

# Fries Center For Global Studies



**2019****2020**  
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.

**2019-2020 Annual Report** Produced by:

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# EXECUTIVE SUMMARY

This year can be neatly divided into two, dramatically different parts: before and during the pandemic. We will cover some highlights of the latter -- especially the herculean efforts of the Office of Study Abroad staff to respond to the crisis, as well as Emmanuel Paris-Bouvret's important work to support language faculty as they transitioned on-line -- a bit later in this report. If we temporarily set COVID-19 aside, the FCGS in 2019-2020 can be summed up with three trends: consolidation of previous initiatives, introduction of some significant new programs, and major staff and curricular changes late in the year that set us up well for next year.

Two examples of consolidation were the Cultures and Languages Across the Curriculum (CLAC) initiative, which grew from three classes in 2018-19 to eleven this year, and the UISFL-funded South Asia Initiative, which saw both the introduction of Hindi-Urdu classes and a successful trip by seven faculty members (all but one of them scientists) to Delhi and Mumbai in

January, 2020. New programs will be covered in more detail below; among the most impactful has been our biweekly Wes and the World Newsletter which reaches close to a thousand students, faculty, and staff. In terms of opportunities for the future, we are excited by two changes in particular. First, Zijia Guo, who for the past couple years has been Project Manager for Global Initiatives based in the Office of University Communications, has now been appointed to an ongoing position as Global Marketing Specialist in the FCGS. We expect this to bring a new level of coherence to the University's global outreach efforts, some of which you can read about later in this report. Second, just before the end of the semester the Educational Policy Committee approved a proposal from faculty and staff for a new Global Engagement Minor which will be run out of the FCGS. With these and other projects that the FCGS staff is working on, we can be sure that next year will bring more innovation at the FCGS, no matter what COVID-19 throws our way.

## WHAT'S NEW IN 2019-2020

People are what make the FCGS function, so it makes sense to begin with our newest colleagues. Hannah Parten joined us in August 2019 as Study Abroad Advisor in the FCGS Office of Study Abroad. Before joining the FCGS staff, Hannah worked in Yale University's Office of International Students and Scholars and Yale Summer Session. Her own study abroad experience at the University of Oxford led her to discover the field of higher education administration and student affairs. At Wesleyan, Hannah's goal is to support every student as they navigate the world of study abroad, from submitting an application to pre-departure preparations to re-entry. When she's not advising awesome Wesleyan students, Hannah enjoys roller skating, leading food tours in New Haven, and playing with her cute pup, Zero.

As already mentioned, Zijia Guo joined us as Global Marketing Specialist in May, 2020, having previously served as Project Manager for Global Initiatives and, before that, as a Prospect Research Analyst in the Office of Advancement. With her new role, Zijia will handle day-to-day execution of communication and outreach for the Fries Center for Global Studies and collaborate with various campus partners to support global initiatives across the University, particularly for key markets such as China and India. In her spare time, Zijia is an avid yogi.

In addition, Konstance Krueger, a Master's student at Loyola University Chicago, was the graduate assistant in the Office of Study Abroad during 2019-2020. Konstance led our efforts in the Diversity Abroad self-assessment and presented dozens of First Steps group advising sessions. She became known as the Parent Whisperer for her excellent phone communication skills. Konstance is facing the challenge of graduating during a pandemic, when the job market has shrunk considerably. She has returned to Wisconsin, her home state, and we very much hope she will be able to continue in the field of international education!

We also have two other goodbyes. After more than three years of exemplary work with us, Kia Lor left in March to become the Associate Director of the Greenfield Intercultural Center at the University of Pennsylvania, where we wish her the best! A search for her replacement in the slightly reconfigured role of Assistant Director of Intercultural and Language Learning is nearing completion, and we look forward to welcoming a new colleague over the summer. Second, at the end of this academic year, Alice Hadler, currently Senior Associate Director, will retire from Wesleyan. Alice came to Wesleyan in 1995 with the first cohort of Freeman Asian Scholars, to teach writing and to provide academic support to the international student population, which was expected to double over the

## What's New in 2019-2020 *(Continued)*

following few years. In the intervening quarter century, she oversaw that population as it grew from less than 25 in 1995, to nearly 300 today. Her mission has remained consistent: to build cultural bridges and foster transnational communities, to share and inspire the writing of stories from around the globe, and to help Wesleyan students find common bonds. She has been central to the mission of the FCGS since long before there was an FCGS, and we will miss her greatly! For more about Alice including an opportunity to honor her, please see [“Celebrating Alice Hadler.”](#)

Another personnel-related change this year has been the formal addition of both FCGS Core Faculty and FCGS Affiliated Faculty. FCGS Core Faculty are full-time language instructors whose home appointment at Wesleyan is the FCGS; this is a new arrangement that provides clear administrative support and mentoring relations for Abderrahman Aissa, Adjunct Assistant Professor of Arabic, and H. M. FazaleHaq, Assistant Professor of the Practice in Hindi-Urdu. FCGS Affiliated Faculty are colleagues whose home department is elsewhere on campus but whose on-going, close work with the Center has led them to voluntarily request FCGS affiliation. In addition to their programmatic collaborations with the Center, affiliated faculty also attend monthly meetings of all core and affiliated faculty, plus our regular visitors who teach ASL, which provides all concerned with a robust sense of community and collegueship.

Some other ways in which the FCGS is now better connected to the rest of campus are also worth highlighting. The [Wes and the World Blog](#) and biweekly Newsletter is discussed further below. We also are offering a new level of support and visibility for smaller Area Studies units on campus. The FCGS website now [lists all such programs](#) and provides consistent administrative support for those which do not otherwise have a dedicated administrative assistant. The Center also coordinates the new [“World Literature in Translation”](#) (or WLIT) listing on WesMaps: courses in WLIT include any that focus significantly on the reading and interpretation of literary texts (broadly construed to include prose, poetry, and film) originally produced in languages other than English, but studied in English translation. By collecting these courses in one place, we have made it easier for students interested in literature to discover the rich array of such courses that Wesleyan offers.

Finally, the FCGS oversees and supports Wesleyan's efforts to host overseas scholars who are under threat. In the past year Wesleyan joined the [New University in Exile Consortium](#) (NUEC), re-joined [Scholars At](#)



**Alice Hadler is retiring in May 2020 after 25 years at Wesleyan. We invite you to join us in honoring “Professor Alice” and her contributions to generations of international students, young writers, and the Wesleyan community.**

[Risk \(SAR\)](#), and is working actively with both SAR and with the [Scholar Rescue Fund \(SRF\)](#) to identify and bring to campus a scholar who is unable to carry out normal teaching and scholarly work in his or her home community due to political threats. SAR and SRF partner with universities around the world to host scholars in such situations, typically for one year until either conditions have improved such that they can return, or else to give them time to identify a longer-term solution in the U.S. or elsewhere. NUEC is a new organization established at the New School in New York City, building on the New School's founding legacy of supporting scholars in exile. The NUEC runs weekly on-line seminars, regular face-to-face meetings, and an annual retreat for scholars hosted at partner schools to help the scholars adjust to American academic life, build their networks, and find scholarly collaborators. Wesleyan has once or twice in the past hosted a scholar at risk, but we now expect this to be an on-going commitment. Plans are well underway to welcome a scholar to our campus in the fall.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

It was a successful year for national fellowship applicants. Twelve Wesleyan students and alumni won prestigious awards; two were named alternates; one was a finalist, and eight were semi-finalists.

## 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.



**Katerina Ramos-Jordán '21**, Wesleyan's first Beinecke Scholar since 2007, will use the scholarship toward her interdisciplinary graduate education. Born and raised in Puerto Rico, Katerina is an English and dance double major with a Caribbean Studies minor and a Mellon Mays Undergraduate Fellow at Wesleyan. After graduation she plans to complete an MFA in creative writing, poetry, dance, or another interdisciplinary program. Ultimately, she hopes to earn a PhD in either Spanish and Portuguese, American studies, performance studies, or English in preparation for a career as an artist and scholar.

## The Critical Language Scholarship

Two students were awarded the Critical Language Scholarship, an intensive 8- to 10-week summer program of overseas language and cultural immersion in one of 15 languages deemed critical to U.S. national security. Unfortunately the program was suspended this year due to COVID-19.



**Lizzie Edwards '21**, an anthropology and environmental studies major with a Certificate in Middle East Studies who competes on the women's track team, was planning to study Arabic in Tangier, Morocco.



**Megan Levan '22**, an environmental studies and university major pursuing a Certificate in South Asian Studies, was going to study Hindi in Jaipur, India

## The Barry Goldwater Scholarship

The Goldwater is awarded to sophomores and juniors who show exceptional promise of becoming the next generation of research leaders in the fields of mathematics, natural sciences, and engineering. The scholarship provides funding toward undergraduate academic expenses.



**Thomas McKenzie-Smith '22**, a physics and math double major, will pursue further study of Condensed Matter Physics on his Goldwater scholarship. In his two years at Wesleyan so far, he has been taking multiple physics and math lecture courses, conducting research in a computational physics lab, and serving as a Course Assistant for physics. After graduation he hopes to earn a PhD in Condensed Matter Physics and eventually become a physics professor so that he can both conduct research and teach.

## The Fulbright U.S. Student Program

Six Wesleyan seniors and alumni won Fulbright grants for the 2020-2021 academic year to conduct research, produce creative work, teach English, and learn about business. Due to COVID19-related travel restrictions, they will start their grants after January 1, 2021.

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 2019-2020.



**Inayah Bashir '20**, who majored in the College of Social Studies, won a Fulbright grant to teach English in Kenya. She looks forward to learning from the teachers and students while following her passion for developing student-centered curriculum and programming. Inayah will work with Kenyan students to place their identity and interests at the center of their learning experience. In the future she wants to attend law school with a focus on education and international law in order to prepare for a career as an advocate for equality and education.

**Abraham Kipnis '19**, a physics and College of Integrative Sciences major, won a Fulbright grant to Finland to complete a Master's degree in Computational Engineering and Technical Physics at the Lappeenranta-Lahti University of Technology (LUT). He will focus on developing novel materials for clean energy so that he can become a better researcher and industry expert in sustainability. Outside of coursework, Abe looks forward to joining LUT's downhill skiing and hiking clubs and exploring the city's cultural attractions. In the future he wants to earn a PhD in physics and pursue a career in material science.



**Nicole McCann '18**, who majored in biology and Science in Society while competing on the varsity women's tennis team, won a Fulbright research grant to Kenya to conduct HIV research. She will work with a Kenyan research team to analyze the community acceptance and cost-effectiveness of an intervention designed to improve adherence to chemotherapy among patients with Kaposi's Sarcoma, a common HIV-related cancer. Outside of the grant activity, Nicole plans to engage in the community by learning Swahili and volunteering at the Imani Workshops, a fair-trade enterprise created to provide economic opportunities for people with HIV. After returning to the U.S. she plans to earn a PhD in public health policy and pursue a career in policy.

## The Fulbright U.S. Student Program *(Continued)*

**Jed Munson '19**, who majored in English with a minor in the College of East Asian Studies, won a Fulbright creative arts grant to South Korea. He will travel along the southern fronts of the Korean Demilitarized Zone (DMZ), interviewing farmers, soldiers, and conservationists in order to gain a better understanding of the DMZ as a geopolitical war relic and protected ecological entity. This research will provide material for a creative nonfiction book that theorizes the DMZ as a geopolitical and eco-poetic entity significant to the emergent field of the environmental humanities.



**Anthony Price '20**, an American studies and government major, was awarded a Fulbright grant to teach English in the Netherlands. He became interested in the educational system of the Netherlands through a course discussion about the state of education around the world. His curiosity expanded once he learned that the Dutch model provides students with vocational opportunities, giving them a better chance of receiving jobs beyond high school. Besides teaching, he plans to join a local buurtkamer (community center) and organize community dinners to exchange stories and traditions with his hosts.



**Ananya Subrahmanian '18**, a psychology major, won a Fulbright Binational Internship to Mexico, a special grant that combines a hands-on internship at a Mexico-based company with business coursework at a local university. Currently employed at the financial law firm Cadwalader, Wickersham & Taft LLP, Ananya looks forward to expanding her business knowledge and learning about social and economic policies that affect trade. Following the Fulbright, she plans to earn a law degree in preparation for a future legal or policy-based career.



Two alumni were named alternates and will be awarded grants if funding becomes available:



**Afrah Boateng '20**, who majored in economics with a minor in film studies, is an alternate for an English Teaching Assistantship grant to Senegal.



**Gustavo Sanabria '19**, a film studies major, applied to conduct research on the film industry infrastructure in Paraguay.

Eight applicants were semi-finalists for the Fulbright.

## The Thomas J. Watson Fellowship

Two members of the Class of 2020 were awarded the Watson Fellowship, a one-year grant for purposeful, independent exploration outside the U.S. immediately after graduation. Fellows pursue original projects of their own design, engaging their passion on a global scale. Up to forty grants are awarded each year to graduating seniors nominated by the 40 participating liberal arts institutions. Due to COVID-19, fellows may start their grants within the next two years.



**Inayah Bashir '20**, who also won a Fulbright grant to teach English in Kenya, is a College of Social Studies major with a Writing Certificate. She will spend her Watson year working on a project titled “African Spirituality: Obscured Foundations of the Diaspora.” Inayah hopes to travel to South Africa, Ghana, Jamaica, Trinidad and Tobago to explore the histories, stories, and teachings of African spirituality. “In a world dominated by Abrahamic religions, African spirituality has been stigmatized by tropes of demonic practice, witchcraft, and black magic,” Inayah wrote in her project proposal. “Yet African spirituality has always served as a form of healing, protection, and resistance across the African diaspora. Ultimately, I hope to understand the spiritualities that served as the foundation of my ancestors’ cultures and traditions.”



**Luka (Luke) Lezhansky '20**, an English major, will pursue a project titled “The Global Campaign Against Child Trafficking” during his Watson year. He hopes to travel to Nepal, Romania, Senegal, and Brazil to study how NGOs and communities combat child trafficking in hot spots around the world. In his project proposal Luke wrote: “An estimated 5.5 million children are trafficked worldwide. I will collaborate with NGOs engaged in anti-trafficking work in nations with a high prevalence of child trafficking. In so doing I hope to understand the causes of this pernicious business, and the solutions devised to counter it.”

In addition, one Wesleyan student was a finalist for the Rhodes Scholarship.



# STUDY ABROAD AND WESLEYAN PROGRAMS ABROAD

## Study Abroad Major Accomplishments in 2019-2020

- Hannah Parten, Study Abroad Advisor, joined in August 2019
- Diversity Abroad self-assessment
- Management of the COVID-19 crisis
- Study Abroad Fair became part of WesWOW, resulting in increased attendance and closer partnership with Orientation



FCGS student worker Inayah Bashir staffs the Fellowships table at the Study Abroad fair



Study Abroad Advisor Hannah Parten talks to an exhibitor from Carleton Global Engagement at the Study Abroad Fair

## COVID-19 response

Perhaps Wesleyan's first responses to the COVID-19 pandemic came from the Office of Study Abroad. As the crisis began in China, one student who was going to study there had to find a different program. Next, the Summer 2020 Film program to be led by Professor Lisa Dombrowski to Fudan University in Shanghai had to be canceled. As the pandemic began to spread beyond China and around the world, the Office of Study Abroad closely monitored its development. The next country that had an outbreak was Italy. On February 28, at the consortium meeting for the Eastern College Consortium (E.C.Co.) program in Bologna, the consortium, along with Interim Provost Rob Rosenthal, decided that, in keeping with Vassar's and Wellesley's strict policies, the program would be suspended and the students evacuated if the CDC alert level for Italy rose to 3. That very afternoon, the alert level went up, and we worked with Resident Director Professor Marco Aresu to book flights and evacuate the students.

Again in advance of what was to happen to teaching and learning for all Wesleyan students, Professor Aresu immediately became a Zoom expert. Along with the on-site staff, he facilitated online class meetings for

all E.C.Co. courses the students had been taking in Bologna, and worked with the University of Bologna on remote instruction for the courses they had been taking there. Later, when all Wesleyan courses had to be taught remotely, Professor Aresu was a sought-after Zoom consultant to other faculty members, both on campus and from our other study abroad programs.

After the Bologna evacuation, we began making contingency plans in case the Madrid and Paris programs had to be evacuated as well, and our program provider partners started doing the same for their programs. The direct-enroll courses the students were taking at universities around the world would be the most difficult for students to complete, because Wesleyan and Vassar did not have any control over these, and most of the institutions did not respond to campus closures until after they happened.

For days and days, we watched the CDC and State Department alert levels, which did not move, though the cases of COVID-19 in each country in Europe continued to increase. On March 11, President Trump announced a ban on travelers from Europe, to take effect that

## COVID-19 response *(Continued)*

Friday, March 13. It was not immediately clear that this ban did not apply to U.S. citizens, and there was a terrifying period when we thought that our students in Europe would not be able to come back. The CDC issued a worldwide alert, effectively raising the level to 3 worldwide without any incremental changes country by country. At that time, once it became clear that U.S. citizens would be able to reenter the United States, the Office of Study Abroad recommended to Wesleyan that it recall all students from spring study abroad programs. We contacted them and asked them to go home immediately, wherever home was. The increasing difficulty of traveling between countries meant that students who did not leave immediately might become stuck and not be able to get home.

Most of our 120 students abroad complied. Two who were not able to go back to their home countries and one who chose to travel elsewhere though his program had canceled signed waivers stating that Wesleyan would no longer be responsible for their health and safety. The Provost guaranteed full credit for students evacuating. Those whose programs did not provide academic continuity, including some which had not yet started, had various options. These included tutorials supervised by Wesleyan faculty, online courses at other universities, and summer courses at no charge.

The following Wesleyan faculty members stepped up to offer replacement courses or tutorials. We are extremely grateful for their taking this on at a time when their whole professional lives had just been thrown into upheaval. Many thanks to:

Hyejoo Back  
 Anthony Hatch  
 Sasha Rudensky  
 Sarah Ryan  
 Yoshiko Samuel  
 Anna Shusterman  
 Joseph Siry  
 Laura Ann Twagira  
 Shellae Versey

This crisis showcased the strengths of the OSA in communication, decision making, and problem solving. We also learned much more about Wesleyan's on-campus curriculum through arranging alternative academic plans for the students whose programs were not providing them. Finally, the crisis in the spring has informed our planning for a possible fall semester abroad, making sure that each program has refund, academic continuity, and evacuation plans.

## Wesleyan Programs Abroad (WPA)

<b>Wesleyan Programs Abroad Participation</b>	<b>Fall 2019</b>	<b>Spring 2020</b>
Vassar-Wesleyan Program in Paris	21	4
Vassar-Wesleyan Program in Madrid	21	24
Eastern College Consortium Program in Bologna	14	6

The WPA Committee met only during the fall semester of 2019-2020. Discussions included updating the legal statuses of the programs and standardizing the dates for study abroad fairs.

### **COMMITTEE MEMBERS:**

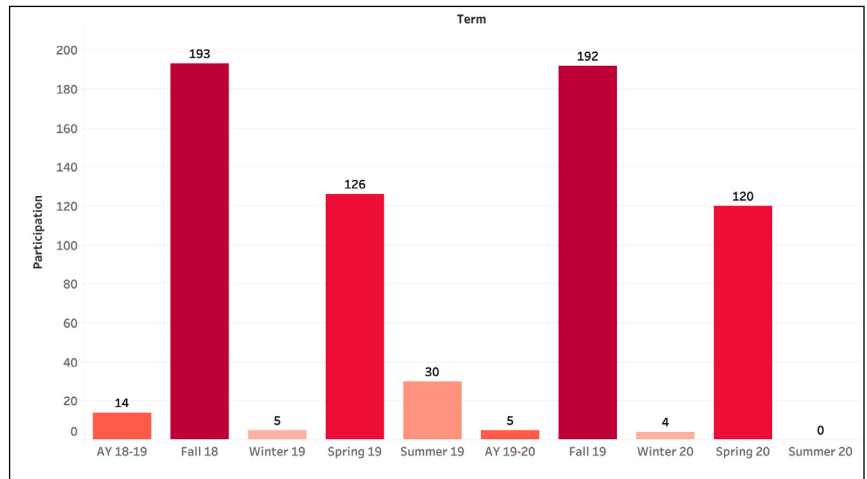
Nadja Aksamija, *Associate Professor, Art History and Romance Languages and Literatures*  
 Catherine Poisson, *Associate Professor, French and Feminist, Gender, and Sexuality Studies*  
 Michael Armstrong Roche, *Associate Professor, Spanish, Medieval Studies, and Latin American Studies*  
 Jeff Rider, *Professor, French and Chair, Medieval Studies (Resident Director for Paris 2020-2021)*

# Study Abroad Participation 2019-2020

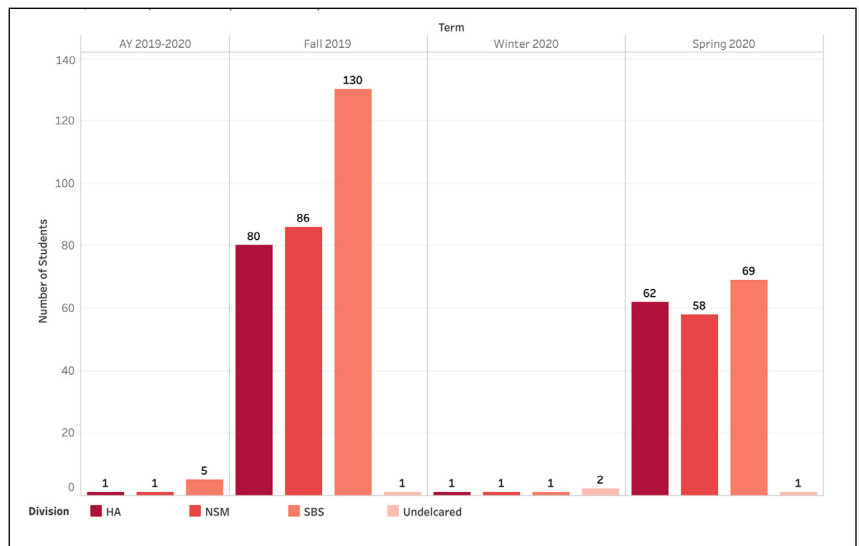
Study abroad participation in 2019-2020 was similar to that of 2018-2019. Fall remains the more popular semester. Division II, Social and Behavioral Sciences, is still the division sending the most students, despite the continued dominance of Psychology, a Division III, Natural Sciences and Mathematics, department,

as the major sending the most students. There were no surprises in the regions and countries that are the most popular. Summer 2020 participation fell to zero as the COVID-19 crisis continued from spring, so the overall number of students abroad is lower than that of 2018-2019.

**PARTICIPATION BY TERM (2018-2020)**

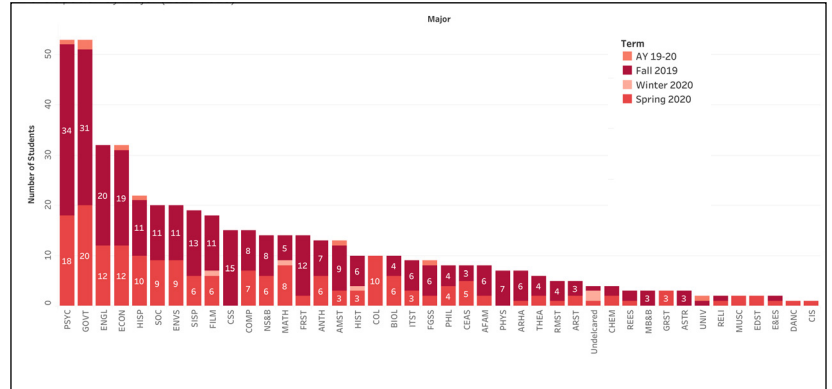


**PARTICIPATION BY DIVISION (2018-2020)**

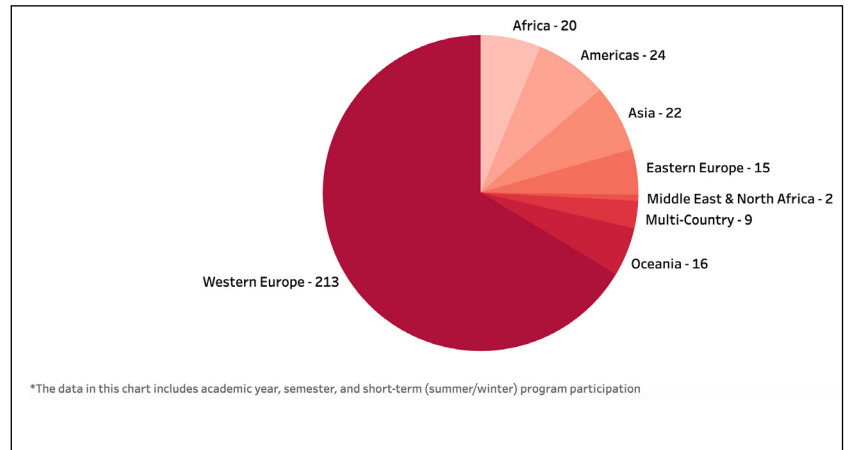


# Study Abroad Participation 2019-2020 *(continued)*

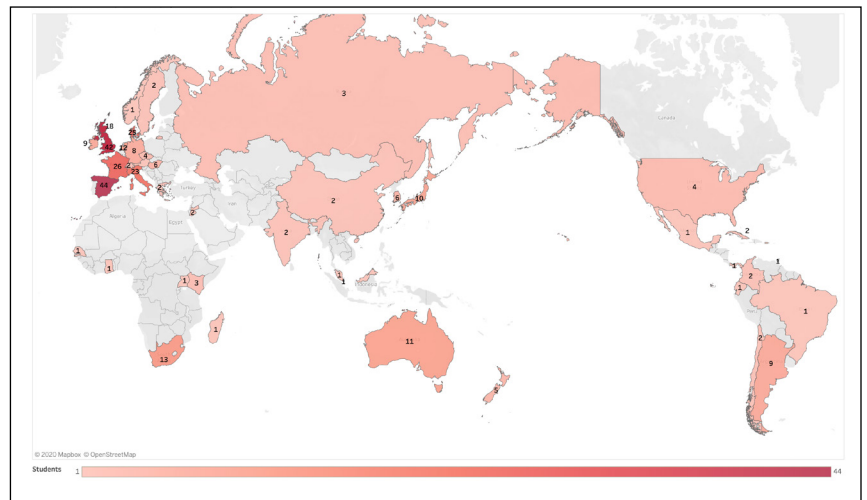
**PARTICIPATION BY MAJOR (2018-2020)**



**PARTICIPATION BY REGION (2018-2020)**



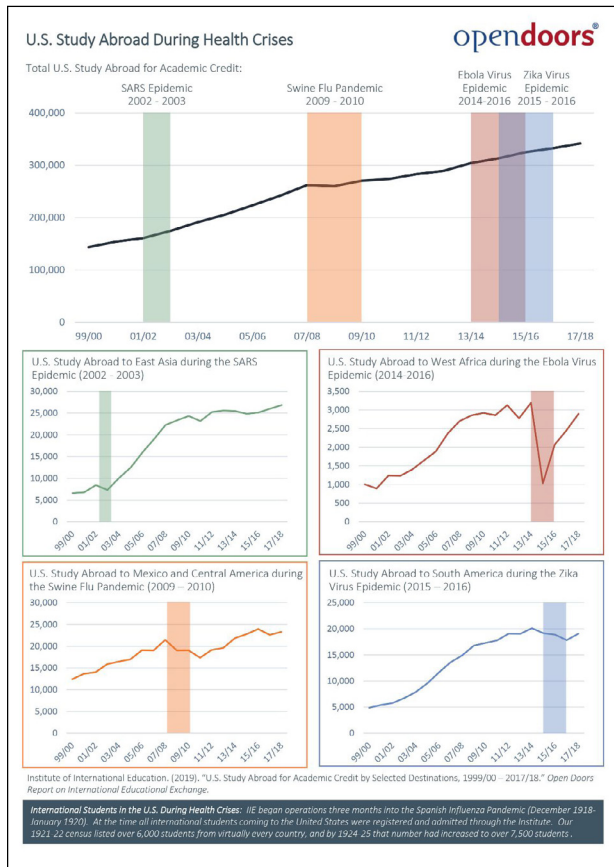
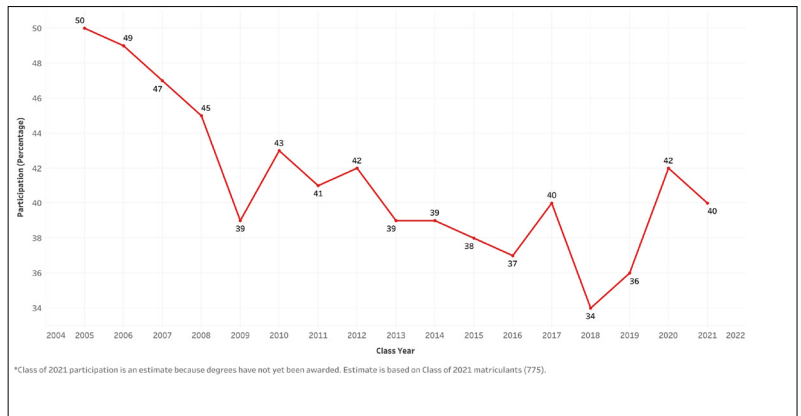
**PARTICIPATION BY COUNTRY (2018-2020)**



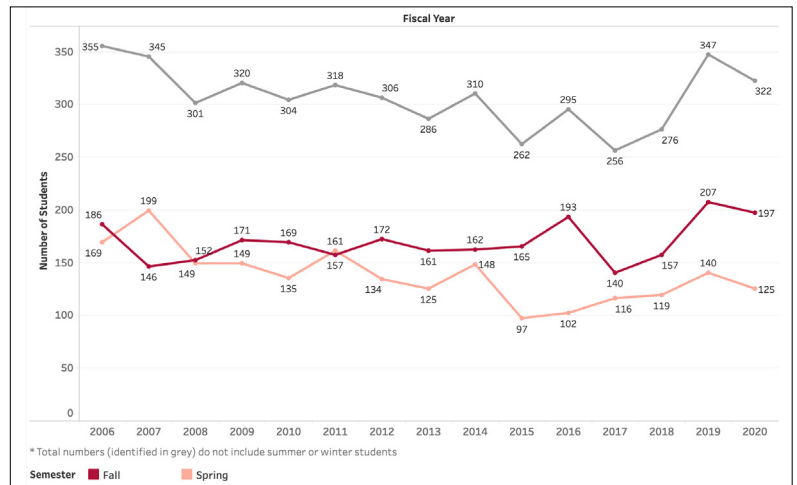
# Study Abroad Over Time

The most recent two years have seen a reversal of a multi-year decline in overall study abroad numbers, a decline that was more pronounced when participation is expressed as a percentage of the following year's BAs, because the size of each class has been increasing. (This methodology assumes that all of the study abroad participants are juniors, which is close to accurate.) Of course, if study abroad happens at all in Fall 2020 we expect it to be much lower because of the pandemic. However, data collected by IIE based on past world health crises gives some reason for hope that numbers will recover.

## PARTICIPATION BY CLASS YEAR (2018-2020)



## PARTICIPATION OVER TIME (2018-2020)

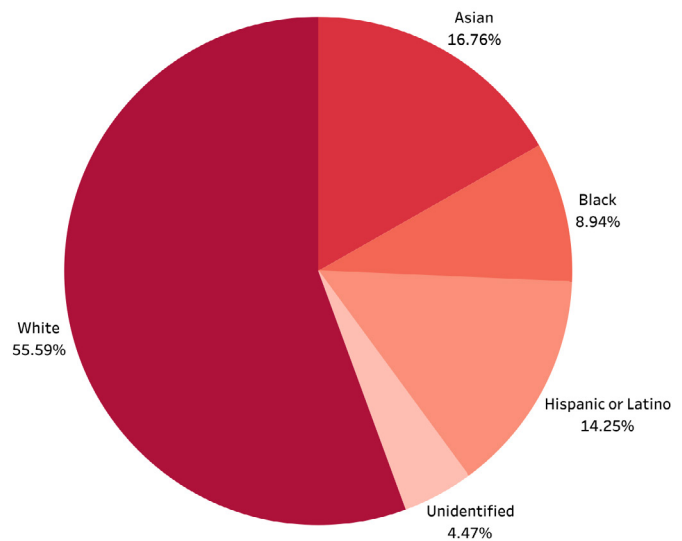


## Study Abroad: Diversity, Equity, and Inclusion

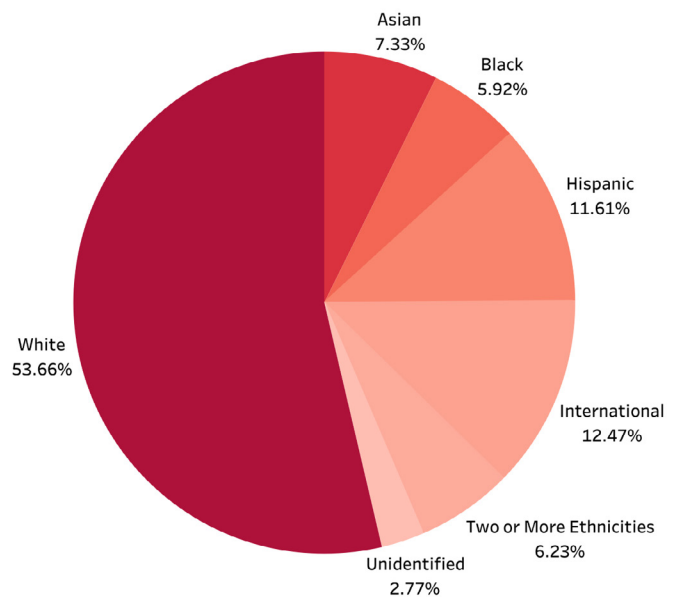
The Office of Study Abroad conducted a preliminary self-assessment of its diversity and inclusive practices through the Diversity Abroad: Access, Inclusion, Diversity, and Equity (AIDE) Roadmap. The assessment examined the student data and profile, and the advising and student support capabilities of the Office of Study Abroad for the 2018-2019 Academic Year (Semester/year participants only). The AIDE Roadmap was useful in identifying successes as well as opportunities for improvement in regards to the Office of Study Abroad's data collection practices and effective advising. We found that Wesleyan has an above-average student participation rate by race/ethnicity in its study abroad programming, but could make its demographic data collection more comprehensive by expanding the identity categories it tracks.

While the report revealed a commitment to diversity and inclusion in advising practices, financial tools, scholarship support, and parent resources for diverse students are currently underdeveloped. The Office of Study Abroad will work to improve the financial tools available to diverse students and strengthen its scholarship application support services. Expanding information for and outreach to parents will also be investigated.

**ETHNICITY - STUDY ABROAD STUDENTS**



**ETHNICITY - ALL WESLEYAN STUDENTS**



# PROMOTING INTERCULTURAL LEARNING AND MULTILINGUALISM

## Wes and the World Blog & Newsletter

This year the Fries Center for Global Studies, collaborating with the Office of International Student Affairs, launched the bi-weekly Wesleyan and the World Newsletter. The newsletter serves all international and other interested students, study abroad returnees, language majors, and globally-minded subscribers - including other students, staff, faculty, alumni, parents, community members. The newsletter currently reaches 925 subscribers. Subscription information is available on the FCGS homepage, or [click here](#).

Content is continually updated on the [Wesleyan and the World blog site](#), with the most recent posts highlighted on the FCGS homepage; every two weeks we curate the content into an issue of the Newsletter.

The initiative was but six months old when the coronavirus pandemic induced us to make a change. We decided to focus for the remainder of the year on the effects of the pandemic on the worldwide Wesleyan community, rather than on-campus (albeit virtual) "events." We have drawn a wide range of contributions from alumni with interrupted fellowships, current students precipitously having had to return home from abroad, or from campus; alumni doing important social justice and public health work around the world.

This academic year, we sent out a total of 14 newsletters, with one or two more to come this summer. So far we have attained user engagement rates of approximately twice the education industry benchmarks (55% open-rate, click-through rate of 7%, and unsubscribe rate of 0.04%).



## Lead with Languages Collective

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The Lead with 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 Language and Intercultural Learning. It meets twice a semester, four times a year. This arrangement allows the language departments to retain autonomy and leadership while simultaneously benefitting from the physical and virtual gathering space of the FCGS, and support from and coordination with the FCGS staff. As a result of the Language Collective, new task forces and committees were created to meet the demand of raising the profile of language learning at Wesleyan, then reporting back to the Language Collective during the large group meetings. We are in our second year of convening as a collective.

## Global Engagement Minor

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Late in the spring, 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 will still exist for a two-year transitional period, though it will be re-named as the International Relations Minor. That is, students in the classes of 2021 and 2022 are still able to declare and graduate with an International Relations Minor, while the classes of 2023 and beyond — and, with approval, students in the classes of 2021 and 2022 — will be able to join GEM instead.

Details about GEM can be found here: [Global Engagement Minor](#). In brief, it aims to integrate a student's academic studies, co-curricular activities, and experiential learning in order to expand and demonstrate intercultural competence. Intercultural competence is the mutually reinforcing knowledge, skills, and attitudes needed to understand, relate to, and engage constructively with the experiences of others.

### **THIS YEAR, ACCOMPLISHMENTS INCLUDED:**

- Work with Admissions — Kia Lor and Steve Angle met with the new Dean of Admission, Amin Gonzalez, to discuss ways his team could highlight the strengths of Wesleyan in language learning.
- Work with class deans — Kia Lor and Steve Angle met with the Class Deans for the classes of 2023 (Jennifer Wood) and 2024 (David Phillips) to discuss ways to continue and improve upon our outreach to in-coming students over the summer of 2020. Steve has followed up with both Deans as well as Laura Patey to see that student Academic Peer Advisers highlight their language learning and study abroad experiences.
- Open house event — during the fall season when prospective students are visiting campus, we coordinated with Admissions to host an open house for all languages.
- Many faculty participated in the annual “Languages Lead the Way” event, a highlight of International Education Week, on which see more elsewhere in this report.
- WesFest event — as part of the virtual WesFest, we arranged an on-line platform for interested students and their parents to meet and talk with language faculty.

In this context, we understand “cultures” to be porous, fluid, internally contested, and often overlapping — and yet still to be vital realities shaping the lived experiences of all people. Building intercultural competence requires not just acquiring new knowledge but also practicing the skills and honing the attitudes that are needed to interact effectively and appropriately on a basis of informed, mutual respect.

GEM was put together by a team of faculty and staff, with considerable input from students, over the course of more than a year. The main folks who have been involved in the effort to-date are listed [on the website](#). Students who are interested in GEM can apply (by submitting a letter of interest and requesting a faculty recommendation; [details on the website](#)) and enroll in the gateway seminar: [CGST 205, “Introduction to Global Engagement.”](#)



# INTERCULTURAL EVENTS

## 4th 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.

The purpose of the Wes in the World Photo Contest is to share stories about humanity across the globe through photographs representing these four categories:

- contemporary issues
- landscape
- people
- cross-cultural learning

Our hope with these categories is to allow students to reflect on ways in which their global experience transcends borders, by working towards perspective-taking, appreciating the wonderful landscapes of the earth, and raising awareness about peoples and cultures outside of their own ethnocentric lenses, and connecting with others through cross-cultural exchange.

Students are not required to be professional photographers to participate. In fact, our photo jury is more interested in the stories behind the photographs than the photo-editing software they use. Winning photos were judged by the stories and descriptions of how the photographs capture the categories stated above, as well as on the artistic merits of the photographs.

The 2019 winning pictures are here.



**International Women's Day**  
by Ludovica Romano, Italian FLTA, Location: Bologna, Italy



**Sail Down the River Which Brings Us Life**  
by Nick Sng '23, Location: Singapore



**Cross-Cultural Palette**  
by Arthur Chen '23, Location: Tokyo, Japan



**Moroccan Suited Farmer**  
by Marcus Valenta '20, Location: Marrakech Medina

## 3rd Annual International Education Week

For the past three years, the Fries Center for Global Studies has partnered with other centers to organize International Education Week (IEW). The goal of IEW at Wesleyan this year was to empower international student organizations, student identity groups, and study abroad goers/returners to take the lead in organizing globally-focused events that were important to them.

IEW is intended to make the value of internationalism real by exposing and grappling with the idea that 'internationalization' is not a universally shared mission. This year, IEW offered a week-long space for student groups to bring their lived experiences on campus to each other and to the whole community, to promote self-awareness as well as awareness of others in order to avoid generalizations. We wanted to connect real people to real lived experiences to facilitate decoding culture beyond the tip of the iceberg.

From *The Wesleyan Argus* (11/15/19), quoting FCGS' Kia Lor: "What are we really celebrating, when there are actually a lot of walls and a lot of things that are blocking students and people from getting their H1-Bs, for careers? Or for DACA students who are undocumented, to think about what globalization looks like on that front, with stories of displacement? ... So that's the kind of angle that we're taking this year that's new."

Our biggest commitment to IEW was to fund student events and to promote and spotlight their events to the wider Wesleyan community. Among the most common feedback we received from the prior year's participants in IEW was that they wanted more cross-pollination between international students and different identity groups by having them show up to each other's events in order to build a more cohesive, globally-conscious community.

We had a packed calendar this year, starting with a well-attended Taste of Africa, with food from some 10 countries and the diaspora, and performances punctuating the evening. The event was organized by the African Students Association, with collaboration from student groups Ujamaa, Caribbean Student Association, Haitian Student Collective, and Yaddi.

Languages Lead the Way (a food tasting and language event sponsored by the FLTAs) was the best-attended



▲ Photo courtesy of Nick Sng '23

single IEW event, with more than 200 attendees. Overall there were about 845 participants in nearly 20 events, not counting Food Around the World (in the Usdan dining hall each evening).

Collaboration was salient in this year's IEW, implying buy-in across campus, as indicated in this list of participating organizations:

**ORGANIZERS:** Fries Center for Global Studies, Gordon Career Center, Office of International Student Affairs, Resource Center, Shapiro Writing Center, Survivor Advocacy & Community Education, Wesleyan Dining by Bon Appetit, WesWell

**STUDENT ORGANIZERS:** African Student Association, Ajua Campos, Caribbean Student Association, Haitian Student Collective, International House, Pangea, Ujamaa, Wesleyan Refugee Project, WesSpeaks, Yaddi

**CO-SPONSORS:** African Studies, Center for Jewish Studies, Center for Pedagogical Innovation, Classical Studies Department, College of East Asian Studies, College of Integrative Sciences, Deans' Office, German Studies Department, Government Department, Italian Studies, Romance Languages and Literatures Department, Russian, East European, and Eurasian Studies Department, Thomas and Catherine McMahon Fund, Undergraduate International Studies and Foreign language Program.

## 3rd Annual International Education Week *(continued)*

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One interesting departure for IEW this year was the enthusiastic participation of the Usdan dining staff in Food Around the World, providing food from a different world region each night, including their traditional Thanksgiving dinner which happened to fall during this week, representing US cuisine. International students provided recipes from their various regions; a goal for next year would be to plan ahead to actually bring the students into the kitchen when their recipes will be prepared, in a rare opportunity for meaningful

interaction/collaboration between (international and other) students and support staff.

Another innovation was two storytelling events: WesStories: Performances of Multilingual Voices, and Stories of Displacement — giving students and staff opportunities to help the Wesleyan community reflect on the meeting of “internationalism” in a chaotic world where the concept is seriously contested.

## 3rd Annual Power of Language Conference

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The Power of Language Conference has sought to bring awareness to the many benefits of language learning and to promote the study of languages other than English across campus. It creates a forum to empower culturally sensitive citizens to thrive in the contemporary global environment.

This year’s conference was to highlight multilingual initiatives inside and outside the classroom. We invited students, faculty, alumni, and members of the community to join us in celebrating multilingualism on Wesleyan’s campus and beyond.

In terms of involvement with language faculty and language students in planning the annual event, we saw an expansion in participation (from 1 faculty and 5 students to 4 faculty and 8 students).

Unfortunately, this year’s conference was scheduled for April 3-4, and was cancelled like all other in-person events on campus after spring break, 2020.

# LANGUAGE AND THE CURRICULUM

## Cultures and Languages Across the Curriculum (CLAC)

### DEVELOPMENTS:

The basic aim of the “CLAC” (Cultures and Languages Across the Curriculum) program, which FCGS initiated in the 2018-19 academic year, is to increase students’ opportunities to apply and develop language skills in a variety of curricular contexts, and not only in language classrooms. CLAC is built on this basic idea: That knowledge exists within and is shaped by culture, and therefore, just as materials in many languages can and should be incorporated into all parts of the curriculum, intercultural perspectives can and should inform the teaching of academic content in many curricular contexts. Wesleyan’s basic model is to support once/

week Cr/U .5-credit classes taught primarily in a language other than English, usually associated with an existing English-language course in any academic unit.

After the success of our three inaugural CLAC courses in the spring of 2019, with a total enrollment of 28, the CLAC program has grown in 2019-20 to 11 courses (5 fall, 6 spring), with a total enrollment of 79 students.

Another 10 courses are projected so far for academic year 2020-21, including courses to be taught in Arabic and Japanese.

Semester	Title	Language	Child or Stand-alone	Instructor Status	Enrollment
Fa2019	Love and Suffering in Ancient Rome	Latin	Standalone	Visitor	5
Fa2019	Body, Soul, and Afterlife Journeys in Ancient Greece	Ancient Greek	Standalone	Tenure Track (TT)	5
Fa2019	Classical Chinese Philosophy Lab	Chinese	Child	TT	12
Fa2019	Modern History and Culture of Korea (CEAS)	Korean	Standalone	Professor of the Practice	9
Fa2019	Nietzsche als Versucher (COL/PHIL)	German	Child	TT	2
Sp2020	Hist of Span Cinema in Spanish	Spanish	Child	TT	7
Sp2020	Gender in Greek Culture	Ancient Greek	Standalone	TT	5
Sp2020	Narrating China: Chinese Lab	Chinese	Child	Visitor	8
Sp2020	Communist Experience	Russian	Child	TT	8
Sp2020	Israeli Cinema	Hebrew	Child	Adjunct	11
Sp2020	Italian Game Lab	Italian	Standalone	Adjunct	7

## Arabic and Hindi-Urdu

In general, language faculty at Wesleyan are affiliated with the relevant language-and-culture unit (such as the College of East Asian Studies or the Romance Languages and Literatures Department). In the case of Arabic and Hindi-Urdu, however, there is not currently an obvious unit with which faculty can affiliate (Middle Eastern Studies and South Asian Studies are both standalone minors without their own dedicated faculty lines). This year, we solved the problem by moving Abderrahman Aissa (Adjunct Assistant Professor of Arabic), who had been somewhat awkwardly affiliated with Classical Studies, to the FCGS, and also locating H. M. FazaleHaq's new appointment as Assistant Professor of the Practice in Hindi-Urdu in the FCGS. As such, it makes sense to at least briefly review the status of these two programs of language instruction.

After offering Arabic sporadically through the Less Commonly Taught Language program, with support from the U.S. Department of Education's UISFL (Undergraduate International Studies & Foreign

Languages) program and the Mellon Foundation, Wesleyan created a continuing position in Arabic in 2010-2011, and Prof. Aissa was hired at that point. This past year, he offered five formal classes: Elementary Arabic I and II, Intermediate Arabic I and II, and one semester of Advanced Arabic. In addition, he facilitated further advanced Arabic instruction for students who had gone beyond our course sequence through the FCGS's SILP (Self-Instructional Language Program) program.

As noted in last year's FCGS Annual Report, thanks to a second successful application to the UISFL program, we have now been able to add Hindi-Urdu instruction. In his first year on campus, Prof. FazaleHaq (known to us all as "Fazal") taught Elementary Hindi-Urdu I and II and Intermediate Hindi-Urdu I and II. In the coming year he will be adding a fifth class, which initially will be an English-language class that draws on his background in linguistics titled "Language and Politics: Making and Unmaking of Nations."

## Less Commonly Taught Languages Program

One of the core missions of the FCGS is to provide additional language learning opportunities through the Less Commonly Taught Languages Program, via regular classes, small group tutorials, and self-paced, independent, online language study through Mango Languages.

### AMERICAN SIGN LANGUAGE

With regards to regular classes, both sections of introductory American Sign Language classes were once again fully enrolled and the third-semester, intermediate-level course which is taught in the Fall had nine students. In addition to actively participating in all events sponsored by the FCGS, American Sign Language instructors Keith Vinci and Leslie Warren organized a holiday show on campus with the ASL performance group they are involved in (<https://www.thecridders.org>). The show also featured performances by Wesleyan students enrolled in ASL courses.



**American Sign Language performance by the Cridders (featuring ASL instructors Keith Vinci and Leslie Warren) and Wesleyan students**

## Less Commonly Taught Languages Program *(Continued)*

Changes for the ASL program in Fall 2020 will include (1) Joe Basile will teach both sections of LANG190, and (2) we will introduce a new curriculum and new meeting time for the intermediate, third-semester course (LANG290) which will now be team-taught by Leslie Warren and Keith Vinci. While focusing on furthering knowledge of sign language and culture, LANG290 will also allow students to explore the artistic nature of the language. This change has so far been received positively since the course is currently fully enrolled (fifteen students), which is a first-time occurrence for this course.

### SWAHILI

Since there has been an ongoing demand for Swahili tutorials, Swahili was posted on Wesmaps for the first time this academic year and this allowed students to register without having to go through a petition process. This proved to be successful since 5 students registered for the ½ credit course in the Fall and 4 in the Spring. Students met weekly with an instructor via Skype and Zoom and a Wesleyan student worked as a teaching assistant, both assisting during class-time and conducting practice sessions with students outside of class.

### *Other Languages and Platforms*

The variety of language study options offered through this program enable the FCGS to accommodate a wide range of needs. Some students need to acquire a language to prepare for a future project such as a Fulbright experience (as was the case with Inaya Bashir '20 who received a Fulbright grant to teach English in Kenya) while other students want to keep learning a language they picked up while studying abroad or to formally study a language a student is acquainted with as a heritage learner.

In Spring 2020, in order to accommodate languages for which no instructors are available, the FCGS experimented with using services provided by iTalki.com. iTalki is an online platform which allows users to hire language tutors, many of whom are qualified, trained, and experienced instructors and who are native speakers of the language they are teaching. Thus, one student each engaged in online tutoring in Norwegian and in Polish. Students reported an excellent experience, and based on their feedback and the



Swahili group tutorial

conversations between the instructors and the FCGS, it was decided to expand the pilot in the Fall 2020 with added languages and with a modified approach focusing on ensuring more oversight of the curriculum and assessment methods.

During the academic year 2019-2020, the following languages were studied through individual or group tutorials:

- Intermediate Modern Greek
- Beginning Swahili I and II
- Advanced Arabic I and II
- Beginning Polish
- Intermediate Norwegian

### MANGO LANGUAGES

Mango Languages was adopted to afford the entire Wesleyan community – students, faculty, staff, and alumni—the opportunity to be introduced to the over 70 world languages offered through this online resource. Anyone can create an account and begin to learn a language at any time for free, and many do. In addition, current students can also use Mango to earn 1/4 credit.

The following languages were studied for 0.25 credits via the Mango platform:

- Beginning Farsi
- Beginning Cantonese
- Beginning Icelandic
- Beginning Swedish

Each student must complete a reflective essay assignment before exiting the program. Here are some excerpts from students' reflections giving feedback on their experience:

## Less Commonly Taught Languages Program *(Continued)*

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“Even though I will be taking Danish when I get to Denmark, I like having a head start at learning the language. I will feel much more confident when I start to take the Danish class through DIS. I am a slow learner, especially when it comes to learning a language, so I know that taking Danish beforehand was a great choice to acquaint me with the language.”

— *beginning Danish student*

“I found it most important to be able to practice speaking out loud in Danish because I usually find that I can understand the grammar and learn the vocabulary with relative ease, but will struggle with the accent and flow of speaking the actual language. My take-away from this experience is definitely to continue to learn more Danish, and perhaps to take a language class at Wesleyan in another language.”

— *beginning Danish student*

“When I arrived at Wesleyan University, I was surprised to find a small group of staff and faculty members who spoke fluent modern Greek. Learning Greek over the last quarter allowed me to revisit a part of myself that had been ignored for over a decade. Going through the Mango program and hearing the rules of the Greek language reminded me of the mistakes I made even when I was learning the language with my grandmother.”

— *Modern Greek heritage speaker*

“A significant amount of the vocabulary taught in the Mango course was already in my lexicon from my more casual interactions with the language, as well as the basic tenses of grammar, but it was very useful to return to the basics with attention and more formal definitions and rules. By paying close attention to concepts I considered myself already familiar with, I have been reflecting more closely on the relationship between the language and the way my family interacts with it: What do we mean when we use certain words over others? What is lost in the translations that I would make from phrases in Farsi to English? What changes about my experience when my family chooses to use or not to use Farsi over English in a certain social situation? By ruminating on these questions, I have deepened my understanding of my parents’ bond to their home country and language as refugees from their land, not knowing when they would be able to return.”

— *Farsi heritage speaker*

# LANGUAGE RESOURCES AND TECHNOLOGY

## Language Technology and Language Class Support

With the help of dedicated students, the Director of Language Resources and Technology supports the instruction of languages and cultures in a variety of modalities.

### **DIGITIZATION OF MATERIALS AND MOVIE SCREENINGS**

In order to fully support courses with focus on film (for example: SPAN301 - History of Spanish Cinema, SPAN278 - Dangerous Plots: Fictions of the Latin American Jungle, or CEAS266 - Modern Korean Women's Literature and Film) or language courses which occasionally use films or other audiovisual materials, the FCGS works with student Language Media Specialists who help digitize materials and make them available on a streaming platform so they can be embedded into a Moodle course and viewed remotely by students. Most faculty who teach film-based classes insist that students watch movies on a large screen and the FCGS arranges for film viewings in the Fisk Hall classrooms which are best suited to film projection. FCGS student workers who are on shift during times when a screening is scheduled are responsible for overseeing the process.

### **PRODUCTION OF MATERIALS**

Using the recording studio, FCGS staff is able to help faculty and students produce professional recordings for a variety of purposes. While some materials are designed to be used in a language class (Chinese 206, Hindi/Urdu 102/202), other materials are produced to promote services and experiences (such as student testimony videos produced for the office of Fellowships in the FCGS). Other productions are aimed at increasing the visibility of scholarship, such as the assistance provided to Ellen Nerenberg in the production of her podcast interviews of authors of recent books in the field of [Italian Studies for the New Books Network](#).

### **SUPPORT FOR LANGUAGE CLASSES AND TESTING**

Through its regular operations, the FCGS provides ongoing support to language programs through a variety of support:

- Weekly testing for the Chinese language program in the dedicated testing space, using BongoLearn software
- Test de Connaissance du français (TCF), language proficiency test for students who are going on the Paris study abroad program
- Support and training for Mahara portfolios for French, German, and Spanish classes

### **COVID-19**

After the move to online classes was decided, the FCGS provided training and practice sessions for using Zoom and other resources. A large gathering of faculty in languages and classics was hosted in the commons and all had an opportunity to listen to Marco Aresu's experience since he had already coordinated some courses via Zoom while directing the program in Italy and coordinating responses to the pandemic. Faculty got a chance to experiment with Zoom via a series of group meetings, which allowed each attendee to host a meeting and to attend, thus experiencing the interface from a teacher and a student standpoint. Other opportunities were provided for faculty to discuss Moodle features which are useful in the context of online teaching and faculty also had an opportunity to exchange ideas and tips. Through its Director of Language Resources and Technology, the FCGS is currently involved with other offices on campus (Library, Academic Computing, Center for Pedagogical Innovation) in planning the support of teaching and learning for the Fall 2020. While details are still being worked out, these efforts will lead to a variety of workshops and programming over the summer.



Language and Classics faculty gather in the FCGS to discuss pivoting classes online



# FELLOWSHIPS

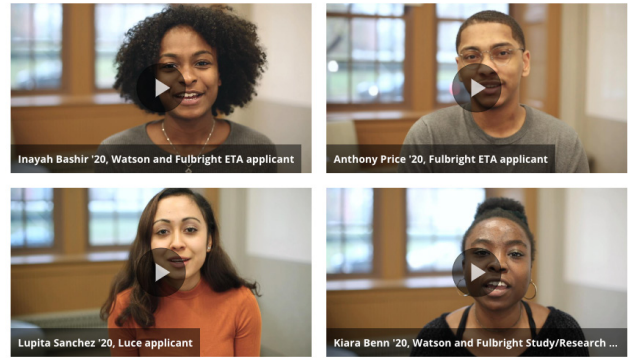
This year we greatly benefited from the work of the Student Assistant for Fellowships, Inayah Bashir '20 (featured above as the recipient of both Watson and Fulbright). Inayah was invaluable in bringing a student's perspective to the application process, creating informational materials that are welcoming and encouraging to all students, and organizing and promoting events that center student voices.

With Inayah's help and in collaboration with the Resource Center, our goal this year was to shift emphasis from winning fellowships to applying for them. While this approach may seem counterintuitive at a top-tier liberal arts college like Wesleyan, emphasizing the benefits of following through with the application process over the competitiveness of the selection process and the prestige of the awards helps promote access to fellowships to all students. This results in a more robust and diverse applicant pool and ultimately leads to more students winning fellowships as well.

On our website and in our informational materials and events we stress that applying for a fellowship is a way of investing in oneself, reflecting on one's motivation and goals, learning to tell one's story to an unfamiliar audience, building community with other applicants,

## Tips from Applicants

Students who applied for fellowships in Fall 2019 talk about their experiences with the application process and share advice.

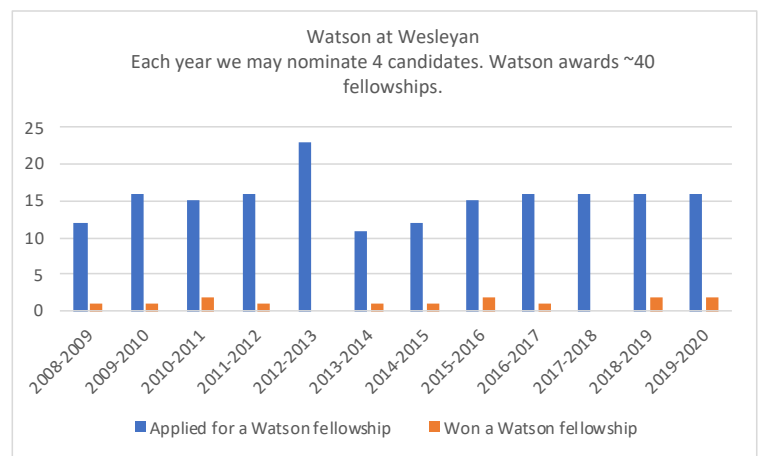
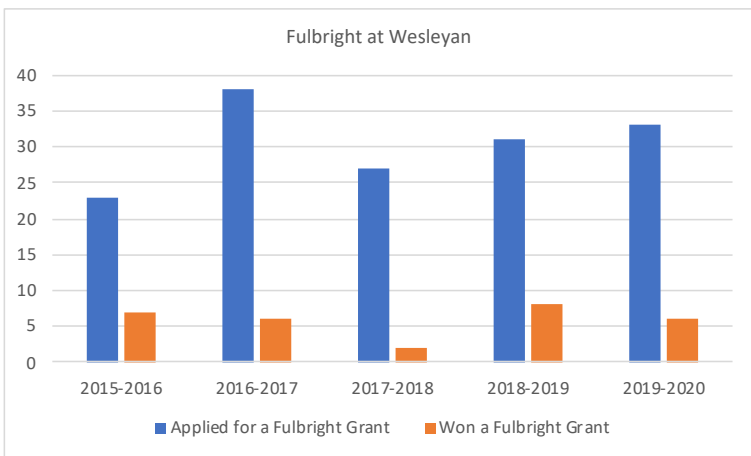


and preparing for the job market and/or graduate school.

Last summer a student pointed out the lack of peer support for students of color in the fellowship application process. In response to this feedback this year we added to our website four video testimonials by members of the Class of 2020 who applied for the Watson, Fulbright, and Luce.

On February 12, 2020, the Fries Center and the

## Fulbright and Watson at Wesleyan



The Fulbright U.S. Student Program and the Watson Fellowship are the two most versatile programs, open to students from all academic backgrounds. They attract the greatest number of Wesleyan applicants.

## Fellowship Events



From left to right: Dylan Shumway '20, Ilan Small '20, Miriam Zenilman '20, Anthony Price '20, Inayah Bashir '20, Ayana Dudley '20, Maya Bernstein-Schalet '20, Mitike Lyons '20

### CELEBRATING FULBRIGHT AND WATSON APPLICANTS

This year 33 seniors and recent alumni applied for Fulbright grants, and 16 seniors applied for the Watson Fellowship. On September 17, 2019, several of them gathered at the Fries Center to build community and

celebrate completing the application process to these two programs, which have the earliest deadlines. Read about Watson Fellows, Fulbrighters, and other fellowship winners, [pages 5-8](#).



From left to right: Maya Bernstein-Schalet '20, Inayah Bashir '20, Ivy Lam '20, Afrah Boateng '20

### USING FELLOWSHIPS TO BUILD YOUR GLOBAL EXPERIENCE

On November 21, 2019, as part of the International Education Week, we held an afternoon panel featuring students who applied for fellowships in Fall 2019. Three student panelists and panel moderator Inayah

Bashir '20 shared their experiences and advice on how to make the most of the fellowship application process to develop international experiences.

## Fellowship Events *(Continued)*

### STUDENT OF COLOR PANEL ON APPLYING TO FELLOWSHIPS

Resource Center co-sponsored a panel discussion for students of color. The event was held at the Resource Center. Three women who applied for fellowships this year - Inayah Bashir '20, Kiara Benn '20, and Ivy Lam '20 - spoke candidly about their experience with the process. The panelists agreed that writing application essays helped them reflect on their passions, their future goals, their achievements, and their life journeys.

Foreign Language Teaching Assistants (FLTAs) are non-degree-seeking students who come to Wesleyan for

one year to enhance our students' language learning experience. They are appointed through Wesleyan's language departments and work under the supervision of the language teaching faculty in those departments. We are extremely grateful to these visitors for their contribution to advancing the mission of the FCGS in language and intercultural learning. By bringing them together in a highly visible common space in Fisk, we hope to enhance their profile as a group and foster greater interaction between them and the Wesleyan student body.

## FELLOWSHIP OUTREACH

## Informational Sessions

In February 2020, Assistant Director of Fellowships Dr. Magdalena Zapędowska held several informational sessions about fellowship opportunities relevant to different classes and interests.

**February 4** - Class of 2020

**February 11** - Class of 2021

**February 18** - Class of 2022

**February 19** - Pre-Law and Policy Students, co-sponsored with the Gordon Career Center

**February 25** - Class of 2023

**February 26** - Fellowships for Pre-Health Students, co-sponsored with the Gordon Career Center

These events were attended by a total of 79 students. We would like to thank Dr. Mildred Rodriguez, Health Professions Advisor, and Jim Kubat, Pre-Law Advisor and Associate Director for Job and Internship Development, for organizing the events held at the GCC.



Class of 2021 Fellowship Info Session, with fellowship winners Abe Kipnis '19, Inayah Bashir '20, and Amad Amedy '19 (on screen)

## Class Visits

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On February 21, 2020, the Assistant Director of Fellowship visited the Wesleyan Mathematics and Science Scholars Program (WesMaSS) seminar to introduce fellowship opportunities of interest to STEM students and the application process.

On March 3, 2020, she visited the McNair Fellows seminar to discuss opportunities relevant to juniors and seniors in STEM fields planning to pursue a Ph.D., in particular Fulbright Study/Research Grants and the Churchill Scholarship. Seven out of the 17 fellows applied for fellowships in Fall 2019/Winter 2020 and were able to share insights with their peers.

Further outreach was interrupted by COVID-19. As well, the pandemic, the transition to online classes, and the uncertainties about future international travel negatively affected interest in fellowship programs; as of early June 2020, 52 students and alumni have registered to apply for national fellowships in the academic year 2020-2021, compared with 135 registrants in early June 2019. However, the number of potential applicants has been growing since the end of the academic year.

## Acknowledgements

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The Assistant Director of Fellowships would like to thank the following faculty and staff members for their service in the campus nomination process:

### **THE WESLEYAN FULBRIGHT COMMITTEE:**

Abderrahman Aissa, *Adjunct Assistant Professor in Arabic*  
 Steve Angle, *Director, FCGS*  
 Hyejoo Back, *Assistant Professor of the Practice in East Asian Studies*  
 H.M FazaleHaq, *Assistant Professor of the Practice in Hindi/Urdu*  
 Octavio Flores-Cuadra, *Adjunct Professor of Spanish*  
 Elizabeth Jackson, *Adjunct Associate Professor of Portuguese*  
 Kia Lor, *Assistant Director of Language and Intercultural Learning*  
 Louise Neary, *Adjunct Associate Professor of Spanish*  
 Jeff Rider, *Professor of French*  
 Johan C. Varekamp, *Harold T. Stearns Professor in Earth Science*  
 Krishna Winston, *Professor Emerita of German Language and Literature*

### **THE WESLEYAN GOLDWATER COMMITTEE**

Lutz Hüwel, *Professor of Physics*  
 Dan Licata, *Assistant Professor of Computer Science*  
 Janice Naegele, *Professor of Biology*  
 Rich Olson, *Associate Professor of Molecular Biology and Biochemistry*

### **THE WESLEYAN WATSON COMMITTEE:**

Alice Hadler, *Senior Associate Director, FCGS*  
 David Phillips, *Dean for the Class of 2020*  
 Krishna Winston, *Professor Emerita of German Language and Literature*

### **THE WESLEYAN COMMITTEE FOR OTHER FELLOWSHIPS**

Steve Angle, *Director, FCGS*  
 Rachael Barlow, *Associate Director for Assessment*  
 Oliver W. Holmes, *Professor of History*  
 Ronald Jenkins, *Professor of Theater*  
 Rachel Munafo, *Associate Director, Public Relations and Communications, Gordon Career Center*  
 Courtney Weiss Smith, *Associate Professor of English*  
 Eirene Visvardi, *Associate Professor of Classical Studies*  
 Joseph Weiss, *Assistant Professor of Anthropology*

# GLOBAL EXCHANGES

## Foreign Language Teaching Assistants (FLTAs)

Our Assistant Director for Language and Intercultural Learning has become the lead support person for the FLTAs by organizing orientation upon arriving on campus, providing administrative support, assistance in establishing connections across campus, and hosting mid- and end-of-semester check-ins. The effort to integrate the FLTAs more quickly and effectively into Wesleyan student life made a huge stride with Kia's creation and introduction of an [FLTA Handbook](#), initially as a PDF and now fully on-line.

When asked for feedback, the FLTAs were generally enthusiastic about the practical information provided to them. Several suggested that it would be useful to alert future FLTAs that Wesleyan students are extremely engaged (in ways very different from what they are used to in their home countries) in a wide variety of activities, and FLTAs should waste no time joining in as well, as they are only here for a year.

### AS A GROUP, THE FLTAs SUGGESTED THESE "THINGS TO CONSIDER ADDING":

1. Maintain professional boundaries in the social media age.
2. Maintain office space and protect from faculty interference.
3. Maintain appropriate physical boundaries, i.e. no touching in a classroom setting without asking for permission.
4. Teach what to do in case of emergency and how to help students who reach out in an emergency.
5. Educate advisors about how to help FLTAs register for classes - provide concrete examples of how our system differs from the system in their country; encourage faculty advisors to send email introductions to instructors of courses the FLTA is interested in taking, and then advise the FLTA to follow up with an email of personal introduction.
6. Request Academic Affairs send email to faculty about the existence of FLTAs and their ability to take classes.
7. Set up a WhatsApp Chat Group for FLTAs to communicate with each other in the summer.



FLTA's from left to right: Melissa (Zhenyao) Yang\_Shanxi, China, Diego Moreno Crespo\_Madrid, Spain, Annabelle Ebedji\_Val de Marne, France, Yuki Sakomura\_Osaka, Japan, Ludovica Romano\_Comiso, Sicily, Mehdi Rezgui\_Tunis, Tunisia, Leticia Julian García\_Madrid, Spain. César Hernán\_Cali, Colombia, Jessica Khan\_Paris, France.

## UISFL Faculty and Student Engagement in India

A key part of the two-year South Asia Initiative grant that Wesleyan received from the U.S. Department of Education's UISFL program is support for two science faculty learning communities, one in 2019-20 and the second planned for 2020-2021, which involve both seminars on topics related to the languages, cultures, and history of India's many regions, including the history of scientific activities in South Asia; and then a ten-day trip to India during January, accompanied by a Wesleyan South Asianist, to visit both research institutes and cultural sites. The goal of these learning communities is to establish or expand opportunities for research collaborations for both the scientists and their students, as well as to raise the profile of Wesleyan science more generally.

The 2019-2020 learning community was a great success. Five scientists were selected to participate:

- Stephen Devoto (Biology)
- Robert Lane (MB&B)
- Thomas Morgan (Physics)
- Janice Naegele (Biology and NS&B)
- Francis Starr (Physics)

They were accompanied by Peter Gottshalk from our Department of Religion; Peter is a specialist in the religions and cultures of South Asia, and led the preparatory seminars. In addition, Ishita Mukerji (MB&B and College of Integrative Sciences) also accompanied the group.

The group visited Delhi and Mumbai, learning about key research sites, building relationships with counterparts there, giving seminars on their own work, and in general expanding their personal networks (and, therefore, Wesleyan's broader connections to India). They were also able to participate in the reception for the Liberal Arts + Forum that took place in Mumbai, on which see the Global Outreach section of this report. The visit is already paying off in terms of new and increased collaborations, reciprocal invitations to visit labs, and so on. Planning is underway for the second



cohort of scientists, although at the moment we are unsure whether on-going effects of COVID-19 will require postponement.

The pandemic did disrupt our plans to have a second summer of student researchers in India during summer 2020. From among a number of applicants for the three research assistantships, we chose three outstanding students:

- Darshana Banka (Undeclared)
- Fitzroy "Pablo" Wickham (NS&B and Theater)
- Sarah Shehreen (NS&B)

Unfortunately they will not be able to travel to India this summer, though we were able to find other means to support their research aspirations. The grant will fund one more year of student summer research in 2021.

# GLOBAL OUTREACH

## Liberal Arts + Forums

Wesleyan's annual Liberal Arts + Forums bring Wesleyan faculty and distinguished alumni together to exchange ideas and share the best in thought leadership in an international setting. Each year, the forums highlight different areas of liberal arts education for an audience of prospective families, alumni, parents, and the public in China and India.



### BELJING FORUM

On October 19 and hosted in Beijing, China, the second Liberal Arts + Sustainable Economic Development Forum started with an “admission 101” workshop by Associate Dean of Admission James Huerta that provided valuable insights for prospective families preparing for the college admission process.

- 1** President Michael Roth's remarks focused on the importance of interdisciplinary learning and how a liberal arts education equips students with a lifetime of important skills.
- 2** Richard Adelstein, the Woodhouse/Sysco Professor of Economics, left, and Barry Chernoff, the Robert Schumann Professor of Environmental Studies, center, spoke on the first panel moderated by Julia Zhu '91, right, about Wesleyan's unique interdisciplinary approach to teaching economics and environmental studies.
- 3** Tian Ai '06, left, and Yinghai Xie '97, center, alumni working in the financial services industry, spoke on the value of a liberal arts education in personal growth and careers, and shared their professional insights on China's growing focus on sustainable development. The panel was moderated by Ted Plafker '86, P'17, '18, right.
- 4** Over 100 people, including parents, prospective families, alumni, and counselors attended the forum this year. The 2018 inaugural Liberal Arts + Forum in China focused on film and collaboration and gathered over 80 attendees.



## Liberal Arts + Forums *(Continued)*

### MUMBAI FORUM

On January 12, several creatives gathered to speak at the inaugural Liberal Arts + Film and Storytelling Forum in Mumbai, India. The forum showcased how one of the best liberal arts colleges in the United States and its nationally-ranked film program prepares its graduates to excel on both sides of the lens by combining a broad and deep background in film analysis and history with the sharp interdisciplinary and critical-thinking skills.

- 1** President Roth, left, held a conversation with Matthew Weiner '87, P '18, '23, known as the creator of the hit television series *Mad Men* and *The Romanoffs*. Weiner spoke on his time at Wesleyan, including how his major in the College of Letters helped to shape his career in the entertainment industry, and his deepened understanding of Wesleyan's impacts on students through his role later as the parent of a class of 2018 graduate.
- 2** Navdeep Singh, left, an Indian director best known for his Bollywood film *NH10*, and Matthew Weiner '87, P '18, '23, right, shared their insights on the creative process, the future of Indian cinema and how it will influence the global entertainment market, and the impact of the US entertainment industry in India. Scott Higgins, Charles W. Fries Professor of Film Studies and director of Wesleyan's College of Film and the Moving Image, middle, moderated the discussion.
- 3** A prospective student raised questions to speakers at the event.
- 4** Matthew Weiner '87, P '18, '23 spoke with a prospective parent.
- 5** Professor of Physics Francis Starr and Foss Professor of Physics Tom Morgan mingled with Manisha Ajay Vaghani P'18 at the forum.





## WECHAT

Launched in August 2017, the official Wesleyan WeChat channel makes it easier for alumni and parents in China to keep current on university news and for the University to attract qualified prospective students and their parents. Published regularly in Chinese, its posts feature a wide range of tailored topics such as select campus news, alumni and faculty achievements, major university campaigns, staff travel and events in China. We have seen a strong growth of Wesleyan WeChat over the past years and our WeChat channel continues enhancing recognition of Wesleyan as a leading liberal arts institution in China.



## PROFESSIONAL OUTREACH AND NETWORKING

Steve Angle, Emily Gorlewski, and Kia Lor from FCGS, as well as Demetrius Colvin (Director of Wesleyan's Resource Center) attended the 5th Annual Global Engagement in the Liberal Arts conference, "[Creating Inclusive Global Communities](#)," at Dickinson College in October of 2019, with all four of us presenting.

COVID-19 led to the cancellation of planned conferences and trainings for several of us. But a few of us had additional activities (in alphabetical order):

Emily Gorlewski presented on a panel for a webinar for The Forum on Education Abroad, Responding to COVID-19 #6: Academic Continuity; co-presented a session at The Forum on Education Abroad Virtual Annual Conference, The New Standards for Education Abroad: Introduction and Recommendations for Use; and was elected to serve on The Forum Council of The Forum on Education Abroad. (Congratulations, Emily!)

Konstance Krueger and Hannah Parten presented on a panel for the Connecticut Re-Entry Conference held at Sacred Heart University.

Hannah Parten attended the NAFSA Region XI conference in Worcester, Massachusetts.

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