

FRIES CENTER FOR GLOBAL STUDIES



2020**2021**
ANNUAL REPORT

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OUR MISSION

The Fries Center for Global Studies expands opportunities for the Wesleyan community to engage in local and global multicultural environments. We collaborate with students, faculty, and staff to advance the knowledge, language and intercultural skills, self-awareness, and empathy needed for responsible participation in an increasingly interdependent world.

VISION

We aspire to a world in which humility, cultural self-awareness, and mutual understanding make justice and thriving possible for all. We envision a university in which all forms of learning, research, and creative endeavor are enlivened by perspectives, languages, and experiences from across the globe.

2020–2021 ANNUAL REPORT PRODUCED BY:

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EXECUTIVE SUMMARY

The pandemic-induced pause on study abroad coupled with the arrival of two new colleagues meant significant opportunities for reflection and then innovation across the Fries Center in 2020-2021. The whole team participated in conversations about anti-racism over the year leading to both personal growth and policy changes. The new Global Engagement Minor, together with novel opportunities for “virtual exchange,” expanded our curricular footprint. Our language data project continued, highlighting the impact of both faculty and FCGS efforts over the last few years: after three years of declines, the percentage of graduates in the class of 2021 who studied language at Wesleyan rose compared to the previous year, reaching 61%. The year ended with the first-ever FCGS Advisory Board retreat at which both current and past board members discussed the state of internationalization at Wesleyan and set goals for the coming year.

The many activities of the FCGS can often seem quite disparate. In an effort to show that there is a method to the madness, after the “New in 2020-2021” section Director Stephen Angle offers a short essay titled “Making Sense of Internationalization at Wesleyan.” The essay explains and modifies the notion of “comprehensive internationalization,” and then uses this framework to categorize the work of the FCGS—and, you will see, many other offices at Wesleyan. To be successful, internationalization indeed needs to be “comprehensive.” We hope you find this Annual Report’s overview of the contributions of the FCGS to that larger goal illuminating.

NEW IN 2020–2021

Natalia Román Alicea joined us in July 2020 as Assistant Director of Intercultural and Language Learning. Prior to joining the FCGS staff, Natalia served as a Fulbright English Teaching Assistant in Cali, Colombia after earning her master’s degree in Communication from the University of Illinois Urbana-Champaign. Originally from Bayamón, Puerto Rico, Natalia’s passion for higher education and language and cultural exchange began as a recently migrated undergraduate student who had to negotiate and build shared meaning with culturally different others in a brand new environment. In her free time, Natalia helps students and professionals from back home reach for career development opportunities in the U.S. without language fluency serving as a barrier.

As the year comes to an end, we will soon be bidding farewell to Magda Zapędowska, who has been with us for almost three years as Assistant Director of Fellowships. As Magda heads to a new position at Smith College, we have begun a search for her replacement. One of the legacies she leaves behind is her leadership role — drawing on her academic expertise and personal passion — in the area of anti-racism work. Both in helping to motivate and structure our year-long series of internal conversations, and in expanding accessibility and equity in the ways we support students, she has made important and lasting contributions. Magda also designed our inaugural “Wesleyan Global Fellowship” program, which offers small scholarships to students who make it through the rigorous process to be nominated at Watson Fellows, but then do not win the national competition, thus enabling them to do at least a part of their intended projects.

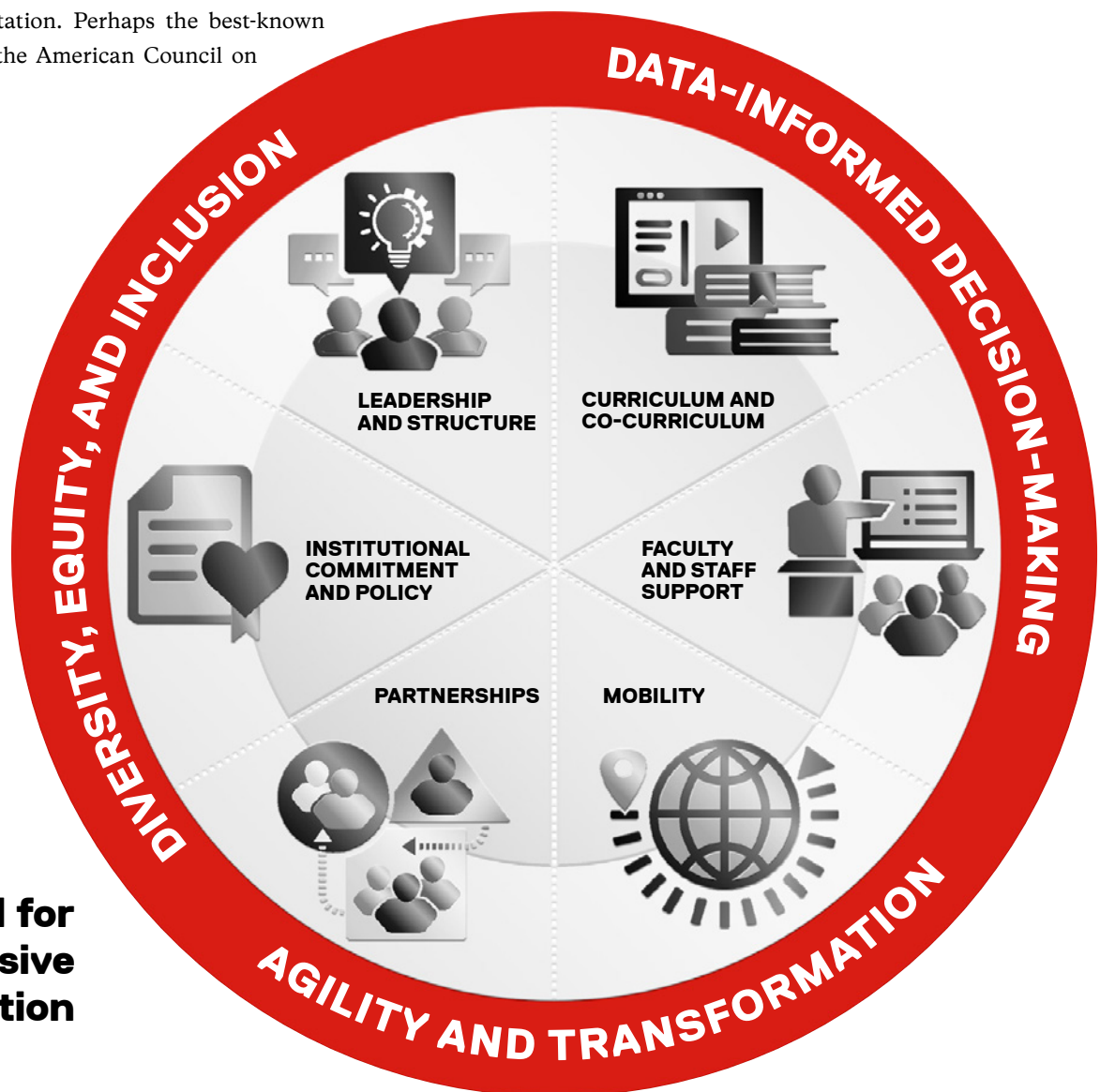
The anti-racist lens also informed a thorough review of policies related to study abroad conducted by Emily Gorlewski and Hannah Parten, leading to numerous policy revisions aimed at removing barriers. Other innovations in the Office of Study Abroad included the successful launch of a student “Study Abroad Ambassadors” program and several “virtual exchange” courses conducted together with partners like the Pachaysana Institute in Ecuador. Emily also led the new Internationalizing the Curriculum seminar, which in addition to resulting in new curricular innovations helped to inspire the emerging focus throughout the FCGS on comprehensive internationalization, about which you can read more below.

In the area of Alternative Language Study Options, an important innovation of Emmanuel Paris-Bouvret was arranging to offer Swahili and Modern Greek as courses in WesMaps available for pre-registration, rather than requiring students to petition for them. All of what we do was made much more visible to the rest of the campus through Zijia Guo’s work in her first full year as Global Marketing Specialist; details about our newsletter “Wes and the World” and our social media channels are below. Finally, probably our biggest innovation was the Global Engagement Minor (or GEM). GEM launched in Fall 2020 with 14 students taking Natalia Román Alicea’s course “Introduction to Global Engagement,” and has shown promising signs of growth already. There is much more on GEM and the rest of these initiatives, as well as our on-going programs, in the pages to follow.

MAKING SENSE OF INTERNATIONALIZATION AT WESLEYAN

“Internationalization” has been part of our Wesleyan conversation for some time, at least since the founding of the Office of International Studies in 1993. A Working Group on Internationalization issued a report to President Roth in 2008, a report from the 2011 Committee for Instruction in Languages, Literatures, and Cultures endorses internationalization, and an external review of the Office of International Studies in 2013 called for a “clearly defined strategy of internationalization.” The proposal which led to the founding of the Fries Center again invoked internationalization shortly thereafter. Internationalization has also been an implicit or explicit part of a number of the university’s strategic plans, most notably the 2005–2010 “Engaged with the World.” Nonetheless, it has rarely been clear just how all-encompassing internationalization can and should be. In the fall of 2020 the Fries Center’s Emily Gorlewski (Director of Study Abroad) organized our inaugural Internationalizing the Curriculum Seminar, in which she and eight faculty colleagues explored internationalization specifically as it applied to their teaching here. Building on some of the ideas to emerge from that conversation, this short essay introduces the idea of “comprehensive internationalization,” offers two key amendments to a popular version of the framework, and then applies the resulting model to Wesleyan.

Comprehensive Internationalization has been around for decades now. There is a healthy theoretical literature exploring its nuances and numerous practical handbooks for its implementation. Perhaps the best-known model is that of the American Council on Education (ACE):



**ACE Model for
Comprehensive
Internationalization**

MAKING SENSE OF INTERNATIONALIZATION AT WESLEYAN

The key to comprehensive internationalization is that it is comprehensive: not just focused on the curriculum, international students, or study abroad, it is premised on the idea that genuine engagement with the world requires a more thorough-going transformation. The ACE Mapping Internationalization Survey therefore asks questions that include:

- ♦ Are internationalization or related activities (e.g., international or global education) specifically referred to in your institution’s mission statement?
- ♦ Are internationalization or related activities (e.g., international or global education) among the top five priorities in your institution’s current strategic plan?
- ♦ Does your institution have a separate plan that specifically addresses institution-wide internationalization?
- ♦ Does your institution have a campus-wide committee or task force that works solely on advancing internationalization efforts on campus?
- ♦ Does your institution have a cabinet-level position (Senior International Officer or similar) focused on advancing internationalization efforts on campus?

While in many ways Wesleyan is doing rather well in internationalization, it is notable that the answer to each of these questions is “no.”

There is much more that could be said about comprehensive internationalization, but let us turn now to two important items that are lacking, or at least under-emphasized, in the ACE model. The first is multilingualism. Learning and using more than one language is a central means to achieving the intercultural competence that is a key goal of internationalization (more on that in a moment); as one recent study puts it, “intercultural competency and language proficiency are two sides of the same coin” (Garrett-Rucks and Jansa 2020). This means that language instruction (part of the curriculum) is important, but so are opportunities for both learners and native speakers to use non-English languages on campus in spaces outside the classroom, and so is support for faculty and staff to develop or use non-English languages. In short, multilingualism is not just a single area of internationalization, but—in the lingo of ACE—a “lens” through which we need to see all areas on the diagram above.

Comprehensive internationalization also needs to be qualified in a second way. While scholars of internationalization are quick to insist that it does not automatically endorse the current “globalized” world order (and system of higher education), unless we explicitly apply a critical “lens” to our understanding of internationalization we are likely to simply reproduce existing structures. Sharon Stein and colleagues have outlined several alternatives:

THEORIES OF CHANGE AND INTERNATIONALIZATION

INTERNATIONALIZATION FOR A GLOBAL KNOWLEDGE ECONOMY (no reform)

Incentivize competition for limited spots within a global middle class

INTERNATIONALIZATION FOR THE GLOBAL PUBLIC GOOD (minor reform)

Transfer knowledge from, and access western institutions as international aid

INTERNATIONALIZATION FOR GLOBAL EQUITY (major reform)

Redistribute power and resources, center marginalized voices in existing institutions

INTERNATIONALIZATION OTHER-WISE (beyond reform)

Reduce harm and create alternatives, within/against/beyond existing institutions

MAKING SENSE OF INTERNATIONALIZATION AT WESLEYAN

It is not the goal of the current essay to take a stand on one or another of these approaches, only to insist that we add a critical lens to our efforts at internationalization and explore what it might mean to decolonize our institution and higher education more generally.

To sum up and apply this to Wesleyan - including specifically to the roles of the Fries Center, indicated below by asterisks (*)—here is the (modified) ACE model again, this time with a non-exhaustive list of relevant Wesleyan offices and initiatives.

LENSES

DIVERSITY, EQUITY & INCLUSION LENS

Office of Equity and Inclusion

Office of International Student Affairs (OISA)

- * FCGS yearlong anti-racism conversations

AGILITY & TRANSFORMATION LENS

- * FCGS Advisory Board Retreat

DATA-INFORMED DECISION-MAKING LENS

Office of Institutional Research

- * On-going Language Data Project
- * Mapping the Curriculum Project
- * Mapping Faculty Activities Project

MULTILINGUAL LENS

Language and Culture units

Writing Center

OISA

- * Lead with Language Collective
- * Language Resources and Technology
- * Cultures and Languages Across the Curriculum (CLAC)
- * Power of Language Conference
- * Language Buddies

CRITICAL/DECOLONIAL LENS

Indigenous Studies Research Network (faculty/staff, with FCGS support)

- * Internationalizing the Curriculum Seminar

FUNCTIONAL AREAS

INSTITUTIONAL COMMITMENT & POLICY

Mission Statement, Strategic Plans

Leadership & Structure

President / Cabinet

- * FCGS Director, Staff, and Advisory Board

CURRICULUM & CO-CURRICULUM

Academic Affairs

Faculty Units

Program House Advisers and Residential Life

- * Global Engagement Minor
- * Alternative Language Study Options
- * International Education Week and other intercultural programming
- * Wes and the World Newsletter and other FCGS channels

FACULTY & STAFF SUPPORT

Academic Affairs

Office of International Compensation and Taxation

- * FCGS (for exchanges, etc.)

MOBILITY

INCOMING UNDERGRADUATES

Admissions

OISA

Student Affairs and other offices more generally; faculty advisers

- * FCGS (for Visiting International Students)
- * FCGS (intercultural programming and advising for international student organizations)

Gordon Career Center

INCOMING GRADUATE STUDENTS

Office of Graduate Studies

Faculty

- * FCGS (for FLTAs)
- #### OUTGOING UNDERGRADUATES
- * FCGS (Study Abroad)
 - * FCGS (Fellowships)

PARTNERSHIPS & NETWORKS

Academic Affairs

- * FCGS
- Office of Advancement

REFERENCES

Olson et al, *Handbook for Advancing Comprehensive Internationalization* (ACE, 2006)

Hudzik, *Comprehensive Internationalization: From Concept to Action* (NAFSA, 2011)

Garrett-Rucks and Jansa, "For whom are we internationalizing? a call to prioritize second language learning in internationalization efforts," *Research in Comparative & International Education* 15:1 (2020)

Stein et al, "Towards Different Conversations About the Internationalization of Higher Education," *Comparative and International Education / Éducation Comparée et Internationale* 45:1 (2016)

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

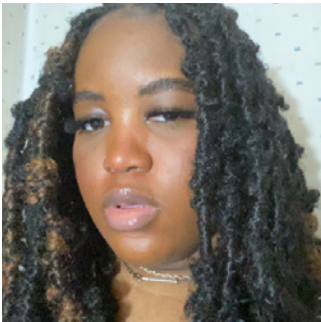
This year seven Wesleyan students and alumni won national fellowships. One declined a fellowship offer, two were named alternates, and nine were semi-finalists.



THE RHODES SCHOLARSHIP

One of the most prestigious awards, the **Rhodes** funds two to three years of postgraduate study in any degree program at Oxford University. Applicants are evaluated based on academic excellence, other talents demonstrated in extracurricular activities, and outstanding leadership, as well as character and commitment to others and common good.

PABLO WICKHAM '21 won the Rhodes Scholarship for Jamaica. A neuroscience and theater double major with a minor in chemistry, Pablo plans to pursue an MPhil and DPhil in Neuroscience at Oxford. During his time at Wesleyan, Pablo conducted stem cell research in the Naegele Lab to treat temporal lobe epilepsy in mice. He served as a senator on the WSA for two years, was an RA for two years and in his senior year served as the Senior Class President, Head Resident for Foss Hill, and a senior member on the Community Standards and Honor Boards. In the long term, Pablo wants to increase awareness of mental health and child neurological disorders in Jamaica and establish his own neuroscience research laboratory back home.



THE BEINECKE SCHOLARSHIP

The **Beinecke Scholarship Program** provides scholarships for the graduate education of exceptionally promising students in the arts, humanities, and social sciences. Each scholar receives \$4,000 before entering graduate school and \$30,000 while in graduate school.

ZUBAIDA BELLO '22, an African American studies and history double major, Mellon Mays Undergraduate Fellow, and Fall '21 Center for Humanities Fellow, will use the Beinecke to pursue a PhD in history at an institution in her home city of New York with the goal of becoming a college professor. Zubaida, whose family immigrated to the U.S. from Nigeria, transferred to Wesleyan from Hampshire College. She has won New York City's poetry slam, established an open mic collective in the nearby community, and published her debut chapbook, *How to Stop the Burning*. For her Mellon Mays research project at Wesleyan, Zubaida is studying the causes behind gentrification in Brooklyn.



THE CRITICAL LANGUAGE SCHOLARSHIP

The **Critical Language Scholarship**, an intensive 8- to 10-week summer program of language and cultural immersion in one of 15 languages deemed critical to U.S. national security. The program is held online this year due to COVID-19.

MEGAN LEVAN '22, an environmental studies and university major pursuing a Certificate in South Asian Studies, was going to study Hindi in Jaipur, India.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

THE FULBRIGHT U.S. STUDENT PROGRAM

Four Wesleyan seniors and alumni won Fulbright grants for the 2021–2022 academic year to conduct research and teach English outside of the US. In addition, one student was offered and declined the award, two were named alternates, and nine were semifinalists.

The largest U.S. exchange program, the [Fulbright U.S. Student Program](#) awards approximately 2,000 grants annually in all fields of study to graduating seniors and recent alumni who want to undertake international graduate study, advanced research, or English teaching at primary, secondary, and post-secondary school level worldwide. The program currently operates in more than 140 countries. During their grants, Fulbrighters meet, work, live with and learn from the people of the host country, in an atmosphere of openness, academic integrity, and intellectual freedom, thereby promoting mutual understanding. The program is open to graduating seniors and recent alumni from any academic background who are U.S. citizens. Wesleyan University was named a Fulbright top-producing institution for 2020-2021.

According to the Fulbright U.S. Student Program officers, this year's application cycle was exceptionally competitive. 11,728 applications were submitted nationwide last fall—a record high for the U.S. Student Program and an 11.9% increase over the previous cycle. This year's grantee cohort will consist of 2020–2021 Fulbrighters who have not yet been able to start their program due to COVID, as well as those selected this spring for the 2021–2022 cycle. The dual nature of this cohort led to a greater than usual number of non-selected applicants.



SUSANNAH GREENBLATT '16, a history major, won a Fulbright Study/Research Grant in Creative Writing to Spain to conduct research in the cities of Valladolid and Madrid for her novel in progress, *Salt People*. The novel sets into conversation queer narratives in early modern Spanish mysticism with contemporary questions at the intersection of post-modern life, spirituality, and sexual expression



MIRA GUTH '18, a Science in Society Program major, won a Fulbright Study/Research to conduct interdisciplinary research at the University of Oslo, Norway, on how biomedical and public health knowledge about "zoonotic" diseases like COVID-19 are made, contested, and understood. My research will consider how the concepts of "nature," "wilderness," and the "nonhuman," have figured into scientific discourses and practices of promoting health.



LUPITA SANCHEZ '20 won a Fulbright English Teaching Assistant grant to Taichung, Taiwan. She graduated with a BA in Biology and a minor in Chemistry and decided to pursue the BA/MA program in the Coolon Lab, where she studied the RAP1 gene regulatory function in yeast. She is excited to learn more about Taiwanese culture.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



THE FULBRIGHT U.S. STUDENT PROGRAM *continued*

DAVID VIZGAN '21, an astronomy and physics double major, won a Fulbright Study/Research Grant to do astrophysics research at the Cosmic Dawn Center (DAWN). He will be analyzing archived data from radio telescopes to map out the star formation history within SPT2147-50, a very faraway galaxy, and will be taking masters' courses at the Danish Technical University (DTU). David is excited to return to Copenhagen, where he did research during the summer of 2019, and is looking forward to develop his research skills within the collaborative and creative culture of Denmark.



EDWARD YANEZ '21, a College of Social Studies and history double major and a Mellon Mays Fellow, was named alternate for a Fulbright Study/Research grant to study history at the University of Manchester.



LIZZIE EDWARDS '21, an anthropology and environmental studies double major, was named alternate for a Fulbright English Teaching Assistantship to Vietnam.

In addition to the programs listed above, our students and alumni applied for the Watson Fellowship, Marshall Scholarship, Mitchell Scholarship, Truman Scholarship, and the Gaither Carnegie Junior Fellowship.

OSA ANNUAL REPORT INFORMATION 2021

COVID-19

COVID-19 kept study abroad suspended for all of 2020-2021. It was not apparent that this would be the case, so each semester we advised students and accepted applications and petitions as though study abroad were going to happen, while monitoring the pandemic and consulting with upper administration on whether to reopen. Meanwhile, we took on projects related to global learning on campus and social justice. With the rise in vaccinations that is happening now, we hope that study abroad will be back for 2021-2022.

ANTIRACISM REVIEW

The Office of Study Abroad staff participated in the antiracism efforts of the FCGS and Wesleyan, attending meetings and the reading groups. When reading *How to be An Anti-Racist* by Ibram X. Kendi in the reading group, we decided to adopt the assumption that everything is either anti-racist or it's racist, and do an audit of all of our policies and procedures. By doing this, we hoped to break down any barriers to study abroad that were there because of oppressive ideologies or systems. We also used the Standards of Good Practice for Education Abroad from The Forum on Education Abroad to inform this review. Here is the process we followed:

1. Read *How to be An Anti-Racist* by Ibram X. Kendi
2. Revise Standards language to include "antiracist" in addition to "equity/inclusion"
3. Evaluate our office based on The Forum on Education Abroad's Standards of Good Practice
4. "Antiracist" for this purpose includes more than race
5. Systematically review our policies for "racist/antiracist"
6. Identify actions to take to improve our practice
7. Take action to improve our practice

This review resulted in many collaborations for our office, including with the Director of FCGS, the Class Deans, the Office for Equity & Inclusion, and other study abroad offices from different institutions. We involved the Study Abroad Ambassadors and our student workers as well. Some changes resulting from our review were:

- ♦ Including discussions of identity in advising
- ♦ Rewriting policies on the OSA website
- ♦ Allowing students to take one course CR/U on any study abroad program
- ♦ Transferring Gen Ed designations automatically rather than requiring request and approval
- ♦ Working with Resident Directors and on-site staff at the Wesleyan programs abroad to create an inclusive environment and support diverse students on each program

OSA ANNUAL REPORT INFORMATION 2021



AMBASSADOR PROGRAM

The Office of Study Abroad launched its first Study Abroad Ambassador Program in Fall 2020. Designed to rely heavily on the creativity, initiative, and experiences of students, the Study Abroad Ambassador Program offers study abroad returnees the space and encouragement to improve the Wesleyan study abroad experience for their peers and support campus-wide global learning. For the program's inaugural year, seven students were hired to serve as Study Abroad Ambassadors. In addition to the paid ambassador role, our office created a peer mentor position for students who want to help on a volunteer basis.

The Study Abroad Ambassador Program has enhanced the Office of Study Abroad and Fries Center for Global Studies in many ways. Some notable accomplishments of the 2020-2021 ambassador cohort include:

- ◆ Four events led during International Education Week 2020
- ◆ Five articles written for the Wes and the World blog
- ◆ Three pre-departure events led in Spring 2021 focused on mental health abroad, making friends and finding community abroad, and language preparation
- ◆ Facilitation of a new student reading group focused on South Asia
- ◆ Creation of study abroad guides focused on healthcare abroad, first-year students, finding community abroad, program types, and choosing a semester to study abroad
- ◆ Enhanced the office's social media presence through posts and student takeovers, including an Instagram Live with Rose and her host family from Copenhagen, Denmark
- ◆ Established connections with several campus organizations and departments
- ◆ Connection with other study abroad returnees to enhance re-entry support

We are very proud of the accomplishments of our inaugural ambassadors, especially considering the unique challenges they faced in such a difficult year. They provided us with invaluable insight into the student perspective and the Wesleyan study abroad experience. We are excited for the Study Abroad Ambassador and Peer Mentor Programs to continue for many years to come.

VIRTUAL EXCHANGE

In spring 2021, Bonnie Solivan in ITS called a group together to develop policies and procedures for different types of virtual exchange. Emily Gorlewski and Emmanuel Paris-Bouvret from FCGS are part of this team, which is working to standardize the way virtual exchanges are developed and administered and provide support for faculty.

ISSUE:

- ◆ Virtual exchanges growing in number
- ◆ External participants in virtual exchanges, including faculty and students, need access to Wesleyan systems in order to complete the exchanges

TYPES OF VIRTUAL EXCHANGE:

- ◆ Collaborative Online International Learning (COIL): a Wesleyan faculty member and a faculty member at another institution team-teach a course to a group of Wesleyan students and a group of the other institution's students
- ◆ Virtual study abroad: a faculty member abroad teaches a course to Wesleyan students, with or without local participants/students

OSA ANNUAL REPORT INFORMATION 2021

VIRTUAL STUDY ABROAD COURSES WITH FUNDACIÓN PACHAYSANA

In the summer of 2020, one of our approved study abroad programs, Rehearsing Change, in Ecuador, approached us with an idea for virtual study abroad courses. The idea was that they would teach the courses online from Ecuador, with local educators and participants. We loved the idea—it was a way that students could still have intercultural learning experiences even if they couldn't go abroad. Two departments, Anthropology and Dance, agreed to cross-list the courses, and the Educational Policy Committee approved the courses to be listed in Wesmaps and taken as Wesleyan courses with Emily Gorlewski as instructor of record. In total, 43 students took the courses.

All of the courses had to do with Ecuador and its indigenous communities. Two of them were taught in Spanish and included participants from Ecuador. These were the “methodology” courses—they had to do with social change and how to effect it in different ways. The other two were “content” courses and taught in English. These courses included subtitled videos from Ecuadorian educators and members of their communities. They also incorporated some of the methodologies from the other courses.

VIRTUAL STUDY ABROAD COURSES, SUMMER 2020

CGST COURSE	CROSS-LISTING	COURSE TITLE	TYPE OF COURSE	LANGUAGE	ENROLLMENT
CGST321	DANC320	Theatre for Social Change	METHODOLOGY	SPANISH	9
CGST322	DANC322	Storying and Re-Storying	METHODOLOGY	SPANISH	6
CGST340	ANTH250	Identity and “Pacha”	CONTENT	ENGLISH	16
CGST341	ANTH241	Critical Interculturality	CONTENT	ENGLISH	12

The courses were well-received and highly rated by students.

NEW APPROVED STUDY ABROAD PROGRAMS

INTERNATIONAL BUSINESS AND HUMANITIES, BUDAPEST, HUNGARY
– API Abroad

CASA CUBA, HAVANA, CUBA
– Consortium for Advanced Studies Abroad

WESLEYAN PROGRAMS ABROAD (WPA)

The WPA Committee met just once during 2020–2021 as the programs were not running.

COMMITTEE MEMBERS:

- ♦ **MARCO ARESU,**
Assistant Professor, Italian and Medieval Studies
- ♦ **MICHAEL MEERE,**
Assistant Professor, French and Medieval Studies
- ♦ **MICHAEL ARMSTRONG ROCHE,**
Associate Professor, Spanish, Medieval Studies, and Latin American Studies

PROMOTING INTERCULTURAL LEARNING AND MULTILINGUALISM

WES AND THE WORLD BLOG & NEWSLETTER

Launched in September 2019, Wes and the World newsletter is a bi-weekly newsletter whose goal is to keep the campus community informed about intercultural events, language education, international updates, and global opportunities. The newsletter now reaches 1,261 subscribers, including international students, study abroad returnees, language majors, and other global-minded audiences such as other students, staff, faculty, alumni, parents, and community members.

Newsletter content is updated twice a month on Wesleyan and the World blog, with the most recent stories highlighted on the FCGS homepage. We have added a new “category” feature to the blog. All past posts are now tagged with categories. Readers can navigate past content by selecting key words, such as key intercultural initiatives or events, global opportunities, international resources, countries, and languages.

Over the past academic year, we published nearly 100 stories and sent out 17 newsletters in collaboration with the Office of International Student Affairs and Wesleyan Language Collective. Despite the competition created by the vast increase in digital communication during the COVID-19 pandemic, we observed user engagement rates performed far above higher education industry benchmarks (47.8% open rate; 4.2% click-through rate).

HERE ARE SOME TESTIMONIALS FROM THE NEWSLETTER SUBSCRIBERS:

“Informed me of the online conference on languages that I was able to attend, and the language buddies program that I have just signed up for. Keeps me informed of activities and deadlines available to our students on campus, activities our students and colleagues are currently undertaking, and keeps me informed on Wes students abroad or going abroad and what is available to them.”

“It’s a great place to see all the varied activities across departments.”

“I found out about several fellowships I would like to do in the future as well as opportunities on campus. I am sure this is the newsletter that also sponsored the language buddy right? I had fun attending that program and my language partner and I still talk!”

“Helps me to see that Wesleyan is a thriving international space, even during the pandemic.”

“Made me more aware of the accomplishments of faculty, students and alumni.”

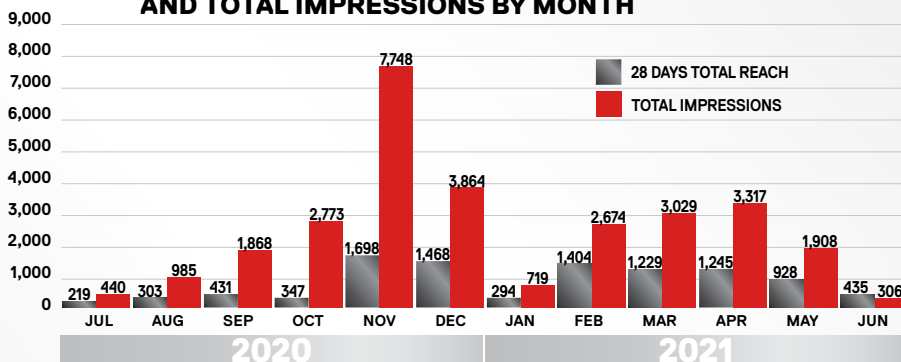
FCGS FACEBOOK AND INSTAGRAM PAGES

The Fries Center for Global Studies is active in the social media space with Facebook and Instagram pages, which have become an important part of the way that we foster intercultural and multilingual engagement with campus community and beyond.

FCGS Facebook and Instagram serve 329 and 369 subscribers respectively, and are updated roughly 3-5 times a week during academic semesters featuring global opportunities, intercultural events, language education and resources, and more. Internally, we refined the editorial calendar, making content submission and collaboration easier for our team and campus partners.

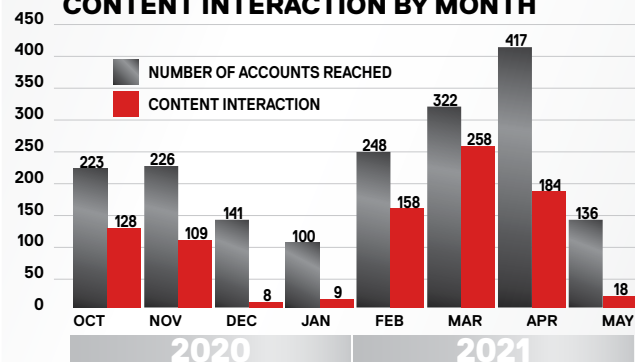
This year, social media reach and impressions are largely driven by the key intercultural and language initiatives, such as International Education Week in November, and Power of Language Conference in April.

FCGS FACEBOOK 28 DAYS TOTAL REACH AND TOTAL IMPRESSIONS BY MONTH



*Note: June 2021 shows the data between June 1st and June 15th.

FCGS INSTAGRAM REACH AND CONTENT INTERACTION BY MONTH



*Note: We started tracking Instagram data in October 2020, and June 2021 monthly data was not yet available as of the date that this report was written.

PROMOTING INTERCULTURAL LEARNING AND MULTILINGUALISM

WECHAT

Launched in August 2017, the official Wesleyan WeChat aims to provide the most up to date campus news to alumni and parents in China and for the University to attract qualified prospective students and their parents. Published regularly in Chinese, Wesleyan WeChat reaches over 2,700 subscribers, including parents, prospective students and families, alumni, and high school counselors, as well as Chinese students and language students.

Previously, Wesleyan WeChat featured a wide range of topics, including select campus news, alumni and faculty achievements, and staff travel as well as local events. In this time of the COVID-19 pandemic, we wanted to serve as a timely and reliable source of information for those who need language assistance in accessing important campus updates. We have temporarily shifted the focus of Wesleyan WeChat to the timely publication of public health updates, latest news on Keep Wes Safe, and resources about learning from different time zones. Meanwhile, we continued the collaboration with the Advancement team and International Admissions, helped organize a virtual gathering with President Michael Roth, promoted virtual information sessions, and an alumni panel. Over the past academic year, we shared a total of 65 stories, and attained over 33,000 impressions.

Find us on WeChat through this QR code or by searching WeChat ID: Wesleyan 1831.



LANGUAGE BUDDIES PROGRAM

One of the core missions of the FCGS is to provide additional opportunities for the campus community to learn and practice languages. With this goal in mind, the Language Buddies program was created and launched in December 2020 as an initiative to keep language students engaged in their target language over the unusually long, three-month winter break.

The Language Buddies program matched Wes community members with one another to practice their language skills over winter break through a series of self-paced, conversational activities. Participants received general guidelines on how to be a good buddy, a long list of suggested remote activities, and language-specific suggestions for practice.

With an impressive 135 participating students, faculty, and staff in its first iteration, the "Winter Language Buddies" as it was initially called was renamed the Language Buddies program and offered again for the summer break. Our Assistant Director of Intercultural and Language Learning and our Director of Language Resources and Technology partnered together to make this program possible.

Here are several student and faculty testimonials about the success of the program:

“It was very cool, as a student, to have a different relationship with a professor and to get to know someone from a more administrative part of Wesleyan too. One great thing about the buddies was that I actually improved my French language skills.” —STUDENT

“It was great! My buddy and I originally prepared questions to work on, but eventually just started meeting and chatting about our weeks, which is, in my opinion, closer to what I would want to practice in the target language.” —FACULTY

“Loved it! Felt very comfortable with both people. At first, we just talked about ourselves, but in the last several weeks, we watched movies (Kanopy and Netflix without subtitles), then discussed them. Great experience.” —STUDENT

“It went really well! We read through some articles together, watching some short TV show episodes, chatted, and played guessing games in Japanese. I think the games and the conversation practice were most helpful.” —STUDENT

“I very much enjoyed getting to know some of my colleagues at Wesleyan on a more personal level and found it incredibly enjoyable to do so in Spanish.” —FACULTY

“My winter language buddy and I are super compatible and have really similar interests. This made the conversation more interesting, and I made a new friend along the way.” —STUDENT

PROMOTING INTERCULTURAL LEARNING AND MULTILINGUALISM

LEAD WITH LANGUAGE COLLECTIVE

The Lead with the Language Collective (the Language Collective for short) is comprised of faculty from the 15 language programs and departments, including the College of East Asian Studies (Chinese, Japanese, Korean), Romance Languages and Literatures (Spanish, French, Italian, Portuguese), Russian, East European and Eurasian Studies (Russian), German Studies (German), Classical Studies (Greek, Latin), Arabic, Hebrew, Hindi-Urdu, and American Sign Language.

The Language Collective has two co-conveners: one language faculty member (on a rotating basis) and the Assistant Director of Intercultural and Language Learning. The group meets twice per semester, four times a year. This arrangement allows the language departments to retain autonomy and leadership while simultaneously benefitting from the virtual and physical gathering space of the FCGS, and support from and coordination with the FCGS staff.

This year, the Language Collective had a goal to foster human connection through language in a time of isolation. As a result of the efforts of the group and its co-chairs Natalia Román Alicea and Camilla Zamboni, new initiatives were launched to meet the demand of raising the profile of language learning at Wesleyan and keeping students engaged in a remote learning environment, and then reporting back to the Language Collective during the large group meetings. We are in our third year of convening as a collective.

THIS YEAR, ACCOMPLISHMENTS INCLUDED:

- ◆ **DISCUSSIONS WITH PRESIDENT ROTH:** *The Language Collective organized a meeting with President Michael Roth to discuss distinctive strengths of Wes' language curriculum and co-curricular programming and suggest additional ways to recognize and expand our language programs.*
- ◆ **DISCUSSIONS WITH ROGER GRANT:** *The Language Collective organized a meeting with Dean Roger Grant to discuss academic standing issues related to ampersand courses. Natalia Román Alicea and Camilla Zamboni drafted a proposal on behalf of the collective on how to navigate issues in the future, which was received enthusiastically by the Educational Policies Council.*
- ◆ **FLTA WINTER BREAK CONVERSATIONS:** *Camilla Zamboni and members of the Language Collective proposed and secured funding from respective departments to compensate FLTAs to host conversation sessions during the three month-long winter break.*
- ◆ **OPEN HOUSE EVENT:** *During the fall season when prospective students are learning about Wesleyan, Natalia Román Alicea and Emmanuel Paris-Bouvret hosted a Zoom open house for those interested in language learning, providing general information about Wes language programs and pointing interested students to departments' resources.*
- ◆ **WESFEST EVENT:** *As part of the virtual WesFest, Natalia Román Alicea, Emmanuel Paris-Bouvret, and Dalit Katz talked to interested students and their parents about Wes' language curriculum.*

INTERCULTURAL EVENTS

5th ANNUAL WES IN THE WORLD PHOTO CONTEST

Each year the Fries Center for Global Studies asks Wesleyan students who have had any global experience over the previous summer and/or previous semester to submit photographs to the annual Wes and the World Photo Contest. This group includes study abroad returnees, international students, exchange students, fellowship recipients, and foreign language teaching assistants, but all students in the Wesleyan community are eligible to submit.

However, this year was certainly different. Wesleyan students abroad had been impacted by the current pandemic in various ways. Study abroad students and fellowship recipients were evacuated early from their placements while many international students and foreign language teaching assistants joined us remotely in the Fall. Although the goal of the photo contest is typically to share stories about humanity across the globe through photographs in various categories, the FCGS modified this year's categories in order to more accurately represent the state of affairs in the midst of a pandemic and global calls for social justice.

Our hope with these categories was to allow students to reflect on the ways in which their global experience was meaningful, whether unexpectedly affected or not. These categories enabled students to raise awareness about peoples and cultures outside their ethnocentric lens, reflect on the role of global communities in calling for social justice, recognize how the pandemic has manifested in their spaces, contemplate their own agency in their communities abroad, and appreciate both natural and artificial landscapes of the world.

Students were not required to be professional photographers to participate. In fact, our photo jury was more interested in the stories behind the photographs than the photo-editing software they used. Winning photos were judged by the stories and descriptions of how the photographs captured the categories.

2020 CATEGORIES

- ◆ Equity
- ◆ Pandemic
- ◆ Selfie
- ◆ Nature
- ◆ Urban
- ◆ People's Choice

2020 WINNING PICTURES ARE

1. "Madrid" by Shayna Dollinger.
LOCATION: Madrid, Spain
2. "Unequal Justice" by Geoff Byrne.
LOCATION: Washington, D.C.
3. Urban: "Zoom Zoom" by Ann Zhang.
LOCATION: Chengdu, China
4. "Esperanza" by Leila Etemad.
LOCATION: Madrid, Spain
5. Zion's Brightest Futures by Grant Hill.
LOCATION: Kanab, Utah
6. PEOPLE' CHOICE AWARD:
"A generation apart" by Shayna Dollinger.
LOCATION: Playa Vista, California



INTERCULTURAL EVENTS

4th ANNUAL INTERNATIONAL EDUCATION WEEK

For the past four years, the Fries Center for Global Studies has partnered with other units to organize International Education Week (IEW). IEW, as was the case with other annual events, had to adjust to the remote environment, which meant that all events occurred online, although in-person viewing at Fisk Hall was offered to attendees, and many of our popular events that involved food were unable to continue.

Thus, the goal of IEW at Wesleyan this year was unique: to provide an opportunity for student organizations to connect with students virtually, both across the U.S and around the globe; to share current realities and new social norms formed during the COVID-19 pandemic; and to provide virtual spaces for self-care in the midst of a global pandemic and a tense political environment.

Despite the undeniable mid-semester Zoom fatigue, IEW featured a total of 10 remote events that included forums and panels about global public health, social protests around the world, and partnering with displaced communities, and information sessions on fellowships, less common study abroad programs, and studying abroad for first-year and sophomore students. On the last day of IEW, students were able to hear from Gabo Benavente and Madelaine Caracas, two student activists from Nicaragua who shared their stories from living in exile to using art as a form of protest. The speakers helped students draw parallels between Nicaraguan and U.S. political realities and discussed how to pursue our passions in finding our global voice.

Since most international students were unable to travel to campus for the Fall semester, the IEW planning committee made sure to host several events that were geared to this population and were recorded or offered at various times to accommodate time zone differences. With approximately 40 Zoom participants, our best attended event of the week was *Peer to Peer: Navigating Internships and Summer Experiences for International Students*. International students were also engaged in two other conversations about *Navigating Wes as an International Student During a Pandemic* and *Participating in Remote Classes as an International Student*.

- ♦ **ORGANIZERS:** Fries Center for Global Studies, Gordon Career Center, Jewett Center for Community Partnerships, Office of International Student Affairs, Resource Center, Shapiro Writing Center.
- ♦ **STUDENT ORGANIZERS:** Genesis García, Freeman Scholars, Study Abroad Ambassadors, Wesleyan Refugee Project, Wesleyan ELL Tutors, WesSpeaks.

See event details and recordings [here](#).

See pre-event publicity [here](#).

International Education Week

MONDAY, NOV. 16

12:00PM
LEARN ABOUT FELLOWSHIPS WITH GENESIS GARCIA '22 & FCGS STAFF
Meeting ID: 950 9833 6991
Passcode: 394414
Hosted by Fries Center for Global Studies

3:00PM
STUDY ABROAD SESSION FOR FIRST-YEARS & SOPHOMORES
This event requires [registration](#)
Hosted by the Office of Study Abroad & Class Deans 2023/2024

6:00PM
PARTNERING WITH DISPLACED COMMUNITIES: A STUDENT EXPERIENCE PANEL
Meeting ID: 984 352 6591
Hosted by the Wesleyan Refugee Project & Wesleyan ELL Tutors

TUESDAY, NOV. 17

2:00PM
NAVIGATING WES AS AN INTERNATIONAL STUDENT DURING A PANDEMIC
This event requires [registration](#)
Hosted by the Study Abroad Ambassadors

9:00PM
SPEAK UP! PARTICIPATING IN CLASSES AS AN INTERNATIONAL STUDENT
Zoom (Link available at <http://bit.ly/wesiew2020>)
Hosted by WesSpeaks

WEDNESDAY, NOV. 18

11:00AM
SOCIAL PROTESTS AROUND THE WORLD FORUM
Meeting ID: 999 5977 4532
Passcode: 447456
Hosted by FLTAs & Study Abroad Ambassadors

12:00PM
PEER TO PEER: NAVIGATING INTERNSHIPS AND SUMMER EXPERIENCES FOR INTERNATIONAL STUDENTS
This event requires [registration](#)
Hosted by the Gordon Career Center, Freeman Scholars, OISA, Academic Peer Advisors

3:00PM
GLOBAL PUBLIC HEALTH PANEL
This event requires [registration](#)
Hosted by the Study Abroad Ambassadors

6:00PM
LESS COMMON STUDY ABROAD PROGRAMS PANEL
Meeting ID: 983 5449 1039
Passcode: 027448
Hosted by Kennie Etienne '21

FRIDAY, NOV. 20

3:00PM
FROM STUDENTS TO ARTIVISTS: A DISCUSSION ABOUT HOW TO FIND YOUR GLOBAL VOICE
Meeting ID: 923 3838 2208
Passcode: 181592
Hosted by Fries Center for Global Studies

*Tired of Zooming from your room?
Come to Fisk 201 to tune in!
All events are in EST
<http://bit.ly/wesiew2020>*

The Fries Center for Global Studies, Gordon Career Center, Jewett Center for Community Partnerships, Resource Center, Shapiro Writing Center, & Office of International Student Affairs partnered together to oversee IEW

INTERCULTURAL EVENTS

4th ANNUAL POWER OF LANGUAGE CONFERENCE

For four years, the Power of Language Conference has sought to raise awareness of the benefits of language learning and to promote the study of languages on campus. While last year's conference was cancelled due to the start of the COVID-19 pandemic, this year's conference was hosted in a hybrid fashion, allowing participants to present or perform in Fisk Hall or via Zoom from their own locations.

In terms of the themes driving the conference, this year's steering committee picked up where the last one left off and invited previously accepted speakers to re-submit their proposals that highlighted multilingual initiatives inside and outside of the classroom. The committee also received additional proposals and developed a new, undeniably popular theme: Language in a time of isolation.

Despite the potential fatigue for those who attended strictly via Zoom, the conference packed a full day of discussions and performances from twenty-three presenters divided in eight panels. Student and faculty presentations covered a wide array of topics related to language use, study, and identity, and five out of our 11 Foreign Language Teaching Assistants also presented. The conference closed with three artistic performances via Zoom, involving music and poetry in English, Czech, Tagalog, and Hindi.

The conference had an impressive number of attendees, with up to 40 in some panels via Zoom and 45 who attended the conference in person. Those who attended in Fisk Hall received a commemorative sticker, pre-packaged snacks, and were assisted by in-person student moderators to engage with presenters during Q/A. Although the pandemic limited our in-person interactions, it allowed for a wider audience to tune in to the conference online and featured the most varied group of presenters to date, including speakers from Central Connecticut State University, Connecticut College, Trinity College, and Western Washington University.

As in previous iterations of the conference, the main drivers of this initiative were the students in the steering committee, who represented an impressive diversity of native tongues and languages of interest and truly embraced their role as organizers, promoters, and moderators of the conference.



- ◆ **STUDENT STEERING COMMITTEE:** Fatoumata Gaye '24, Cece Hawley '24, Serina Huang '23, Dennis Law '23, Megan Levan '22, Sofia Liaw '22, Emily McDougal '23, Langston Morrison '21 Yasemin Schmitt '24, Alexandra Weidenfeld '24.
- ◆ **FACULTY/STAFF STEERING COMMITTEE:** Iris Bork-Goldfield, Jennifer Collingwood, Elizabeth Hepford, Ana Pérez-Gironés, Natalia Román Alicea, Camilla Zamboni.
- ◆ **CO-SPONSORS:** Fries Center for Global Studies, Division of Arts and Humanities, College of Education Studies, Department of Romance Languages and Literatures, German Studies Department, Jewish Studies Program, Middle Eastern Studies Program, Russian, East European, and Eurasian Studies Program, Theater Department, and Writing Programs (Academic).

See pre-event
publicity [here](#).

TOWARDS AN INTERNATIONALIZED CURRICULUM

INTERNATIONALIZING THE CURRICULUM SEMINAR

Wesleyan held its first Internationalizing the Curriculum Seminar in Fall 2020. COVID-19 made it necessary and possible to undertake such an initiative. In part because study abroad was suspended, FCGS wanted to find ways to enhance global learning on campus, and the Office of Study Abroad had the time and inclination to be able to develop the application and curriculum, and the FCGS was able to incentivize faculty participation by offering a stipend to participants. In the seminar, faculty members came together to discuss their efforts, past and future, to incorporate global perspectives and intercultural learning into their teaching and curriculum. There were four two-hour seminar meetings in fall 2020, facilitated by Emily Gorlewski, in which participants discussed how to internationalize their teaching. The outcome for each participant was a new course, a new unit of a course, an existing course re-worked, or other project in which each faculty member internationalized their teaching or their department's curriculum. The participants were faculty members from all three academic Divisions.

2020 PARTICIPANTS

- ◆ **MARTIN BAEUMEL**, *Assistant Professor, German Studies*
- ◆ **ABIGAIL BOGGS**, *Assistant Professor, Sociology, Education Studies, and Feminist, Gender, and Sexuality Studies*
- ◆ **IRIS BORK-GOLDFIELD**, *Adjunct Professor and Chair, German Studies*
- ◆ **INDIRA KARAMCHETI**, *Associate Professor and Chair, American Studies; Associate Professor, Education Studies; Coordinator, Caribbean Studies*
- ◆ **TERESITA PADILLA-BENAVIDES**, *Assistant Professor, Molecular Biology & Biochemistry*
- ◆ **MARY PAUL**, *Assistant Professor of the Practice, Theater*
- ◆ **ROBERTO SABA**, *Assistant Professor, American Studies*
- ◆ **LAUREN SILBER**, *Assistant Professor of the Practice, Academic Writing, Feminist, Gender, and Sexuality Studies, American Studies, and English*

We expect the Internationalizing the Curriculum Seminar to become an annual opportunity, and are already planning the Fall 2021 version.

GLOBAL ENGAGEMENT MINOR

In the spring of 2019, the Educational Policy Committee formally approved the transition from the existing Certificate in International Study to a new **Global Engagement Minor** (GEM). The old Certificate was re-named to the International Relations Minor and will still exist for one more year, AY2021--22. Students in the class of 2022 will still be able to declare and graduate with an International Relations Minor, while the classes of 2023 and beyond will be able to join GEM instead.

In brief, the Global Engagement Minor aims to integrate a student's academic studies, co-curricular activities, and experiential learning in order to expand and demonstrate intercultural competence. First-year students apply in their second semester and are then required to enroll in the gateway seminar, *CGST 205: Introduction to Global Engagement* in the Fall semester of their sophomore year. In this course, they begin building an electronic portfolio that they then are expected to populate with their intercultural and linguistic experiences during their time at Wes. As second-semester seniors, GEM students are then required to enroll in the *CGST 305: Senior Capstone Seminar* to process their academic, co-curricular, and experiential learning.

The *CGST 205: Introduction to Global Engagement Seminar* focused on providing theoretical frameworks that helped students explore cultural identities and the accompanying assumptions that guide how we make sense of the world. Students also examined what we define as "cultural differences" when it comes to domestic and global diversity.

TOWARDS AN INTERNATIONALIZED CURRICULUM

Here are some highlights from the course:

- ◆ 14 GEM-accepted students enrolled in the course
- ◆ Students participated in a virtual exchange with students from the American University of Cairo where they engaged in Story Circles, a UNESCO-approved tool for building inter-cultural competencies
- ◆ Students were interviewed individually by students from the American University of Cairo about their personal notions of American culture
- ◆ Students attended a talk by student activists and artists from Nicaragua on finding their global voice through personal passions during International Education Week
- ◆ The course included guest lectures from members of the GEM Advisory Committee such as Professor Elizabeth Hepford on language commodification, Professor Lindsay Dolan on globalization and inequality, Professor Makela Kingsley on civic engagement, and OSA's Emily Gorlewski and Hannah Parten on critical approaches to study abroad.

In GEM's inaugural year, three seniors were allowed to add the minor, although the cohorts will be mostly restricted to sophomores (and juniors on a case-by-case basis) moving forward. Thus, the CGST 305: *Senior Capstone* seminar provided the three GEM seniors a space to shape their various experiences into a narrative that could help them and others to understand their intercultural experience. Students created ePortfolios that they presented to other participants and to the Global Engagement Minor Advisory Committee.

Here are some highlights from the course:

- ◆ The Academic Writing Workshop facilitated a peer review day to help students polish their reflections
- ◆ The Presentation Studio facilitated a workshop on how to turn the eportfolio website into an engaging oral narrative
- ◆ ITS Professor Rachael Barlow & Academic Technologist Alyssa Marinaccio facilitated two workshops on WordPress functionalities
- ◆ Assistant Director of Fellowships Magdalena Zapędowska facilitated two workshops on storytelling
- ◆ Study Abroad Director Emily Gorlewski facilitated a discussion of the Wheel of Intercultural Skills and application after graduation

GEM Advisory Committee meets twice per semester to discuss the developing minor; we are very grateful to the following members for their many contributions:

- ◆ **STEVE ANGLE**, *Director, Fries Center for Global Studies*
- ◆ **MARTIN BAEUMEL**, *Assistant Professor of German Studies*
- ◆ **JENNIFER COLLINGWOOD**, *Administrative Assistant, Fries Center for Global Studies*
- ◆ **LINDSAY DOLAN**, *Assistant Professor of Government*
- ◆ **OLGA SENDRA FERRER**, *Assistant Professor of Spanish*
- ◆ **DOUGLAS FOYLE**, *Associate Professor of Government*
- ◆ **GIULIO GALLAROTTI**, *Professor of Government*
- ◆ **EMILY GORLEWSKI**, *Director of Study Abroad*
- ◆ **ELIZABETH HEPFORD**, *Assistant Professor of the Practice in TESOL*
- ◆ **NATALIA ROMÁN ALICEA**, *Assistant Director of Intercultural and Language Learning*
- ◆ **CAMILLA ZAMBONI**, *Assistant Professor of the Practice in Italian*
- ◆ **MAGDALENA ZAPĘDOWSKA**, *Assistant Director of Fellowships*

TOWARDS AN INTERNATIONALIZED CURRICULUM

CULTURES AND LANGUAGES ACROSS THE CURRICULUM (CLAC)

In our second full year of Wesleyan's Cultures and Languages Across the Curriculum initiative, we again had a robust set of courses: 10 courses in 8 different languages, with a total enrollment of 65. This included the first CLAC.25, a quarter-credit course with commensurately less demands on students than our more typical half-credit model. For more details, see our CLAC website and the following table:

CULTURES AND LANGUAGES ACROSS THE CURRICULUM COURSES

SEMESTER	TITLE	LANGUAGE	CHILD OR STANDALONE	INSTRUCTOR STATUS	ENROLLMENT
FA2020	Food in Japanese Media	JAPANESE	CHILD / 0.25	TT	14
FA2020	Not Just Neorealism: Italian Cinema, its History and Politics	ITALIAN	CHILD	TT	5
FA2020	Modern History and Culture of Korea: From Imperialism to Two Koreas	KOREAN	STANDALONE	POP	6
FA2020	La cultura y la historia de la España islámica	SPANISH	STANDALONE	ADJUNCT	5
FA2020	Reading Tolstoy in Russian	RUSSIAN	CHILD	TT	7
SP2021	Italian Gaming Lab: Project-Based, Gameful Pedagogy for Language Learning	ITALIAN	STANDALONE	ADJUNCT	3
SP2021	Korean Music from Shamanism to Television	KOREAN	STANDALONE	VISITOR	5
SP2021	Tatort - Window into Germany	GERMAN	STANDALONE	TT	7
SP2021	Arabic in Translation: Arabic-English & vice versa	ARABIC	STANDALONE	ADJUNCT	6
SP2021	Israeli Cinema	HEBREW	CHILD / 1.0	ADJUNCT	7

LESS COMMONLY TAUGHT LANGUAGES

Focusing on languages not offered in traditional language departments, this program was renamed this past year Alternative Language Study Options in order to emphasize the various language study modalities that are available to students. This program has evolved over the past few years and will continue to do so as we continually strive to leverage new resources either commercial or afforded through technology and collaborations with other institutions. Currently, the various modalities for language study through the ALSO program include regular courses listed on Wesmaps, for which students can simply register; individual and small group tutorials; and independent language study. The various components of this program allow students to explore languages that are related to their major or minor, or to prepare for or continue a study abroad experience in a country where a language not taught in a traditional language department is spoken. Other students are also taking advantage of these opportunities to enhance their qualifications when applying for international fellowships or to pursue more personal goals like learning more about the heritage language of their family — or simply because they like learning new languages.

LESS COMMONLY TAUGHT LANGUAGES

AMERICAN SIGN LANGUAGE

The American Sign Language program, which features courses for which students can register via regular open enrollment, had another very strong year. The team of three visiting instructors includes Joseph Basile, Keith Vinci and Leslie Warren, who each bring specific expertise which allows students to be exposed to many facets of things related to ASL. In terms of enrollments, both sections of first year were again enrolled at capacity with eighteen students in each section and this shows no sign of slowing down as both sections have a fifteen student waiting list for Fall 2021. For the second year, an intermediate course called “American Sign Language and Current Issues” was offered in the Fall and nine students enrolled. This course allows students who have completed one year of ASL language and culture to study to more sophisticated levels of ASL fluency, increase their knowledge of Deafness and its impact on the non-Deaf community, and explore the artistic nature of ASL. During the Spring semester 2021 and after seven students successfully petitioned for it, Leslie Warren conducted a seminar called “Advanced Conversational American Sign Language” focused on developing advanced speakers of ASL, as all conversations were exclusively conducted in sign language — as opposed to some components of previous courses when there is voiced discussion of issues connected to Deaf Culture.

As for all languages, teaching under COVID presented challenges for the ASL instructors but they did their best to provide the optimal learning experience for students. Joseph Basile taught remotely but recorded multimedia lessons using a video camera and a screen capture software to produce materials for each of his classes and his Course Assistants met in person with students and conducted activities based on these lessons and he would attend the classes virtually. Keith Vinci and Leslie Warren taught in a hybrid format (in person and with remote students), which was one of the most challenging options and is a testimony to their dedication. Lastly, Joseph Basile, who started teaching ASL at Wesleyan as an Adjunct Instructor in 2013 after his retirement from the American School for the Deaf, decided to retire at the end of this academic year. His dedicated work contributed to the development of the ASL program at Wesleyan. The FCGS staff, the other language instructors and most of all, his students (for whom he was known as 'Prof Joe') will definitely miss him and wish him a happy retirement.



Joe Basile

SWAHILI AND MODERN GREEK

For the second year, Swahili was listed on Wesmaps, which allowed students to register for the course without having to petition first, and enrollments were consistent with the past years. Students met remotely with an instructor and in person with a Course Assistant. Encouraged by the effectiveness of this model, Modern Greek was also listed and the minimal enrollment number was met in the Spring, allowing the course to take place in person with two students. The same approach will thus be repeated next academic year, with the eventual goal of adding more language options through this model.

OTHER LANGUAGES AND PLATFORMS

To accommodate situations for which no instructor is available to teach a particular language, the FCGS started leveraging an online commercial platform (iTalki) to allow students to receive individual tutorials conducted by native speakers who are experienced and trained language instructors working with textbooks and other language learning materials. Based on the success of the experimental tutorials which took place in Spring 2020, the usage was expanded this year and this allowed students to learn heritage languages (Romanian, Polish), prepare for an international Fellowship application (Norwegian), and continue a language learned while studying abroad (Swedish).

During the academic year 2020-2021, the following languages were studied through this modality:

- ◆ Beginning Romanian
- ◆ Intermediate Polish
- ◆ Beginning Polish
- ◆ Intermediate Norwegian II
- ◆ Intermediate Swedish

LESS COMMONLY TAUGHT LANGUAGES

MANGO LANGUAGES

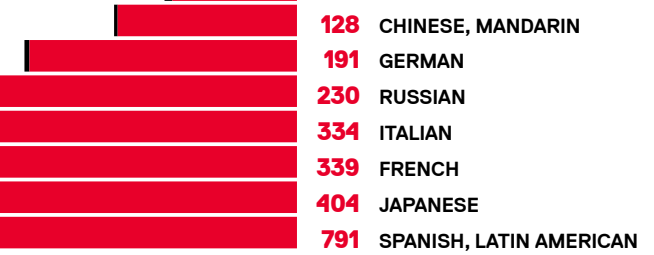
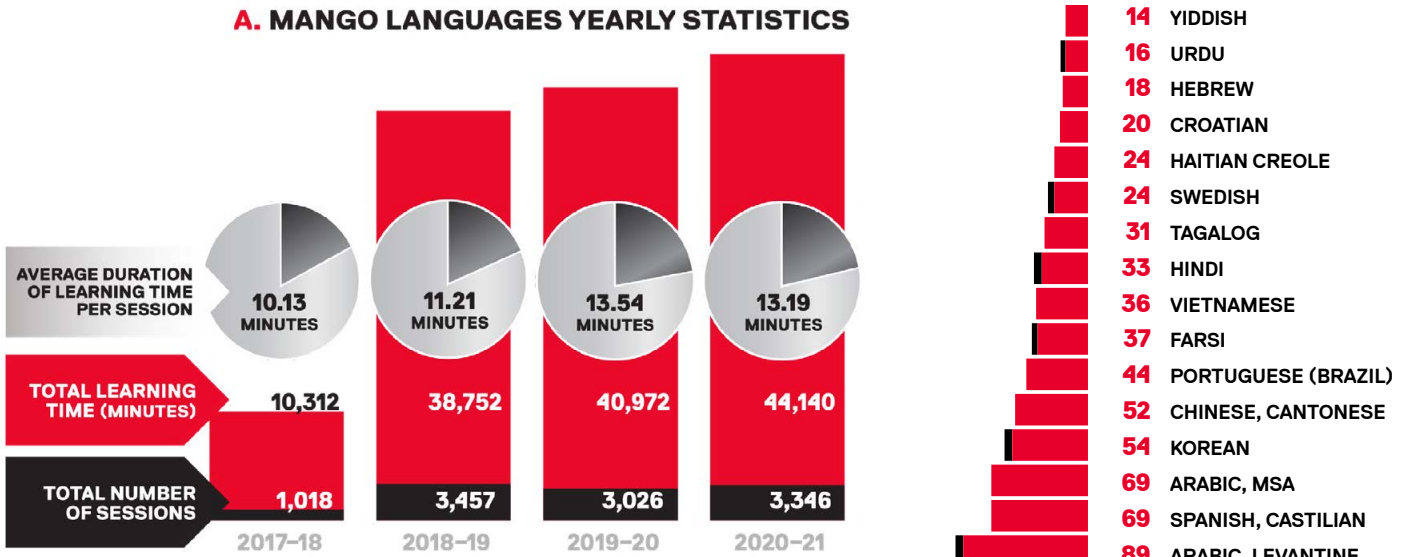
This platform continues to be offered as a free language learning resource for the entire Wesleyan community. Students can petition to receive .25 credits by completing online lessons for the equivalent of 30-40 hours of work. While only a few such course were completed this year (Hindi, Yiddish, Polish) the platform continues to be heavily used by members of the Wesleyan community — including alumni, who also receive unlimited free access.



Chart A below outlines yearly statistics for each year since Mango Languages was made available to the Wesleyan community.

After an initial relative low usage during the first year of implementation, Mango Languages has been used consistently and has seen a steady increase in total learning time, culminating during 2020-21 with a total usage of 44140 minutes. Chart B below shows the languages most frequently studied through Mango Languages during this past academic year:

A. MANGO LANGUAGES YEARLY STATISTICS



B. LANGUAGES MOST FREQUENTLY STUDIED

FUTURE INITIATIVES

One of the main efforts for the upcoming academic year will be to search and identify the best ways to increase our support for indigenous languages. While some indigenous languages are already available through resources like Mango Languages or iTalki, students come with various goals and proficiencies which cannot always be met by these platforms. The FCGS intends to work with students who self-identified as “Amerindian/Alaska Native” and discuss the best ways to support their language learning efforts and help coordinate conversations and events around topics related to indigenous languages.

LANGUAGE RESOURCES AND TECHNOLOGY

Although many of the services which the FCGS normally provides were not possible this year (movie screenings, support for student media projects, production of materials in the recording studio, and language testing) the Office of Language Resources and Technology (LRT) was nonetheless involved in supporting teaching and learning during the pandemic.

SUPPORT FOR IN-PERSON, HYBRID, AND ONLINE INSTRUCTION

Following on the efforts started at the onset of the pandemic in Spring 2020 to help faculty pivot to online instruction by providing orientations and training sessions, the Director both continued to collaborate with other offices on campus (Library, Center for Pedagogical Innovation, Academic Computing) to select outside guests who conducted trainings about teaching online and also delivered a series of workshops over the summer. These workshops ranged from presenting tools to enhance outside-of-class activities and testing (Voicethread, Flipgrid, audio/video Poodll plugin for Moodle, and tips for designing assignments), and using digital portfolios for students to both demonstrate and reflect on their learning.

In addition to the efforts designed to facilitate hybrid or online instruction, the FCGS was also involved in efforts to prepare for and support in-person activities by helping to ascertain the safest and most efficient ways to do so. In the early summer of 2020, The Director of LRT joined a group of faculty and staff volunteers who tested various masks, portable voice amplifiers, and Zoom setups in various spaces on campus. The Director of LRT also conducted a large in-person session for language and classics faculty to experience what a hybrid class would look like and met with smaller groups of faculty afterwards to further explore.

Lastly, with the help of returning and newly hired students workers, the FCGS was able to offer a monitored large space (Fisk 201), which was available as an additional study space for students and for faculty and students to gather in small groups. Students monitored the space and were able to help with the occasional use of the room for instruction, conference, or movie screening. The Language and Culture Hub (Fisk 209), where Media Assistants are usually located, was not available because it was used for classroom instruction to increase the capability of the neighboring classroom.

DIGITIZATION OF MATERIALS

Providing this essential service was challenging during this academic year because the Media Specialists who are well trained in these procedures were not consistently available and a large portion of the work had to be performed by the Director of LRT. As is the case in most years, many faculty relied on digitization services of films and documentaries, including the following courses:

- ◆ CEAS 216 History of Japanese Cinema
- ◆ CEAS 206 Korean Politics Through Film
- ◆ ITAL 245 Not Just Neorealism: Italian Cinema, its History and Politics
- ◆ ITAL 249 Italian Filmmaking by the Book: Adaptations, Texts, and Contexts
- ◆ FREN 111 Intermediate French I
- ◆ FREN 102 Elementary French II
- ◆ SPAN 112 Intermediate Spanish
- ◆ FREN309 Writing Childhood in Contemporary French Literature

LANGUAGE RESOURCES AND TECHNOLOGY

RESEARCHING AND IMPLEMENTING NEW TECHNOLOGIES

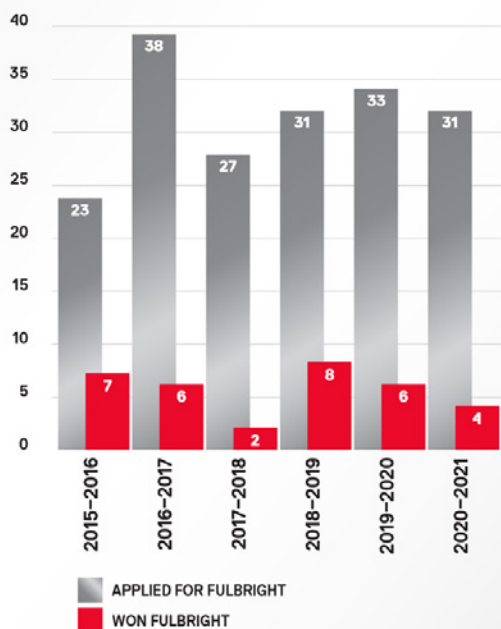
One of the missions of the FCGS is to test and identify new technologies which are relevant to the teaching and learning of languages. This past year, the ASL program tested the implementation of an audio/video assignment tool called GoReact. Although this tool allows for feedback which is specific to ASL, there were a number of technical issues which made the experience ultimately unsatisfactory. One recurrent need is to find a reliable tool which allows for the effective implementation of aural/oral testing and the delivery of SOPI (Simulated Oral Proficiency Interviews). The FCGS has been supporting the use of a product called Bongo Learn, which works well but is expensive. During Spring 2021, the Director of LRT tested another option (Extempore) in his FREN112 Intermediate French course. The software proved to be extremely reliable, with good customer support, and is much more reasonably priced than Bongo Learn. The Director will thus seek to expand its usage over the next academic year. One of the main goals for next academic year will be to provide a platform for language and classics faculty to share the successful technology-based activities they have implemented during this past academic year.

FELLOWSHIPS

FULBRIGHT AND WATSON AT WESLEYAN

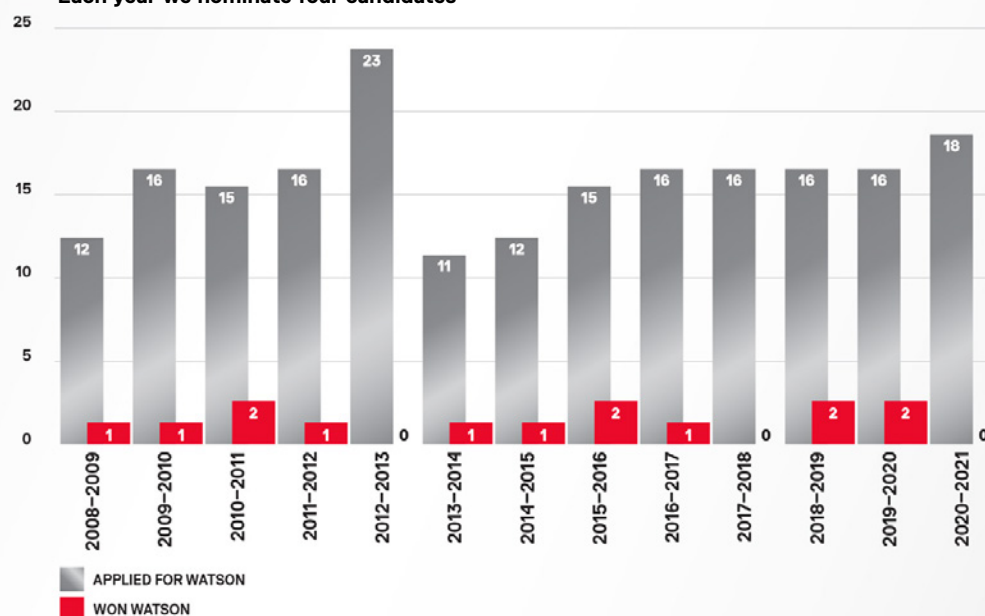
The Fulbright U.S. Student Program and the Watson Fellowship attract the greatest number of Wesleyan applicants because they are the most versatile programs. Both are open to students from all academic fields of study, and Watson is open to all citizenships.

FULBRIGHT AT WESLEYAN



WATSON AT WESLEYAN

Each year we nominate four candidates



FELLOWSHIPS

OUTREACH AND APPLICATION SUPPORT

We added more materials to our website in order to make it a richer resource. In addition to recordings of these informational events, the website now features a [step-by-step guide](#) to applying for Fulbright and more successful [application essay examples](#) from winners of Fulbright grants.

This year we redesigned the campus interview process for Fulbright grants, switching from 3- to 1-person faculty committees. This process worked well under COVID, lessening the time commitment required of committee members.

The Assistant Director of Fellowships Dr. Magdalena Zapędowska held over 260 individual advising sessions with students via Zoom and 15 informational events about fellowship opportunities relevant to different classes and fields of study. She spoke with students at First Things First and WesFest, visited the Mellon Mays, WesMASS, and McNair seminars, held a webinar during International Education Week and five drop-in informational sessions, and held targeted informational sessions for College of Education Studies students and pre-health students.

The pandemic and uncertainties about international travel had some impact on interest in fellowship programs, but the numbers are much higher than last year. As of early June 2021, 89 students and alumni have registered to apply for national fellowships in this cycle, compared with 52 registrants in early June 2020 and 135 registrants in early June 2019. The number of potential applicants has been growing further since the end of the academic year.

INTRODUCING THE WESLEYAN GLOBAL FELLOWSHIP

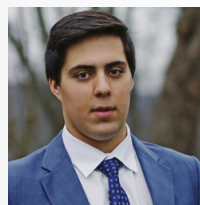
The Fries Center for Global Studies has launched the [Wesleyan Global Fellowship](#) as a one-year pilot program. The prizes go to graduating seniors whose passion, imagination, and independence led to their selection as university-wide nominees for the Watson Fellowship but who did not win a Watson. The 2021 Wesleyan Global Fellows are William Briskin '21, Grace Lopez '21, and Indigo Pellegrini de Paur '21.

Wesleyan is one of 41 schools that partner with the Watson Foundation, and each year we may nominate 4 candidates. [Watson Fellows](#) receive \$36,000 to spend their postgraduate year pursuing an independent, experiential project in multiple countries outside the U.S. Applicants must show passion for their project, imagination, independence, leadership, and resourcefulness. The program is open to graduating seniors of all citizenships and academic backgrounds.

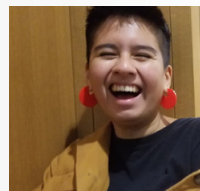
Because the Watson involves travel, often to distant locations, nominees who didn't win the award might not otherwise have the opportunity to pursue any part of their project. The Wesleyan Global Fellowship supports their personal growth and affords them invaluable intercultural experience, allowing them to spend up to one month in one of the countries included in their Watson proposal.

In awarding this prize, Wesleyan joins several other liberal arts institutions. Earlham College and a college in New England that hasn't yet made a public announcement both award a mini-prize (under \$10,000). Rice University, Hamilton College, and Williams College award larger prizes to one or two of the nominees who didn't receive the Watson.

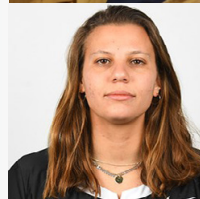
2021 WESLEYAN GLOBAL FELLOWS



WILL BRISKIN, a government and history double major, will travel to Belize to study woodworking.



GRACE LOPEZ, a film studies major with a strong interest in anthropology, will travel to Colombia to explore the diaspora of Cumbia (a music genre), its transformations, and grief from community displacement that informs the genre.



INDIGO PELLEGRINI DE PAUR, a government major with a minor in Middle Eastern studies who competed on the women's lacrosse team, will spend a month in Istanbul, Turkey, observing how refugee communities interact with new spaces meant to help integrate groups into Turkey.

FELLOWSHIPS

ACKNOWLEDGEMENTS

We are grateful to Fellowships Assistant **Genesis Garcia '22** for her work this year. An English and psychology double major and a McNair Scholar, Genesis organized, promoted, and hosted informational events, such as this [introduction to fellowships](#) and this [applicant panel](#). She held peer advising hours, wrote stories for [Wes and the World](#) newsletter, helped with outreach to students, and created social media posts. Genesis's contributions helped demystify the fellowship application process, making it more accessible to students of all backgrounds.

In addition, we would like to thank the following faculty and staff members for their service in the campus fellowship nomination process:

THE WESLEYAN FULBRIGHT COMMITTEE:

- ◆ **HYEJOO BACK,**
Associate Professor of the Practice in East Asian Studies
- ◆ **MICHAEL CALTER,**
Professor of Chemistry
- ◆ **STEPHEN DEVOTO,**
Professor of Biology
- ◆ **OLGA SENDRA FERRER,**
Assistant Professor of Spanish
- ◆ **KATHERINE KUENZLI,**
Professor of Art History
- ◆ **EDWARD MORAN,**
Professor of Astronomy
- ◆ **LOUISE NEARY,**
Adjunct Associate Professor of Spanish
- ◆ **MARY PAUL,**
Assistant Professor of the Practice in Theater
- ◆ **NATALIA ROMÁN ALICEA,**
Assistant Director Intercultural and Language Learning
- ◆ **LAUREN SILBER,**
Assistant Professor of the Practice in Academic Writing
- ◆ **KRISHNA WINSTON,**
Professor Emerita of German Language and Literature

THE WESLEYAN WATSON COMMITTEE:

- ◆ **MAKAELA KINGSLEY,**
Director of the Patricelli Center for Social Entrepreneurship
- ◆ **TANESHA LEATHERS,**
Dean for the Class of 2021
- ◆ **KRISHNA WINSTON,**
Professor Emerita of German Language and Literature

THE WESLEYAN COMMITTEE FOR OTHER FELLOWSHIPS:

- ◆ **MAKAELA KINGSLEY,**
Director of the Patricelli Center for Social Entrepreneurship
- ◆ **MARY PAUL,**
Assistant Professor of the Practice in Theater
- ◆ **DAVID PHILLIPS,**
Dean for the Class of 2024

GLOBAL EXCHANGES

FOREIGN LANGUAGE TEACHING ASSISTANTS (FLTAS)

Our Assistant Director for Intercultural and Language Learning continues to be the lead support person for Wesleyan's FLTAs, organizing orientation upon their starting at Wesleyan, providing administrative support and assistance in establishing connections across campus, and hosting several meetings throughout the semester and mid- and end-of-semester check-ins. The FLTAs were also encouraged and reminded to attend and participate in remote events during International Education Week, the Power of Language Conference, and other departmental and university-wide events, which was especially important in keeping the FLTAs engaged in a remote learning and working environment.

This year, Wesleyan welcomed 11 Foreign Language Teaching Assistants remotely from several different units:

COLLEGE OF EAST ASIAN STUDIES

- ◆ **AYUMI ARIMA**, *Japanese*
- ◆ **SO SHIN CHOI**, *Korean*
- ◆ **ZHENYAO YANG**, *Chinese**

See FLTA biographies [here](#).

DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

- ◆ **KALILOU BARRY**, *French*
- ◆ **TOMMASO GARAGNANI**, *Italian*
- ◆ **LUCÍA GUERRERO**, *Spanish*
- ◆ **MARCOS RODRÍGUEZ LABELLA**, *Spanish*
- ◆ **MARTA MANGANA RÍOS**, *Spanish*
- ◆ **CLARA ZIEGELMEYER**, *French*

FRIES CENTER FOR GLOBAL STUDIES

- ◆ **TUSHAR BANEKAR**, *Hindi-Urdu**
- ◆ **YASSINE BENABOU**, *Arabic**

*FLTAs who were able to travel to Middletown, CT: Yassine Benabou and Tushar Banekar were able to come to Wes in Spring 2021 while Zhenyao Yang was a returning FLTA from AY 2019-2020 who stayed on campus.

NEW AND UPDATED PARTNERSHIPS/ AGREEMENTS

UNIVERSIDAD DE GUERRERO, MEXICO – *virtual exchange*

- ◆ **FACULTY LEAD: TERESITA PADILLA BENAVIDES**, *Microbiology and Biochemistry*

KOREA UNIVERSITY, KOREA – *reciprocal student exchange*

- ◆ **FACULTY LEAD: HYEJOO BACK**, *College of East Asian Studies*

BEIJING NORMAL UNIVERSITY – *Foreign Language Teaching Assistantship*

- ◆ **FACULTY LEAD: WEI GONG**, *College of East Asian Studies*

GERMAN ACADEMIC EXCHANGE SERVICE (DAAD) – *student and graduate exchange*

- ◆ **FACULTY LEAD: IRIS BORK-GOLDFIELD**, *German Studies*

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STEPHEN ANGLE

Director

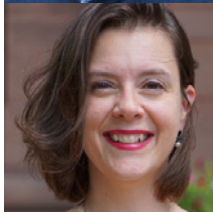
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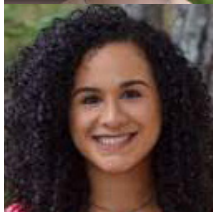
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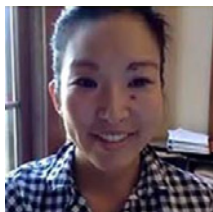


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