Fisk Hall. ([See last year's Annual Report.](#)) A major challenge at this point concerns the data management system that we use to process information, track and engage our community of current and past Wesleyan students, and that our students use to identify the global education opportunities that best suit their needs and abilities. The FCGS staff has worked assiduously over this past year with administrative and IT staff across campus, searching for an affordable and effective solution. We are optimistic that this coming year, with adequate support from the administration and from ITS, we will be able to adopt a program that is befitting a center and institution such as ours.

¹ The editors affirm this in their preface (xiv) and use this point as the pretext for the collection of essays published in the following book: Michael Vande Berg, R. Michael Paige and Kris Hemming Lou, *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* (Sterling, VA: Stylus Publishing, 2012).

OUR STUDENTS (CONTINUED)

International students represent a special group that the FCGS staff expects to engage more and more in the development of our enterprise. We are delighted by the appointment of a new Director of International Student Services, whose full-time responsibilities will be to advise this growing constituency. We understand that this person will be located in Wesleyan's new Resource Center, a unit that is intended to promote diversity and inclusion on our campus. In recognition of the overlapping interests of the Resource Center and the FCGS, we have initiated conversations with Demetrius Colvin, that center's director, in hopes of advancing a common agenda for the entire Wesleyan community. The placement of the new Director of International Student Services within the Resource Center should serve as a logical bridge between our two enterprises and should help our two units coordinate our shared goals.

Finally, the involvement of students in the development of our center will be crucial to the project's sustainability. As indicated below, our staff has made great progress in this regard with various initiatives, one being the creation of a Student Global Affairs Board (see [pg. 22](#)), which brings together international and domestic students who are passionate about global learning. In order to elicit student engagement in our enterprise, the FCGS invites student groups interested in global affairs to organize high profile events of general interest. In fact, hosting such events in our ample and centrally located commons is a prerequisite for any request for funding from the FCGS. This policy forms part of a broader set of strategies we have in mind for increasing student participation and for expanding on past success.

OUR FACULTY

Active and meaningful faculty collaboration in the management of the FCGS and in the development of new strategies for advancing our mission is essential for the success of our endeavor. Through our various standing committees, we seek to guarantee a basic level of faculty engagement in our operation. Membership in this year's committees was as follows:

FCGS ADVISORY BOARD:

- Steve Angle (*Philosophy & College of East Asian Studies*)
- Daniella Gandolfo (*Anthropology*)
- Michael Meere (*French/Romance Languages & Literatures*)
- Marcela Oteiza (*Theater & Dance*)
- Patricia Rodríguez-Mosquera (*Psychology*)
- Steve Stemler (*Psychology*)

WESLEYAN PROGRAMS ABROAD COMMITTEE:

- Nadja Aksamija (*Art & Art History*)
- Marco Aresu (*Italian/Romance Languages & Literatures*)
- Michael Armstrong Roche (*Spanish/Romance Languages & Literatures*)
- Catherine Poisson (*French/Romance Languages & Literatures*)

The Language Resource Technology faculty committee, which consists of language teachers interested in pedagogical innovation and programming, will be reconstituted this coming fall, along with the other two FCGS committees.

OUR FACULTY (CONTINUED)

Faculty who participate in these committees provide strategic support for the FCGS staff in addressing many of the challenges and duties that we face regularly throughout the course of the academic year. The experience also helps the FCGS expand its network of potential faculty collaborators given the new insights these individuals gain from their committee membership.

The FCGS staff is aware of our need to explore diverse and goal-specific measures for increasing and enhancing faculty collaboration in our enterprise. The short-term courses that our faculty have organized abroad, in the summer or during winter or spring break (see below), have provided uniquely enriching learning experiences for our students and they have had the added benefit of providing a type of training that, once again, can be extremely useful for the center, as we seek to expand the scope and deepen the reach of Wesleyan colleagues who are committed to the cause of global education. Although financial limitations forced the university to suspend some extremely attractive proposals, programs that did take place have been beneficial to all involved and have brought considerable prestige to our center and institution. The fact that many institutions across the country have great success with this model might serve as inspiration for us to investigate how we might be able to enhance our success in this area as well.

Outreach to the various faculty units—divisions, departments, and committees—is essential if we hope at all to mainstream our operation within the liberal arts education Wesleyan provides our students. The Study Abroad staff and the FCGS Director attended a meeting of the Division III (Natural Sciences and Mathematics) faculty this past fall to discuss what great value math and science majors have derived from their language learning and study abroad experi-

ences. Division III faculty seemed genuinely pleased to be engaged in a conversation that was guided by the graphic display of data and concrete opportunities. Looking ahead, we hope to use this as a model for dialoguing with a broader cross-section of the faculty along the same lines.

The success of our center will depend to a considerable degree on the extent to which a global or intercultural perspective permeates our curriculum. The renovation project of 2016 helped to establish the basis for our achieving just this, by bringing together, into a shared space, Wesleyan's Center for Pedagogical Innovation and the FCGS, and through the creation of three high-tech/telepresence classrooms (Fisk 101, 122 and 210), one of which (Fisk 122) being designed as "project-based." The videoconferencing technology incorporated into these classrooms has allowed students enrolled in such courses as "[Global Indigeneities](#)" (Prof. K. Kauanui; Anthropology) and the "[Intercultural Stage](#)" (Prof. B.A. González; Spanish) to engage with students and colleagues around the globe, in the classroom, the former with Professor [Rana Barakat at Birzeit University](#) in the occupied West Bank, the latter with students at the Universidad Carlos III de Madrid. We expect to expand on these opportunities to fully leverage our extraordinary resources for fostering the global literacy of our learning community. Doing so will require our continuing to nurture our bonds with collateral units, particularly the Center for Pedagogical Innovation (CPI), Academic Computing, and ITS, so as to ensure an efficacious and rewarding functioning of our shared technologies. As regards the CPI, the recent appointment to that unit of a Professor of the Practice in Educational Studies, a new position at Wesleyan, represents opportunities that we are especially eager to take advantage of.

ADVANCING THE CAUSE OF LANGUAGE LEARNING

Since the creation in 1993 of Wesleyan's first Office of International Studies and now, in the current era of our new Fries Center for Global Studies, Wesleyan faculty and staff have insisted on the essential role of language learning for fostering the intercultural competency that our community will need in order to thrive in the 21st century. Today's world, described commonly as "increasingly interconnected," will only be *interconnected* in truth if we are able to communicate with communities that lie beyond our own linguistic boundaries, whether abroad or next door.

Raising the profile of language learning at Wesleyan, motivating students to recognize the extraordinary value—social, cultural, attitudinal, professional, and cognitive—that comes with proficiency in more than one language, and getting our faculty and staff to embrace all this as both ethos and praxis: these are some of the goals that have motivated various activities and events organized throughout the 2017-18 academic year.

These activities have included enhancing and expanding opportunities for learning languages not regularly taught at Wesleyan, (see below: [Mango Languages and SILP](#)), our hosting the NERALLT (North East Regional Association for Language Learning Technology) Conference in the fall (see [p.25](#)). Socio-linguistics have played a key role in the intercultural sensitivity training workshops that we have organized for our graduate Foreign Language Teaching Assistants (FLTAs) and for Wesleyan faculty and staff. Of singular importance were the series of events

organized by the FCGS staff in the fall in honor of International Education Week (see [p.10](#)) and the two-day symposium hosted and cosponsored by the FCGS in the spring entitled "The Power of Language" (see [p.12](#)). These and other efforts outlined in greater detail below have helped to bring the joys and rewards of language learning into full focus for our entire community.

As we have insisted throughout, efforts made for the purpose of advancing our global studies mission must be collaborative, and this is certainly the case when it comes to advancing the cause of language learning at Wesleyan. The several meetings that we have hosted over this past year for representatives of Wesleyan's various language teaching departments provided an invaluable forum for airing the concerns and exploring the aims that are common to all language teaching faculty, at Wesleyan and elsewhere. The language teaching faculty are cognizant of the value of developing a common voice in order to represent their needs and aspirations persuasively. Although the FCGS has no authority over language teaching at Wesleyan, the Director, with support from the staff, could potentially play a key role in helping to coordinate such efforts for the sake of our mission. The overarching aim is to ensure that the Wesleyan staff and faculty on the whole understand how essential language learning is for the educational goals and needs of our community, and that this understanding informs the practices of all those who advise prospective and current Wesleyan students.



ADVANCING THE CAUSE OF GLOBAL AWARENESS

While seeking to sensitize the Wesleyan community to the benefits of language learning the FCGS staff strives as well to foster an appreciation of world cultures among members of our community irrespective of their interest in world languages. For the third year in a row, we organized a [Wes in the World Photo Exhibit](#) and hosted an awards ceremony to honor the many study abroad and international students who submitted entries. Many of these photographs are of extremely high quality and they provide visual testimony to our student body's spirit of quest and to the insights they acquire while adventuring abroad. Similarly, the film screenings that

we have co-sponsored with Wesleyan faculty also help to bring world cultures into the limelight. The rich and varied agenda of activities organized by the FCGS staff to commemorate [International Education Week](#) were well attended and confirm the community's willingness to advance their intercultural understanding by participating voluntarily in such extracurricular activities.

The same may be said of the series of noon panels that the FCGS hosted and co-sponsored with the Albritton Center for the Study of Public Life on critical contemporary global issues, which were as follows:

GLOBAL AFFAIRS PANELS



The Political Crisis in Catalonia

Speakers: Professors Antonio Gonzalez, and Peter Rutland

10/10/2017



The Rohingya Refugee Crisis

Speakers: Jeffrey Stein '10, Development Officer at Urban Refugees and Tun Khin, Human Rights Activist in Myanmar

11/28/2017



The New Media in Nigeria

Speaker: Chude Jideonwo, Nigerian lawyer, journalist and author

3/7/2018



Politics, Policy and Social Justice in Venezuela

Speaker: Professor Antonio Machado Allison

4/2/2018



Haiti: Migration and Globalization

Speaker: Professor Alex Dupuy

4/11/2018



The Arab Spring: Looking Back After Seven Years

Speaker: Jake Welles '79, former US Ambassador to Tunisia

4/18/2018

This series and many other new initiatives establish important precedents for our continued efforts at turning the FCGS into a prime forum for the global education of the entire Wesleyan community.

PROFESSIONAL OUTREACH BEYOND WESLEYAN

Networking with colleagues and professionals beyond our campus represents an important part of the work that our entire staff engages in throughout the year. We regularly host visitors from institutions around the country and from abroad. Some are interested in seeing our facilities and learning about our project because they are in the process of developing global studies centers of their own. Others have expressed an interest in expanding language learning opportunities through shared telepresence classes (Trinity and Conn College). Still others have come to test our interest in expanding the field of our international exchanges, with institutions around the globe.

Attendance at professional meetings and presenting at international conferences has given members of the FCGS staff the opportunity to showcase Wesleyan's new center while gaining valuable insights that

can help to shape our project in new ways. We have learned that, in many ways, our initiative is unique and that it has become something of a model for other peer institutions looking to develop their own center. Aspects of the Wesleyan model that stand out pertain generally to the integration of various component parts into one unit, the interweaving of experiential learning (study and research abroad), language learning and pedagogical innovation into a single enterprise that is both curricular and extracurricular, and that serves all academic disciplines and thrives thanks to teamwork that is motivated by a common mission. We have been hard pressed to find a similar model within our cohort. Another aspect of our model that bears highlighting, for the praise that it receives, concerns the importance we ascribe to language learning and our reasons for doing so, which are both ethical and intellectual.

CIRCLING BACK TO OUR HOME BASE

Sadly, in 2017-18 we bid farewell to two beloved colleagues, both of whom left to pursue new career opportunities elsewhere: Kate Smith, our Associate Director of Fellowships, Internships, and Exchanges, and Zehra Abbas, our Study Abroad Advisor. Both positions are slated to be filled, the former in a reconfigured format.

Responsibilities for exchanges have been reassigned to Kia Lor, our Assistant Director of Language and Intercultural Learning.

Since nearly all internships taken for credit by Wesleyan students are domestic, responsibilities for this experience have devolved on the Career Center staff.

We hope to welcome the new Study Abroad Advisor in July, and we are currently in the process of searching for an Assistant Director of Fellowships, who we hope will join us this coming August.



Kate Smith, Associate Director of Fellowships, Internships, and Exchanges



Zehra Abbas, Study Abroad Advisor



DETAILING OUR 2017-18 ACTIVITIES

What follows is a detailed inventory of many of the events, activities and initiatives that we undertook this past year, in support of the ideas discussed above.

GLOBAL EDUCATION IN THE FCGS COMMONS

International Education Week

International Education Week is established by the U.S. Department of State and the U.S. Department of Education to promote global literacy within the American student population. We honored this initiative by hosting 12 events in collaboration with the Gordon

Career Center and the Office of International Student Affairs. Over 250 students, faculty and staff attended our events. We plan to repeat this initiative this coming fall, Nov. 12 – 16 2018, which has been designated as this year's IEW.

HIGHLIGHTS OF IEW 2017:

Faculty and Staff Development – Connecting with International Students: As Wesleyan's international student population continues to grow, what can faculty/staff learn from international students in order to best support them during their time here at Wes? Four international students from different parts of the globe shared their experiences, challenges, and needs with members of the Wesleyan faculty.

International Student and Faculty Dinner: PANGEA invited all international students and faculty to an event aimed at strengthening the international community at Wes.

Intro to Study Abroad and Fellowships: This event was specifically aimed at First Year and Sophomore students interested in learning more about the resources the FCGS offers in terms of Study Abroad and Fellowships.

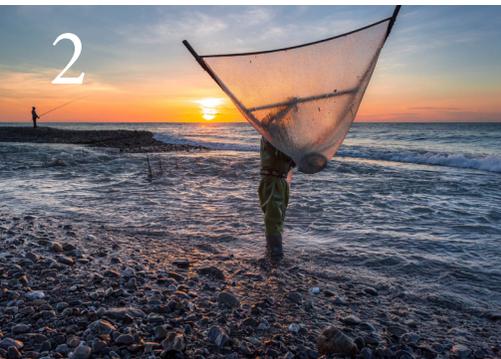
Wesleyan Refugee Project Alumni Speaker – Casey Smith '17: Casey co-founded and led the Wesleyan Refugee Project. She received a State Department Critical Language Scholarship to study Arabic in Oman and Jordan and is now a caseworker with the International Refugee Assistance Project litigation department.

Food Around the World – FLTAs Lead the Way: This event combined language learning with food. Students had to learn how to say each phrase in the corresponding language in order to be served food. This session was led by the Spanish, French, Italian, and Arabic FLTAs.





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Wes in the World Photo Contest

At A Glance

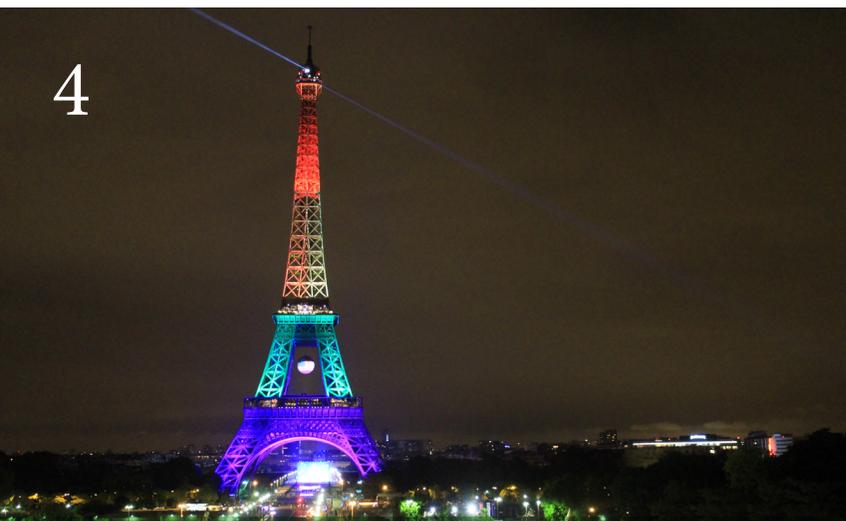
- 56 photo submissions
- 15 countries + 30 cities represented in photographs
- 200+ Wesleyan student, staff, faculty, and alumni voted

Prize-winning photos in the following categories:



3

1. **Landscape:** “Cinque Terre Town” by Natalie Strassheim ‘18 / Manarola, Italy
2. **People:** “Fishing at Dawn” by Brandon Ho ‘18 / Jinlun, Taitung, Taiwan
3. **Sports:** “5 + 1” by Giap Zach Do ‘19 / Beijing, China
4. **Contemporary issues:** “Love is Love” by Julie Schwartz ‘19 / Paris, France
5. **Daily Life:** “Aida” by Isabel Steckel ‘19; Bethlehem, Palestine



4



5

The Power of Language Symposium



The FCGS partnered with Sole Anatrone, Visiting Assistant Professor of Italian, to organize this two-day symposium (April 6-7, 2018), titled “[The Power of Language](#),” which was co-lead by a student steering committee: Betty Bekele ‘19, Molly Schiff ‘18, Jessica Chen ‘20, Marni Loffman ‘19, and Samina Panju ‘20 (photographed above).

The symposium brought together a community of students and faculty interested in the topic of language learning, communications and multilingualism. The presenters reflected on the process of communicating in a second language in all the complexity and richness of that experience. By welcoming these different perspectives, this symposium showcased the many forms that cross-lingual communication can assume, while also highlighting the importance of linguistic empathy in our increasingly multicultural and interconnected community.

Our keynote speaker was Dr. Lital Levy, Associate Professor of Comparative Literature (Princeton), a specialist in Hebrew, Arabic, and Anglophone literatures and cultures, with special interest in zones of contact between Arabic and Hebrew.

With over 200 people in attendance, presentations by twenty different students, staff and faculty were organized into the following 7 panels:

LIST OF PRESENTERS AND THEMES

Sharing Identity Through Language

- Jordan Agricola: *The Absence of Language and Its Effect of Identity*
- Alberto Encinas and Michaela Olson: *The Privilege of Being a Native English Speaker*
- Langston Morrison: *The Power of Language: The Story of a Young Polyglot*
- Zainab Alawi: *The Language Journey*

Moving Across Language

- Donato Petronella: “My Story: The Impact of Language and Culture on a Person’s Sense of Identity”
- Aiti Rai: “My Experience from the Refugee Camp”
- Fengbeiling Wang and Hongjia Zhang: “The Recognition, Mobility, and Transformation of Languages and Identities”

Power Dynamics of Multilingualism

- Mariel Middlebrook: “*Yo no hablo como tí: Experiences Working with Second-Generation Spanish Speakers*”
- Alison Silverstein: *Heritage Language Shame in the United States*
- Rosy Maria Pitruzzello: *The Powerful Experience of Multilingualism*

Life in Translation

- Carmen Hatchell: *Weight of My Name*
- Krishna Winston: *Becoming a Translator: Nuts, Bolts and ‘Vitmain C’*

Ways of Teaching Language

- Thorsten Wilhelm: *How Easy Does It Have To Be: Disability, Diversity, and Easy Language*
- Yu Miyabe: *The importance of Language Learning and Intercultural Communication: My Cultural and Educational Experiences in Japan and America*
- Camilla Zamboni: *Open Educational Resources: The Key to Effective Second Language Acquisition*

Language and Politics

- Molly Schiff: *Writing Beyond the Nation: Expressions of Hybridity Through Spatial and Linguaging Techniques in Laila Wadia’s ‘Curry di Pollo’ and ‘Karnevale’*”
- Dea Deeton: *Titoli che combattono il razzismo e il sessismo (Titles that Fight Racism and Sexism)*
- Tom Fischer: *Language and Politics in Taiwan*

Building Community Ties Through Language Learning

- Phoebe Howe, Vanessa Baker, Sushraya Jay & Alexis Sher: *Wesleyan’s ELL Tutoring Program: Supporting Local Students on their Language Learning Journeys*
- Ana Perez-Girones’s Class: *Learning to Teach and Teaching to Learn*

Asian Student Activist Events

This year, we co-sponsored three different Asian student activist events:

Democratic and Student Activism in Asia Roundtable (Feb. 8, 2018)



The student group responsible for organizing this event aimed to highlight the often overlooked activism of Wesleyan's international student population with regards to politics. They hoped to engage those present in a healthy debate concerning political activism and global affairs.

SPEAKERS: Prof. Joan Cho, Prof. Eiko Otake, Gayon Yang '20, Premchai Bunsermvicha '20, Kin Wai Cheung (Jeff) '21, Sajirat Palakarn (Bright) '20, Joy Ming King '20, Juhyun An '18

“Joshua: Teenager vs. Superpower” Screening & Discussion (Mar. 27, 2018)



This event was intended as a debut for the new club, Asia Rising Cooperative (ARC), an activist and intellectual community committed to fostering awareness, discourse, and activism for social and political movements in Asia within the international student body. The screening of the documentary, *Joshua: Teenager vs. Superpower*, was followed by a 40-minute panel discussion of Hong Kong politics led by several students from Hong Kong.

Until Name Becomes Prayer: A Pacific Islander Poetry Tour (Apr. 2, 2018)

A writing workshop led by William Nu'utupu Giles, a second-generation Samoan-American Poet and Arts Educator from Honolulu, Hawaii, who views spoken word poetry as a continuation of the Pacific

oral tradition of storytelling as living history. Will's poetry finds the political seeds in personal stories and crosses oceans of cultural identity, colonization, mental illness, and masculinity.

OTHER STUDENT INITIATIVES

Tess Williams, on behalf of Wesleyan United Student/Labor Action Coalition (USLAC) and the organizing committee of the International Women Strike of 2018, organized a presentation by Tatiana Cozzarelli and Lupe Martinez on “Feminism of the Working Class” (Mar 1, 2018)

Wesleyan Students for Justice in Palestine organized a Skype presentation by [Professor Rana Barakat at Birzeit University](#) in the occupied West Bank (Apr 27, 2018).

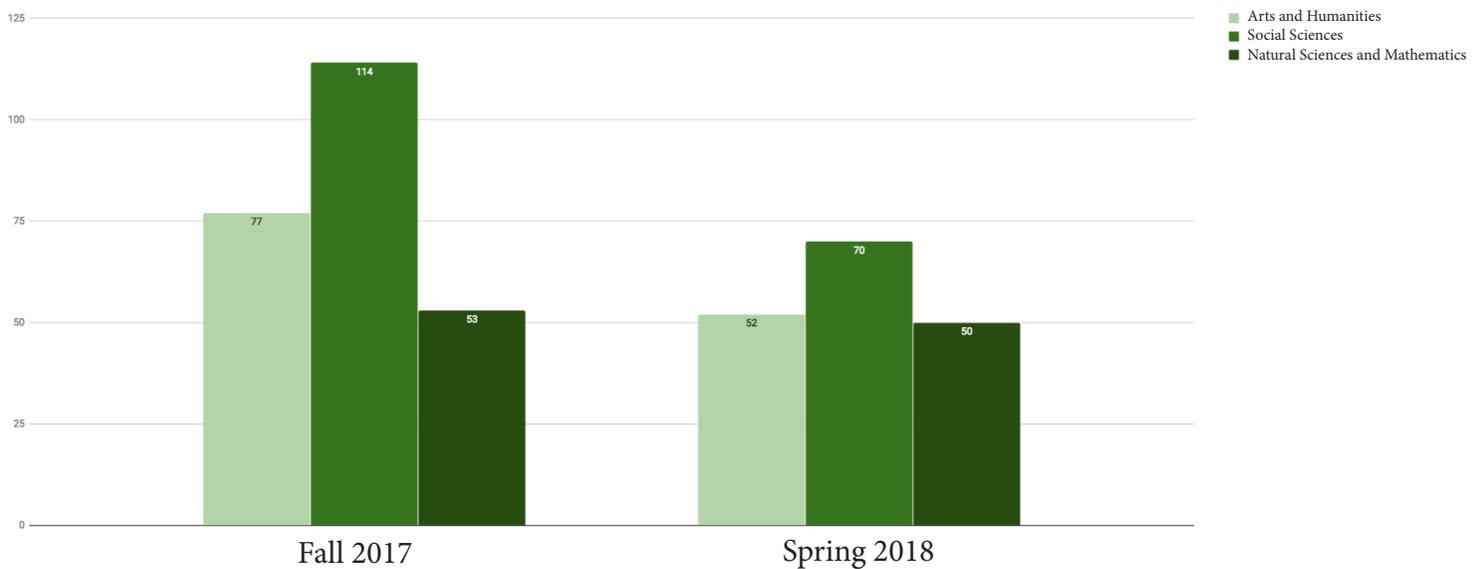


STUDY ABROAD

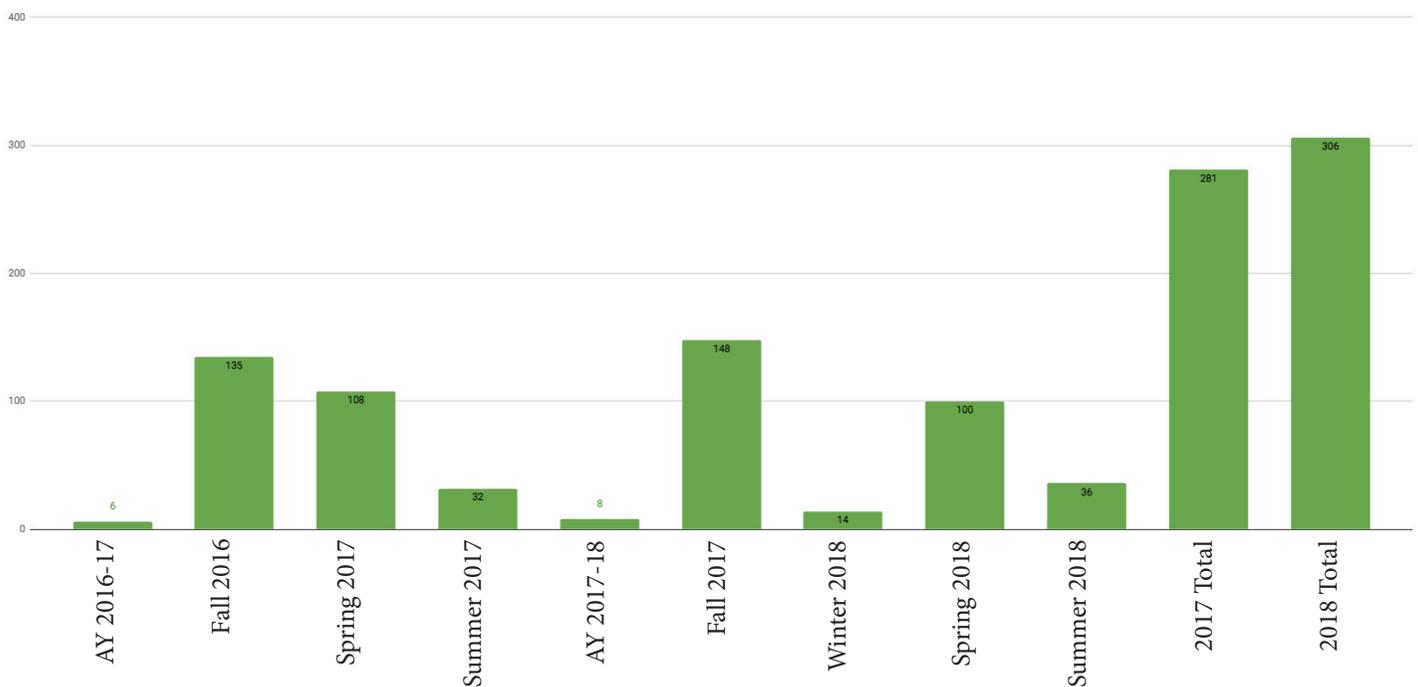
WESLEYAN STUDENT MOBILITY IN REVIEW

The following graphs are designed to give a bird's-eye view of the status of study abroad at Wesleyan today.

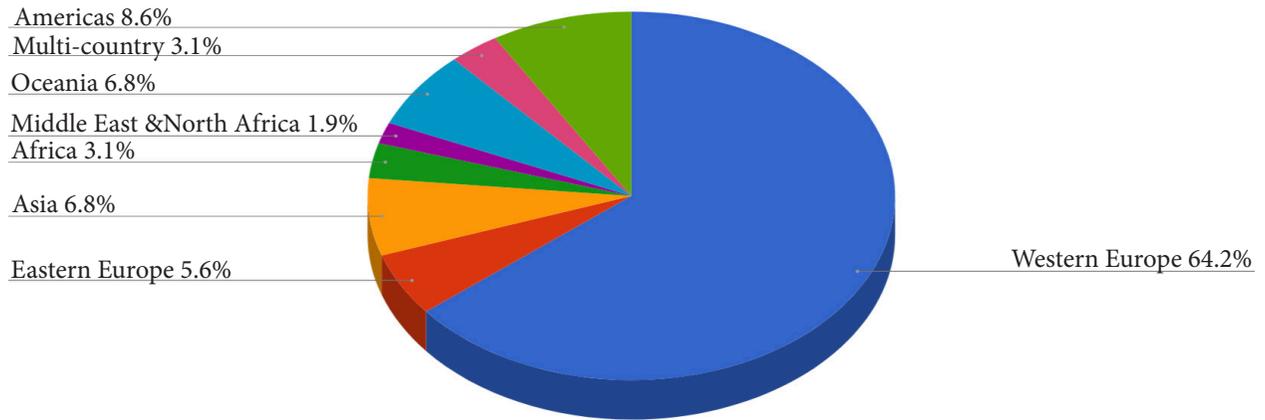
STUDY ABROAD BY DIVISION (INCLUDING DOUBLE AND TRIPLE MAJORS)



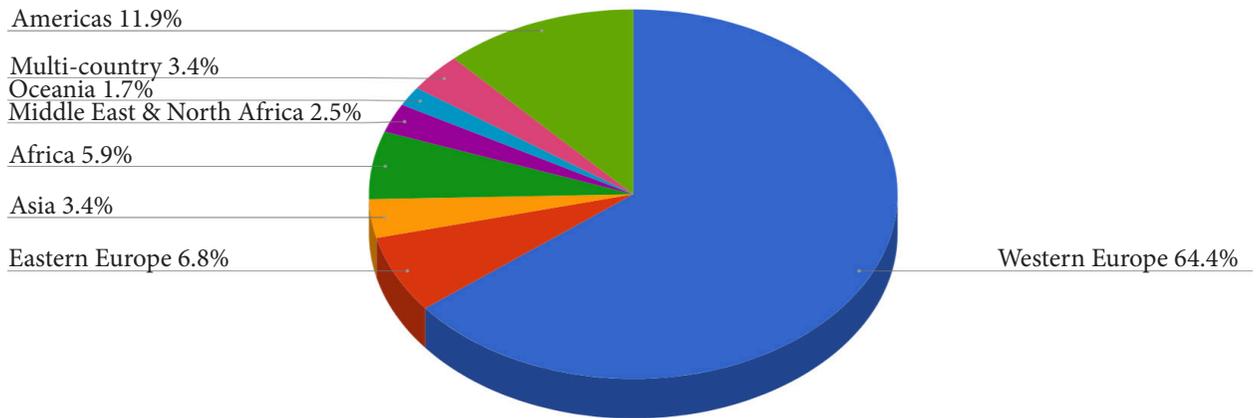
STUDY ABROAD BY TERM



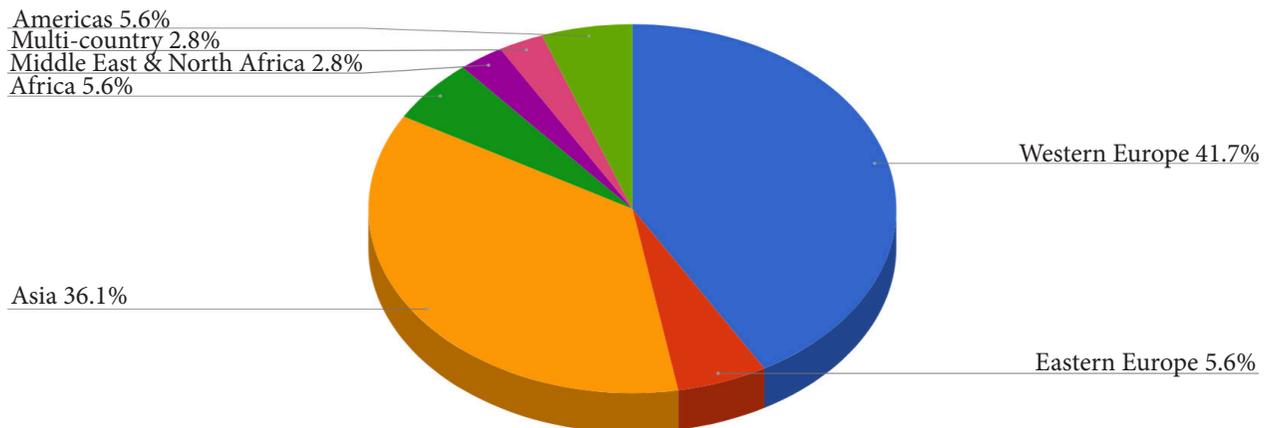
STUDY ABROAD BY REGION (FALL 2017)



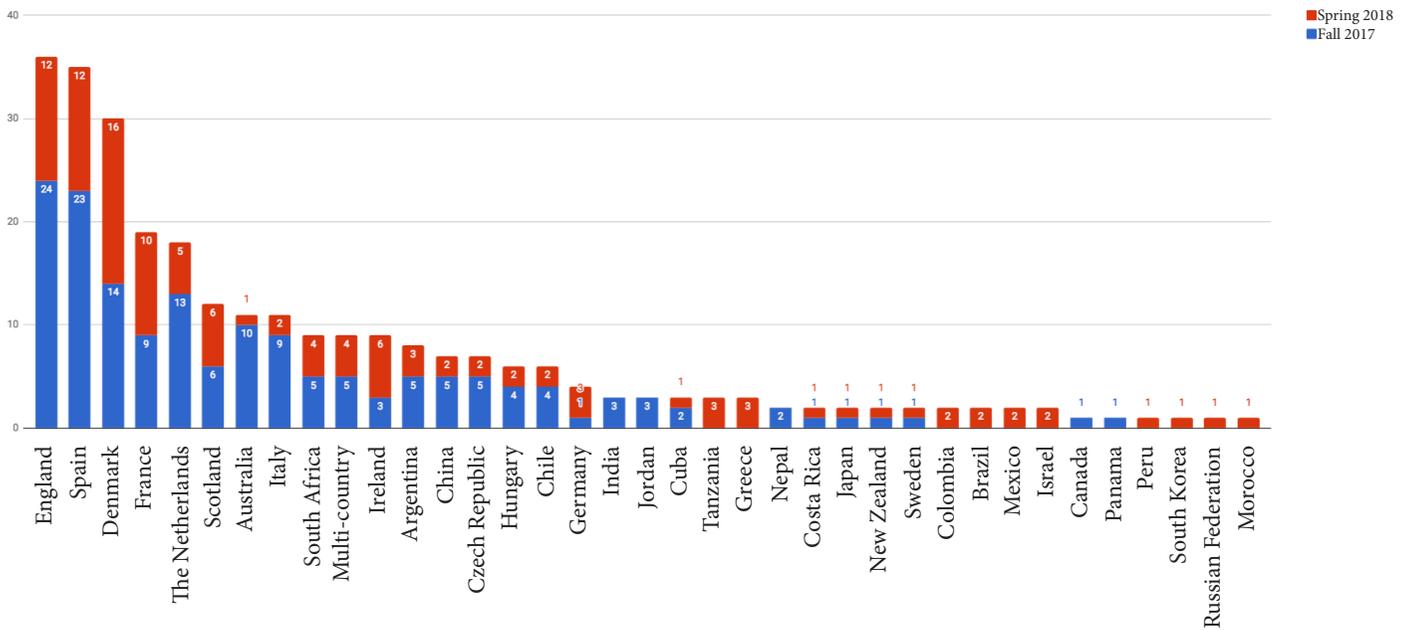
STUDY ABROAD BY REGION (SPRING 2018)



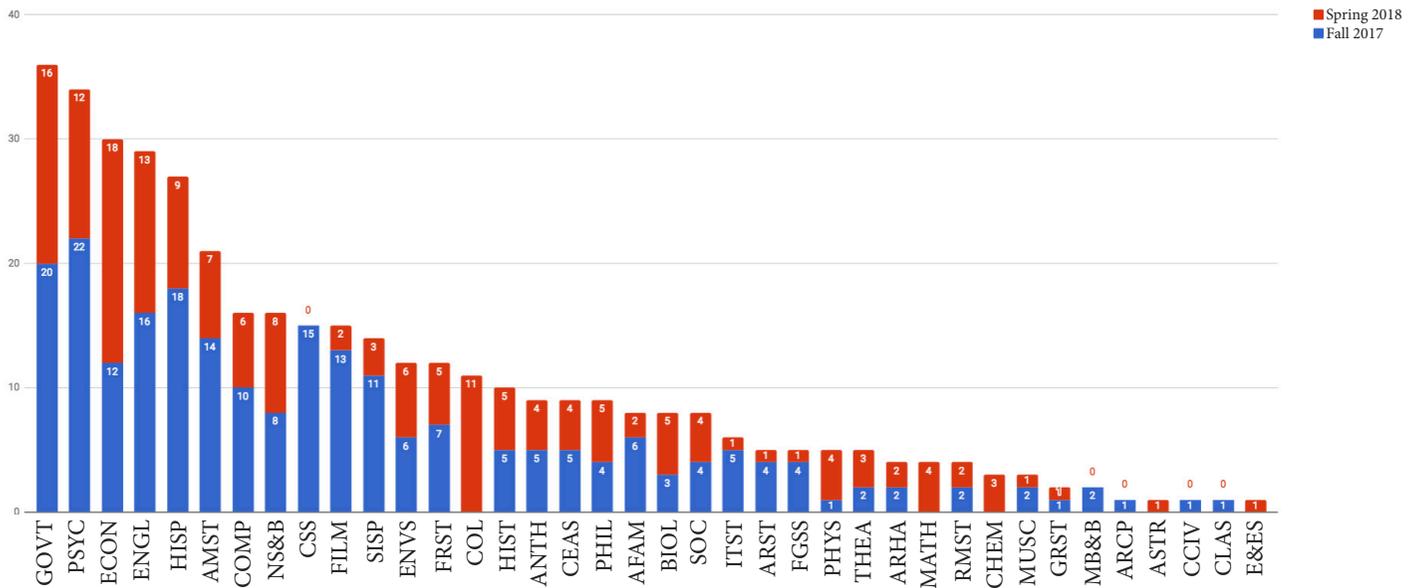
STUDY ABROAD BY REGION (SUMMER 2018)



STUDY ABROAD BY COUNTRY (FALL 2017 AND SPRING 2018)



STUDY ABROAD BY MAJOR (FALL 2017 AND SPRING 2018)



OTHER INTERNATIONAL EDUCATION INITIATIVES

Over Winter Session 2018, 14 students participated in a short-term course taught in Santiago, Chile, by associate professor of theater Marcela Oteiza. Titled “Space and Materiality: Performing Place,” the course offered students the opportunity to experience an international theater festival and to analyze the relationship between performance and public spaces in one of Latin America’s most vibrant cultural capitals. The program was featured in the [News@Wesleyan blog](#).

The Office of Study Abroad provided administrative support for a spring course with a component in which six students traveled to Ukraine. “Ukraine and its Environment” was taught by professors Barry Chernoff and Katja Kolcio of Environmental Studies.

Sha Ye Study Abroad Program: The Office of Study Abroad worked with professor of Chinese Xiaomiao Zhu of the College of East Asian Studies on developing a program made possible by a generous donation from Wesleyan alumnus Sha Ye MA’96. This year, the program funded five students’ participation in the Princeton in Beijing summer language-intensive study abroad program. Next year the program will be further developed with the intention of supporting different types of student experiences.

PRE-DEPARTURE ORIENTATION

We have built on progress made last year by making further modifications in our pre-departure orientation for students going abroad. Some of those modifications include:

- Peer advisors from the Global Affairs Board played a more active role in leading table discussions and giving feedback and insights
- Added definition of “critical incidents” and included 3 critical incidents to foster group discussions around strategies of cultural adjustment
- Created 5 additional sessions in order to keep student ratios low





FELLOWSHIPS

NOTABLE FELLOWSHIPS AND SCHOLARSHIP RECIPIENTS

FULBRIGHT FELLOWSHIP

These grants are funded by the United States government under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) and by many foreign countries. The grants, administered by the Institute for International Education, provide for one year of study at a university abroad.



Isabella Banks '15 was awarded a 2018–19 Fulbright Study/Research Grant for the Master's program in International Crimes, Conflict, and Criminology at Vrije Universiteit Amsterdam. Combining perspectives and methodologies from the fields of criminology, law, psychology, sociology, and political science, the program also draws on resources available through its location near The Hague—home to the UN's International Court of Justice and the International Criminal Court.



William Tyner '13 was awarded a Fulbright National Geographic Storytelling Fellowship—one of only five of such grants awarded each year. Tyner, who majored in anthropology at Wesleyan and enjoyed courses in the College of Film and the Moving Image, will be working with Code for Romania. He'll be creating a documentary series that will explore Romania's civic technology community.

LUCE SCHOLARSHIP

The Henry Luce Foundation selects 18 graduates to spend a year in an Asian country and provides an experience that will broaden the participant's perspective on his or her chosen career field.



Casey Herrick '16

One of 18 scholars selected from among 162 candidates, Herrick will begin with an orientation in New York starting in June, before the cohort embarks for Asia. The Henry Luce Foundation was established in 1936 by Henry R. Luce, the co-founder and editor-in-chief of Time Inc., to honor his parents, who were missionary educators in China. The Luce Scholars Program was launched in 1974 to “enhance the understanding of Asia among potential leaders in American society.”

WORKSHOP HIGHLIGHTS

FACEBOOK LIVESTREAMS

This year we piloted the Facebook Livestreams as an alternative way of delivering information to students. This proved to be an effective alternative since students can participate in the workshop session on their phones wherever they are. Additionally, they are able to rewatch the workshop if they have questions. The comment sections allow students to ask questions and get an immediate response from our Fellowships office.

WRITING WORKSHOPS

These workshops incorporate writing exercises and prompts to start students thinking about personal statements and research ideas.

WHAT ARE FELLOWSHIPS?

Students learn about fellowships involving teaching, research, and graduate study. Fellowships include: Fulbright, Watson, Rhodes, Boren, and more.

Fulbright Workshops are designed to promote the Fulbright English Teaching Assistant (ETA) grant and the Fulbright Research grant. The ETA Programs place Fulbrighters in classrooms abroad to provide assistance to the local English teachers. ETAs help teach English language while serving as cultural ambassadors for the U.S. Applicants for study/research awards design their own projects and will typically work with advisers at foreign universities or other institutes of higher education. The study/research awards are available in approximately 140 countries.

Watson Workshops are designed to promote the Watson Fellowship. The Thomas J. Watson Fellowship is a grant that enables graduating seniors to pursue a year of independent study outside the United States.

EXPLORING INTERNATIONAL OPPORTUNITIES

Students learn about how to find and/or create an opportunity abroad for those interested in internships, volunteering, and living abroad post-graduation. These sessions offer resources, best practices, and tips in envisioning and developing an opportunity abroad.

GRADUATE SCHOOL ABROAD

Students gain an overview of funded opportunities for graduate study, including Marshall Scholarship, Mitchell Scholarship, Rhodes Scholarship, Churchill Scholarship, Gates Cambridge Scholarship, Fulbright Grants, and more. We also review best practices for graduate school admissions abroad and resources to identify the best program for student academic interests.

WESEMINAR FCGS OPEN HOUSE AND STUDENT PANEL

Study abroad or other types of international experiences often inspire applications for prestigious fellowships and scholarships such as the Fulbright and Watson. This year, during Homecoming, we hosted an open house panel with study abroad returnees to help them imagine a trajectory leading from the pursuit of intercultural understanding, through prior language learning and study abroad, to future research abroad through international fellowships and scholarships.

Our Student Panelist:

- Elijah Jimenez '18, *African American Studies and East Asian Studies*
- Kamla Kumar '18, *English and University Major (South Asian Diaspora)*
- Sophia Shoulson '18, *College of Letters and German Studies*
- Hai Lun Tan '18, *College of Letters and History*
- Zach Tan '18, *College of Social Studies*





INTERNATIONAL EXCHANGES

WESLEYAN UNIVERSITY EXCHANGES

The following are the international exchanges in which Wesleyan currently participates:

Country	University/ Organization	Exchange Type	Outbound	Inbound
China	Social Sciences in China Press (SSCP)	Faculty	Wesleyan faculty are able to go to SSCP in Beijing for a defined period	SSCP faculty are able to visit Wesleyan for a defined period
Colombia	La Universidad de los Andes (Bogotá)	Faculty Student FLTA	Allows up to 5 students to enroll for fall and/or spring term direct enrollment; Spanish language skills required	1 Spanish FLTA per academic year
France	Université Sorbonne Nouvelle (Paris 3)	Faculty Student FLTA	Allows up to 10 students in the Vassar-Wesleyan Paris Program each semester; French language skills required	1 French FLTA per academic year
France	Paris-Sorbonne University (Paris 4)	Student FLTA (for Vassar)	Allows up to 10 students from Vassar-Wesleyan Paris Program can enroll; French language skills required	Vassar will admit one Paris 4 student as a French Language Teaching Assistant
France	Université Paris Diderot (Paris 7)	Faculty Student FLTA	Number and types of faculty exchanges decided on a case-by-case basis	1 graduate or post-graduate FLTA per academic year
France	Université Paris-Est Créteil Val-de-Marne (Paris 12)	Student FLTA	Exchange of students, teaching staff and academic researchers; creation and joint management of research programs and other activities	1 French FLTA per academic year
France	Paris Institute of Political Studies/ L'Institut D'Etudes Politiques de Paris(Sciences Po)	Student	Two full-year and up to 10 one-semester students (5 per semester); French language skills required	2 students per academic year
Germany	Bielefeld Universitat	One-way Faculty	N/A	Visiting faculty/research fellow

Country	University/ Organization	Exchange Type	Outbound	Inbound
Germany	Baden Wurttemberg Exchange	Student	A Connecticut state agreement with Germany that admits CT students from a range of universities. US students select a participating university in Germany to study for a year.	Each CT University determines in what capacity the visiting student can operate. UConn manages this exchange, which serves institutions throughout the state of CT.
Indonesia	Institut Seni Indonesia (ISI) Surakarta	Faculty	Wesleyan University can send faculty and scholars to ISI	ISI can send faculty and scholars to Wesleyan
Ireland	University College Cork	Student (reciprocal)	Wesleyan Music Department can send equal exchange based on principals of tuition	Cork can send equal exchange based on principals of tuition
Italy	University of Bologna	Faculty Student FLTA	Through the Eastern College Consortium Program, Wesleyan students can directly enroll; Italian language skills required	1 Italian FLTA per academic year; Faculty exchange between 1-2 weeks
Japan	Kansai Gaidai University	One-way FLTA	N/A	1 Japanese FLTA per academic year
South Korea	Seoul National University	One-way Student	A limited number of Wesleyan Students may enroll with housing guaranteed	N/A
Spain	University of Carlos III Madrid (UC3M)	Student	Admits up to 45 Wesleyan students, who may direct enroll at the UC3M	UC3M may send up to two students to take a full course load for two semesters
Spain	Universidad Complutense de Madrid	Student 2 FLTA	Vassar-Wesleyan Program allows up to 5 students to directly enroll; Spanish language skills required	2 Spanish FLTAs for the academic year
United Kingdom (England)	University of Sussex	Student	Wesleyan students majoring in English may study for one semester or year at the University of Sussex.	N/A
United Kingdom (England)	University of York	Student (reciprocal)	Up to 2 Wesleyan students may study for the year at York's School of Politics, Economics, and Philosophy. Preference is given to students majoring in the College of Social Sciences.	2 York University students may attend Wesleyan for one academic year

INTERNATIONAL VISITING SCHOLARS AND STUDENTS

Through various exchanges listed above Wesleyan regularly welcomes visiting international scholars from different areas of the world. These visitors are ordinarily sponsored by their corresponding academic department. FCGS has created the following webpage in order to facilitate the departments' work in hosting these visitors: <http://www.wesleyan.edu/cgs/fe/exchanges/visiting-scholars.html>



STUDENT ENGAGEMENT

Global Affairs Board (GAB)

As mentioned, this year, in the interest of guaranteeing student input, we launched the [Global Affairs Board](#), a student advisory committee for students who are committed to intercultural learning. GAB coordinates a variety of initiatives designed to establish the FCGS as a key resource in global education and citizenship. Ten students served on the inaugural Global Affairs Board and they were given the opportunity to join one of four subcommittees. They advised and co-facilitated in the subcommittees they signed up for. These committees were:

- Pre-departure Orientation
- Re-Entry Orientation
- International Education Week
- Wes in the World Photo Contest

Global Affairs Board Members AY 2017-18

- Dasha Dubinsky '18
- Dylan Heuer '18
- Jack Minton '18
- Jeremy Epstein '18
- Mariel Becker '18
- Phoebe Howe '18
- Yarden Garonzik '18
- Shiyu (Simon) Zhu '20
- Jessica Chen '20
- Saakshi Kakar '21
- Adele Zhou '21

Wesleyan Intercultural Leadership Program (WILP)

Drawing on the success of the Global Affairs Board, the FCGS plans to build a new program called the “Wesleyan Intercultural Leadership Program.” International and U.S. domestic students (both undergraduate and graduate) will be invited to participate in this program. The program is designed to foster an intercultural community of leaders who are ready to take on issues they feel passionate about, learn more about cultural differences, and make a lasting impact at Wesleyan and beyond. WILP focuses on the interdisciplinary themes of global awareness, critical thinking, collaborative learning and community building. WILP participants will advise the FCGS on what Wesleyan students need with regard to global education and they will coordinate events related to a variety of global education initiatives. Students accepted in WILP are given the opportunity to become a student mentor in their second year after completing the program.



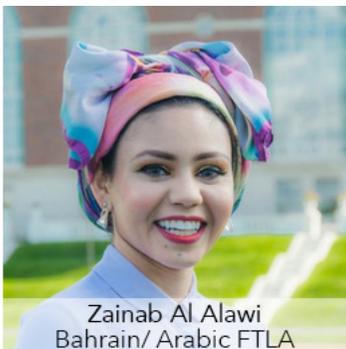


RAISING THE PROFILE OF LANGUAGE LEARNING

Foreign Language Teaching Assistants (FLTAs)

Throughout the year we continued to support departments that host the Foreign Language Teaching Assistants (FLTAs) engaged in the teaching of Arabic, Chinese, French, Japanese, Italian, and Spanish. In order to facilitate a better communication between the FLTA support team, which includes a broad range of faculty, staff and administrators, we have set up an [information page](#) on our web site. So as to prepare FLTAs for life at Wesleyan, Kia Lor (*Assistant Director of Language and Intercultural Learning*) facilitated a pedagogical orientation titled “The American Classroom.” This orientation was co-led by Ana Perez-Girones (*Professor of Spanish*), Emmanuel Paris-Bouvret (*Director of Language and Resource Technology*), and it was supported by Cheryl Hagner (*Director of Graduate Student Services*).

These activities led to an increase in FLTA involvement in campus and community life this year. For example, in addition to supporting their faculty advisors in the classroom, they took part in an event on food and culture during International Education Week, they presented on their teaching experiences at the Power of Language symposium, they participated in West African dance and concert choir, and they tutored students at Woodrow Middle School in Middletown. With our continued support we hope to help departments and faculty take full advantage of a resource that is crucial for the global education our students seek and we hope to help our visitors make the most of their experience in the US.



Zainab Al Alawi
Bahrain/ Arabic FLTA



Rafael A. Charris Dominguez
Colombia/ Spanish FLTA



Laura Pergher
Italy/ Italian FLTA



Yu Miyabe
Japan/ Japanese FLTA



Clementine Lavieille
France/ French FLTA



Elena Sanz Madrigal
Spain/ Spanish FLTA



Lei Zhang
China/ Chinese FLTA



Alix Robichon
France/ French FLTA

EXPANDING LANGUAGE LEARNING OPPORTUNITIES

SELF-INSTRUCTIONAL LANGUAGE PROGRAM (SILP)

SILP allows students to study a language not currently offered at Wesleyan. Although the models vary, each tutorial involves students working with an instructor of the language from an accredited institution as well as a native speaker. This past academic year, the Director of Language Resources and Technology implemented instruction for SILP courses in Hindi, Swahili, and Farsi, in a variety of modalities. This experience was a success and it allowed us to explore a variety

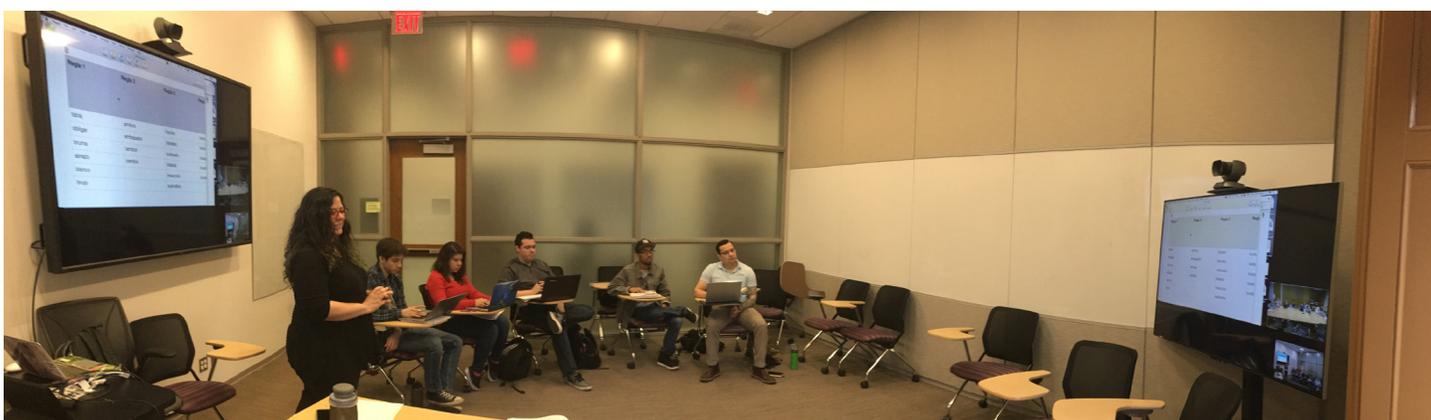
of pedagogies. Swahili students worked on a weekly basis with a native speaker, an instructor from Yale. Students of Farsi worked with both on-site and on-line instruction as well as in-class work with a native speaker. The Hindi SILP was based on weekly online meetings with Connecticut College students and it offered an excellent opportunity to make use of the FCGS conference room (Fisk 204), which was designed to facilitate this type of initiative.



COURSE SHARING WITH TRINITY USING LIFESIZE TELEPRESENCE TECHNOLOGY

For the past two academic years, Spanish faculty at Wesleyan and Trinity have used videoconferencing to offer a Spanish for Heritage Speakers course simultaneously to students enrolled in the course on both campuses. Last year, the course was taught by a Wesleyan faculty member, Ana Pérez-Gironés. This year, it was taught remotely by a Trinity faculty member. Wesleyan students met for this course in the FCGS telepresence classroom, Fisk 210. The Director

of Language Resources and Technology assisted with the technology throughout the semester and worked with the Trinity instructor when she came to teach the course from Wesleyan. The course was a success despite the minor technical challenges, which we are fully confident that we can resolve. Both the Hindi and the Spanish for Heritage Learners courses represent initiatives that we hope will motivate further technology-based collaboration within the CTW consortium.



MANGO LANGUAGES

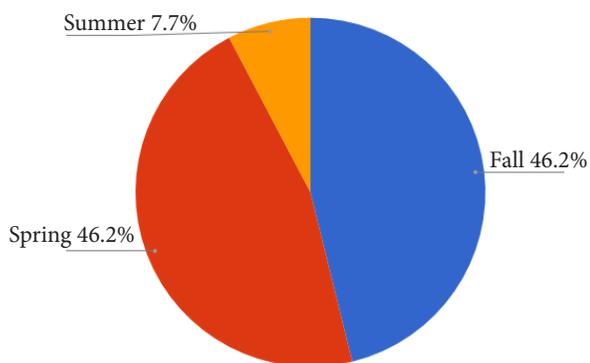
To service students with a demonstrable need for instruction in a language that is not taught at Wesleyan, the FCGS signed an agreement with Mango Languages, an online self-instructional solution for learning. Our primary aim was to create opportunities for gaining basic conversational proficiency for study in countries whose languages are not taught regularly on campus.

In the fall of 2017, we piloted beginning Danish (LANG 101A) as a quarter-credit course to meet the needs of the large number of students who study on the DIS Copenhagen Program. The course introduces

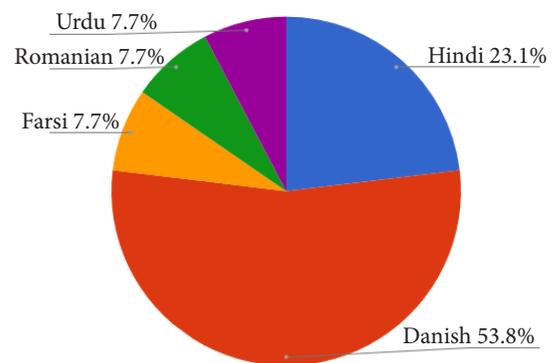
students to basic conversational Danish and therefore facilitates their cultural adaptation upon arrival at their study abroad site.

For spring 2018, internship or study abroad participants in need of other language instruction, the Assistant Director of Language and Intercultural Learning has built a syllabus and assessment mechanisms around the Mango platform, allowing these students to enroll in a quarter-credit beginning course in other languages as needed.

STUDENTS TAKING MANGO COURSE BY SEMESTER



STUDENTS TAKING MANGO COURSE BY LANGUAGE



The Mango Languages module is available to the entire Wesleyan community, including students, faculty, staff, and alumni. It provides the opportunity to gain a basic knowledge of the over 70+ world languages offered through this online resource.

THE NEW ENGLAND REGIONAL ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY (NERALLT) CONFERENCE

This past fall (Oct 19-20), roughly 50 language technology professionals and language teaching faculty from around the area came to Wesleyan for the annual meeting of the [North East Regional Association for Language Teaching Technology \(NERALLT\)](#).

The conference took place in the FCGS which proved to be a great place for hosting such an event. The program included hands-on workshops on gamification,

electronic portfolios, technological assessment of oral proficiency and presentations on the role of technology in the teaching of languages and cultures. The event provided a great opportunity to showcase our newly renovated facilities and to share ideas regarding our new center.

TECHNOLOGY AND WESLEYAN'S REGULAR LANGUAGE TEACHING PROGRAM

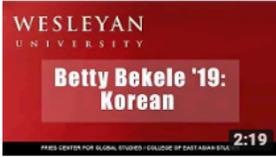
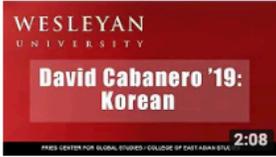
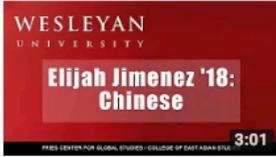
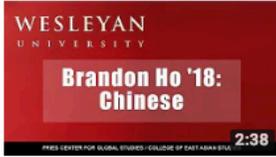
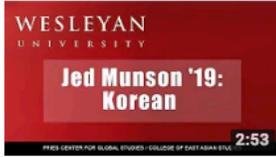
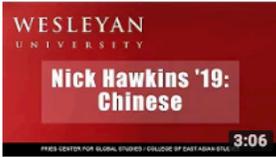
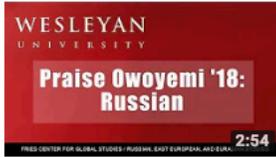
LANGUAGE LEARNING JOURNEY INTERVIEWS

Wesleyan University offers 14 languages on a regular basis: Arabic, Greek, Latin, Chinese, Japanese, Korean, German, Hebrew, French, Spanish, Italian, Portuguese, Russian, and American Sign Language.

As part of a strategy to promote and raise the profile of language learning at Wesleyan University, the Asst. Director of Language and Intercultural Learning partnered with professors in the 14 languages on a project called the *Language Learning Journey*.

Twenty-six students were nominated by their professors to share their experiences through video interviews. The students explain their motivations for studying the target language and for studying abroad, reflecting on how this experience has influenced their goals. They were also invited to offer advice and encouragement to new language learners. The interviews were conducted with advance-level language students in Chinese, Japanese, Korean, Spanish, French, Italian, Portuguese, Russian, German, Arabic, and American Sign Language.

All videos are open to the public and can be viewed on the [Fries Center for Global Studies YouTube channel](#).

 <p>Betty Bekele '19: Korean at Wesleyan 2:19</p>	 <p>David Cabanero '19: Korean at Wesleyan 2:08</p>	 <p>Elijah Jimenez '18: Chinese at Wesleyan 3:01</p>	 <p>Brandon Ho '18: Chinese at Wesleyan 2:38</p>	 <p>Jed Munson '19: Korean at Wesleyan 2:53</p>
<p>Betty Bekele '19: Korean at Wesleyan 6 views • 3 weeks ago</p>	<p>David Cabanero '19: Korean at Wesleyan 5 views • 3 weeks ago</p>	<p>Elijah Jimenez '18: Chinese at Wesleyan 4 views • 3 weeks ago</p>	<p>Brandon Ho '18: Chinese at Wesleyan 4 views • 3 weeks ago</p>	<p>Jed Munson '19: Korean at Wesleyan 1 view • 3 weeks ago</p>
 <p>Nick Hawkins '19: Chinese at Wesleyan 3:06</p>	 <p>Olivia Park '18: Japanese at Wesleyan 3:14</p>	 <p>Christina Sickinger '18: German at Wesleyan 3:14</p>	 <p>James Reston '18: Russian at Wesleyan 3:22</p>	 <p>Praise Owoyemi '18: Russian at Wesleyan 2:54</p>
<p>Nick Hawkins '19: Chinese at Wesleyan 4 views • 3 weeks ago</p>	<p>Olivia Park '18: Japanese at Wesleyan 5 views • 3 weeks ago</p>	<p>Christina Sickinger '18: German at Wesleyan 2 views • 3 weeks ago</p>	<p>James Reston '18: Russian at Wesleyan 28 views • 3 weeks ago</p>	<p>Praise Owoyemi '18: Russian at Wesleyan 30 views • 3 weeks ago</p>

DIGITIZATION OF VIDEO CLIPS AND MOVIES

Many faculty members rely on a variety of materials to be digitized for use in their courses. Requests most commonly involve foreign DVDs, which often require subtitles, at times in more than one language. The streaming technologies used to deliver these videos have changed radically over the years, with media being delivered now via Brightcove. The change of platform from Wowza to Brightcove has required the reprocessing of all media files. Between the reprocessing and the new requests for digitization, a total of over 400 video clips and movies were processed this year.

MOVIE SCREENINGS

Most language and culture classes use movies to one degree or another throughout the semester, regardless of whether the course focuses on cinema. This year as in the past, the FCGS has organized evening screenings in Fisk Hall so that students can watch movies as a group on a large screen. Although this service involves some logistical challenges, it is well received by students and faculty and represents an important service to our community.

TRAINING, PROJECTS AND ASSESSMENT

The FCGS has continued to provide support to faculty in languages and beyond for a variety of course-related projects:

- Chinese quiz and SPAN110 with youseeU, a web-based platform which allows faculty to create aural/oral quizzes.
- Intermediate French and Spanish sections with Poodll
- Training and support for Mahara electronic portfolio for French, Spanish, German and College of Letters courses
- Support of digital narratives for French and German courses
- Support of digital publishing for magazines for Courtney Weiss-Smith's English class
- Podcasting, audio recording and multimedia projects for FREN 238
- Audio recording for Chinese 217/218



EXPERIMENTING WITH NEW TECHNOLOGIES

As part of the French language course that the Director of Language Resources and Technology teaches each semester, he has experimented with using the Poodll plugin for Moodle. This plugin proved to be an effective tool for assigning exercises such as video journals or short response exercises. It was not adequate, however, for testing and assessing aural/oral competency, since it is prone to malfunctioning during a live testing environment. To address this issue, we successfully experimented with a Spanish class of twenty students using another product called *youseeU*. This web-based tool has been used on a smaller scale for the weekly Chinese quiz. Next academic year, the use of this software will be expanded to other classes.

The Director of LRT also experimented with multimedia assignments in his intermediate French course and used *Voicethread* for students to easily produce digital narratives. This application allowed our students to create impressive final projects with ease. It represents a more simpler alternative to *iMovie* for the production of digital narratives, which are being assigned increasingly in language courses.

FACILITIES AND EQUIPMENT UPDATES

Every year hardware and software upgrades are required for enhancing processes and resources in accordance with current standards and faculty expectations. The most significant this year concerned the testing space on the first floor of Fisk. Inadequate noise-cancellation led to numerous complaints by faculty and students who use this space for aural testing. New sound-proofing and new noise-cancelling headsets have resolved this problem to everyone's satisfaction.



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