

# GLOBAL DISPATCH

## An Education for Global (World) Citizenship

By President Ronald A. Crutcher

It is my belief as an educator and leader in higher education that the current state of world affairs should be a constant cause of concern for everyone. In almost every corner of the world, there appears to be considerable conflict and instability. The extent to which one has a context for understanding some of the dimensions of this conflict and instability will largely depend upon the scope of one's knowledge about and understanding of world cultures and history. For the average citizen of the United States, that scope is unfortunately rather narrow.

As residents of the United States of America, we have not historically embraced learning languages other than English or learning about the history and culture of other countries. Indeed, sections of the United States tend to be quite xenophobic. For many years, learning about other countries was thought to be unnecessary. After all, we were the wealthiest and most powerful nation in



President Crutcher greets students at Opening Convocation, beginning his first academic year as president of the college.

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the world; other countries envied us and looked to us as a model. And even if we traveled abroad it was understood that English was a universal language. While we were arguably more enlightened with respect to this issue at the close of the 20<sup>th</sup>-century in comparison to the beginning of the century, the events of September 11, 2001, caused us to view these issues from a different perspective.

In her book *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*, Martha Nussbaum describes the qualities of character and habits of mind that should be inculcated in students to prepare them for world citizenship.

This education must be a multicultural education, by which I mean one that acquaints students with some fundamentals about the histories and cultures of many different groups. These should include the major religious and cultural groups of each part of the world and also ethnic and racial, social and sexual minorities within their own nation. Language learning, history, religious studies and philosophy all play a role in order to promote the respect for another that is the essential underpinning for dialogue. There are no surer sources of disdain than ignorance and the sense of the inevitable naturalness of one's own way.

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## Global Competence and the Wheaton Experience



Harvey Charles

Jedediah Purdy's book *Being America: Liberty, Commerce, and Violence in an American World*, assigned as summer reading to all entering freshmen at Wheaton College, is probably an apt point of departure for a consideration of global competence and what it means for "doing life" in the early 21st century. A pervasive theme throughout this book is the contradictions that are bred in the times in

which we live. Purdy says, for example, that "modernity (an experience pioneered by the United States) . . . is a democratic time when elections in much of the world would bring in fundamentalist Islam or Chinese nationalism. It creates a capitalist world where markets both build and destroy lives, and carry freedom and exploitation together. In this time traditions melt into air, and are revived as new and volatile convictions. Middle classes are developing everywhere--the same class that in the last century produced liberal democracy, social democracy and fascism."

The corollary to this tumultuous world is one that can be accessed more easily than at any other time in its history, and a global scene that forces itself upon our reality, whether we want it to or not. In short, we have no choice but to interact with an increasingly interdependent and interconnected world. Numerous studies and reports declare that college graduates must be prepared to successfully negotiate this very challenging context. The Greater Expectations National Panel recommends that the ideal college graduate must learn about "the human imagination, expression, and the products of many cultures" as well as "the interrelations within and among global and cross-cultural communities." This imperative is not too easily realized, however, given the general indifference toward global education evident in the early years of the educational system in the United States. This state of affairs often means that the college experience is the last real opportunity to equip students with the skills and the attitudes to enable them to participate fully as global citizens, or rather, to be globally competent.

A liberal education, understood in its most progressive sense, prepares students to be globally competent. By this we mean that students participate in a broad-based program of study that emphasizes strong critical-thinking skills and effective personal and social skills. Such students are exposed to different cultural perspectives, engage deeply with matters of

the human condition and develop a confident identity as a global citizen. This is the kind of education that Wheaton is committed to offering its students. Our new president considers this a priority and has articulated this in the cover piece. It is a priority for our faculty as expressed in the Wheaton curriculum and, in particular, the connections courses, approximately 75 percent of which have significant global content. It is also a priority for the campus in general, by virtue of the infrastructure that now exists, to support global education. In fact, it is even a preoccupation of many of our alumni, who do their part to help transform our world into a more hospitable place and who take pride in this new direction Wheaton has taken.

Wheaton has clearly risen to the challenge to provide a relevant education that transforms students from mere spectators on the global scene to agitators for peace, justice, cross-cultural understanding and democracy. As we journey deeper into the 21st century, while the contradictions in our world may not disappear, a global education can foster a vision that, as Purdy says, "can see both freedom and violence in capitalism, solidarity and dangerous resentment in nationalism, achievement and danger in democracy, and great possibility alongside real peril in America's preeminent place in the world."

—Harvey Charles, Ph.D.  
Dean for Global Education

### GLOBAL DISPATCH

Harvey Charles, Editor

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## Top Secret: Exploring the Intersections among Secure Communications, International Politics and Public Policy

By Professors. *Bill Goldbloom Bloch and Darlene Boroviak*

It struck me [Bill] that the time was right for a course in cryptography, as I envisioned such a course would consist of elements of mathematical theory combined with computer use and programming, and it would touch on explosively relevant political and economic issues. Although it would be taught at a sophomore level of sophistication, I further imagined a course with no specific math or CS prerequisites. I hoped that by doing this, I'd invite a nontraditional cohort of students into an upper-level math class. This gamble created a host of interesting problems, but has paid off beyond my expectations (although I frequently find myself wishing for more hours in a day).

It was during the 20th century that the study and practice of cryptography moved from the provinces of the linguist, the puzzle-solver and the talented amateur to those of the mathematician and the computer scientist. Perhaps a more



**Keyboard of Enigma machine.**

surprising and fascinating development is that a 21st-century consumer using the Internet routinely uses extremely deep cryptographic protocols *while being completely unaware of the fact*. Indeed, until about four or so years ago, cryptography was classified as a weapon by the United States and subject to export controls. It can be a matter of life and death that our government is able to keep its communications secret while

maintaining the capacity to intercept and decrypt messages from terrorists, hostile countries and cocaine cartels.

Yet most Americans have a deep and abiding sense of their rights to privacy. If, for example, I want to e-mail my mother some innocuous news about my children, I'd like to know that I have the ability to do so without concern for who else will read it. Remembering the specter of McCarthyism, perhaps I'd like to safely send a friend an impassioned analysis of the current political situation loaded with words that would likely trigger an



**German soldiers using the Enigma machine during WWII.**

automatic e-mail "red-flag" program run by the FBI or the NSA. Since the early 1990s, the brilliant and innovative mathematical algorithms created in the 1970s have combined the ubiquity and processing abilities of the personal computer to allow us to send encrypted data that is uncrackable even by government experts.

It is precisely this ubiquity and sophistication of the technology that makes the connection between a mathematics course and political science so exciting. Although David Powell and Darlene Boroviak do not discuss cryptography in great detail in their respective courses, connecting with Math 202 allows them to teach about the complexity of modern cryptography as it relates to contemporary intelligence gathering, to some of the problems that today's intelligence services face and to how we try to assure our security in an insecure world. The U.S. intelligence community is currently facing many criticisms and, equally, many

policy decisions having to do with the application of increasingly complex technologies, the need for secrecy and the role of human intelligence gathering are pending.

The 20th and 21st century developments in cryptography alluded to here get to the heart of some of the sticky political issues democracies confront, including how much secrecy is too much, what do governments *really* need to know, should we act just because we have the technology to do something and the question of security and foreign policy



**Enigma machine developed by the Germans for encrypting messages.**

costs of slipping behind in code-making and -breaking (and in broader intelligence gathering). The *Top Secret* connection between math and political science courses opens the door for our students to be able to explore these crucial policy questions with a mathematical appreciation that might lead to rather sophisticated answers. And this, after all, is what makes a liberal arts education so very important.

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*Top Secret is a connections course that consists of Math 202 (Bloch), Political Science 229 (Boroviak), Political Science 379 (Powell), and Economics 361 (Walgreen).*

*Bill Goldbloom Bloch is associate professor of mathematics and Darlene Boroviak is professor of political science.*

## Chiapas and Haiti: Telling Stories of the Struggle for Human Dignity

By Professors Michelle Harris, Kathryn Tomasek and Javier Trevino

Two sociology classes at Wheaton recently hosted Alyx Kellington, a freelance photojournalist as well as a lecturer on the media, war and health issues. In her travels to Chiapas, Mexico, Nicaragua, El Salvador and Haiti, Kellington has witnessed scenes of horror, depravity and inhumanity that few Americans ever get to experience. She has also witnessed the courage, passion and hope that ordinary people are able to muster in the face of war and environmental devastation. She explains the connections between deforestation and hunger in Haiti, more deforestation and indigenous rights in Mexico, and water pollution and health in Haiti. Her photographs capture the beauty of the landscapes and the dignity of the people in these places. She is particularly interested in the effects of poverty and struggle on children, and she tells their stories with particular poignancy.

Titled “Love and War in Chiapas,” Kellington’s presentation to the Latino Community class, taught by Professor Trevino, first addressed how her lived experience in various countries in Latin America, as well as in South Florida and Texas, have given her valuable cultural insights into Latino culture. After a brief discussion on the history of Mexico—its independence from Spain in 1821, the Revolution of 1910, colorful figures like Emiliano Zapata and the enactment of NAFTA—she put into context the 1990s indigenous uprising, popularly known as the Zapatista movement, in Chiapas, Mexico. She told of her personal experiences as a photojournalist in covering the story: meeting the Zapatista leader, Subcomandante Marcos, traveling with the Mexican army, and being an

eyewitness to unspeakable death and destruction. The focus of her slide presentation, however, was on the women peasants of Chiapas and the women rebels in the Zapatista army. Kellington’s clear and colorful photography made the images of love and war in Chiapas come alive for the students in class. Many students asked informative questions about her experiences in the field and several later stayed after class to continue the discussion.

Speaking to Professor Harris’ class on Media and Society, Kellington addressed the role of the media in society, how professionals create media products and the ways in which media work is

She highlighted the human side of news production, the very real tension that exists between what media professionals see and produce and what the media ultimately unveil to the public as a product of their organization.

Kellington first came to Wheaton College in spring 2003, when the Women’s Studies program sponsored her public lecture on women and global politics. She is currently engaged in a speaking schedule that is taking her to a number of colleges and universities in the Northeast. She is a powerful speaker and held the students in rapt attention as she spoke. More importantly, Kellington’s presentation added to the global perspectives already



**Above, left: Two young women in the village of Chiapas, Mexico; right: A Haitian boy pauses in the shadow of his mother. Photos by Alex Kellington.**

organized. Of course, media organizations exist within social, economic and political contexts in our society and producing news means following certain conventions. Journalists, photojournalists and photographers labor within the constraints of these social contexts and also must pay attention to the conventions if they hope to be successful in their field. Telling personal stories and showing photographs of her time in El Salvador during the 12-year war, the multiple American invasions into Haiti since 1994 and the Chiapas uprising in Mexico, Kellington helped students understand the complexity involved in bringing media products to audiences.

infused into these two classes. To understand the issues Kellington addressed is to understand a significant part of the reality for millions of people who live in relatively close proximity to the United States. It is this understanding that can engender empathy among our students and feed a passion to pursue peace and justice in our world, necessary characteristics of global citizens.

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*Michelle Harris is assistant professor of sociology, Kathryn Tomasek is associate professor of history and Javier Trevino is associate professor of sociology.*

# Theatre and the World

Interview conducted by Harvey Charles (HC) with Charlotte Meehan (CM)

**HC:** We spoke recently about the fact that you teach many plays in translation and from numerous continents in your Modern and Contemporary Drama courses here at Wheaton. What is it about dramatic literature that invites this kind of scope?

**CM:** Unlike other forms of literature, the nature of drama requires contrast and conflict. No matter what style or how verbally dense their plays, dramatists are imagining into bodies interacting on a stage, which implies the possibility of combustion from the outset. Thus, I would dare say that some version of suspense unites all plays in that the spectators (usually sitting in chairs) are going to get bored if nothing is exciting or bothering them. Those of us who write plays desperately want to involve audiences in our arguments with the world — whether that be with our parents, oppressive governments, social inequities, religion, death, etc. Our common need for a public platform through which to perform our experiments unites us; a populated stage, at its most powerful a microcosm of the world, transgresses time, place and culture to penetrate the human psyche. Great plays succeed in this impossible ambition, and great dramatists often consider themselves citizens of the world rather than of their countries of birth.

**HC:** How does this translate to what you select for your students to read?

**CM:** It's difficult because I have my own temperament and tastes to question, but in the broadest sense I favor elemental plays that embrace contradiction and extend themselves to questions of how we live, when and whether to hope, possibilities for change, confronting the audience with its complacency and the potential for sound to transcend meaning. Right now I'm obsessed with the late 19th-century Symbolist plays of France, Belgium, Italy, Sweden and Russia, and their influence on plays ranging from Jean Genet's *The Blacks* and Lorraine Hansberry's *What Use Are Flowers?* to Maria Irene Fornes' *The Conduct of Life* and Sam Shepard's *Suicide*



**Charlotte Meehan with her daughter, Margot.**

*in B Flat.* Yesterday my senior seminar students and I performed parts of Maurice Maeterlinck's *The Blind* in the dark with our eyes closed as a way of paying homage to the great Belgian Nobel Prize winner whose work is largely out of print in this country and whose play compels us to take a frighteningly deep look inside ourselves. How much more relevant to the mad times in which we are living can a play be whose characters are all blind?

**HC:** How does this approach to drama influence the outlook of your students?

**CM:** I can only hope that our experimental approach to a wide variety of plays gives my students an understanding of the vastly different circumstances under which playwrights work and how these circumstances shape the energy, content and reception of their plays. For example, if we're talking about Athol Fugard's plays, we're going to be addressing apartheid and the life of a man who lost his passport because of the plays he wrote in protest of that regime. With Samuel Beckett, the discussion involves a man who chose to write his plays in another language (French) to break free from what he'd already "learned" in his native English. In the case of Ntozake Shange, we're addressing her uniquely inspired choreopoems, particularly of the 1970s, which she wrote without punctuation in a vernacular that discards "standard" English not only to oppose the confinement of a racist America but to give voice to the poetry of "colored girls who have considered suicide/when the rainbow is

enuf" (the title of her most celebrated play).

**HC:** What are some of the ways that you have used world drama to help students interrogate the parochialism in American culture, or is this interrogation implicit in the engagement with world drama?

**CM:** Actually, there are plenty of American plays that critique the parochialism in American culture, such as Mac Wellman's *Sincerity Forever*, David Rabe's *Sticks and Bones*, Suzan-Lori Parks' *America Play*, Jeffrey M. Jones' *A Man's Best Friend*, Charles L. Mee's *True Love*, Maria Irene Fornes' *Mud*, and countless others. Unfortunately, most of these plays are not widely produced in this country. But my students and I talk about these plays a lot in interrogating the problems of American culture; the plays from other cultures we explore open our minds, hearts and souls to the powerful, widely various, and irrepressible dramatic impulse around the globe.

**HC:** How can dramatic literature help students to become more globally competent?

**CM:** The theatre is about bringing people together— joy, anguish, celebration, outrage. This ancient art form has its roots all over the world in religious rites and rituals, and when it really works, remains as sacred as its origins. Reading and seeing plays from as many countries as possible is an important way for students to experience not only the particular modes of thinking and being that inhabit every culture, but the places where we all intersect, in our human triumphs and failures as well as our desire for transformation. A world in which we all would learn and celebrate each other's poetry would be a world with an enormous potential for mutual understanding and empathy. With this in mind, my greatest hope in studying plays in translation is to inspire my students to learn at least one of those languages and visit the countries from which those dramatists come, not just as tourists but as thinkers who will bring back to this country wider and deeper ways of embracing diversity here.

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*Charlotte Meehan is assistant professor of English*

## Teaching About Globalization

By Professor Tulasi Srinivas

We can now live in Sao Paolo and communicate instantly with people in Chicago. We can sit in a room in countries as far-flung as Indonesia and Germany and watch MTV. Software engineers in Bangalore, India, do business in Silicon Valley, California. With increasing technology binding us ever closer, economic networks making it increasingly necessary for us to communicate with each other as a world community, and superfast media outlets letting us look into other cultures from our armchairs, we need to examine the nature of the phenomena of globalization. Is globalization just a cliché for our times, an expression of the current "Zeitgeist," or could it be used as an analytical tool to better understand the profound and rapid changes in the world order that we are currently witnessing?

In the spring semester 2005 I will teach a course on globalization, drawing examples from everyday life to illustrate the perils and possibilities inherent in the process of globalization. This course aims to give students a real understanding of the changing world around us. The course will be taught cross-culturally using work on South Asia, particularly India, to reflect upon the "taken for granted" in American society today.

Globalization means many things to many people. But whether we celebrate globalization as increasing opportunity, or wring our hands over how all of us are becoming the same, we must know more about the processes and attitudes that inform globalization. The United States is the acknowledged engine of globalization, as large American companies have economic and market presence overseas. How do other people see the U.S., and why? And, reflexively, what does this imply for America? What kind of changes does the globalization process imply in the everyday lives of people who live outside America? What do these changes mean for the development of democracy, for



sovereignty, and for economic progress? And how can we influence this process toward inclusion instead of marginalization, toward enhanced democracy instead of uncontrolled market dominance?

The course will deal with a range of material on globalization and global

culture to provide the student with a broad-based view of the wide range of opinions and debates prevalent on globalization today. Emphasis will be placed on many apparently divergent phenomena, with students encouraged to question the nature of the relation between these phenomena. By the end of the course, students will have formulated their own unique understanding of globalization and how it affects their lives and the world around them.

*Tulasi Srinivas is a Visiting Professor in the Department of Sociology and Anthropology at Wheaton College. Professor Srinivas is the author of "A Tryst with Destiny: The Indian View of Globalization" in Many Globalizations: Cultural Diversity in the Contemporary World, edited by Peter Berger and Samuel Huntington.*

### 2006–2007 Fulbright Awards

Every year, hundreds of American faculty engage in teaching and/or research experiences abroad under the auspices of the Fulbright Scholar program. The Fulbright program has introduced many new programs that are not as well known as the traditional scholar program. In addition, there are programs specifically designed for non-U.S. scholars and teachers. The following is a listing of the programs offered through the Fulbright Scholar program for U.S. citizens and non-U.S. citizens:

#### U.S. Scholar Programs

- Distinguished Chairs Program
- Senior Specialists Program
- New Century Scholars Program
- Alumni Initiatives Awards
- International Administrators Program
- German Studies Seminar Program

#### Non-U.S. Scholar Program

- Visiting Scholar Program
- Visiting Specialists Program: Direct Access to the Muslim World
- Scholar-in-Residence Program
- European Union SIR Program
- Occasional Lecturer Program

Interested faculty are encouraged to visit the Center for Global Education to discuss these opportunities with the Dean. You may also visit the Fulbright Scholar Program Web site at [www.cies.org](http://www.cies.org) for more detailed information on these programs.

Applications for the traditional Fulbright Scholar program for the 2006-07 academic year will be accepted beginning March 1, 2005 with a deadline of August 1, 2005. Application dates for the other programs vary.

## Elementary Education—British Style

*By Professor Mary Lee Griffin*

For the first time in Wheaton's history, Education majors participated in an international faculty-led internship program. The destination was Brighton, England, where I had made contacts on an earlier Emerson-funded scouting trip. The students were welcomed to the Woodingdean Primary School in Brighton for two weeks of observation and teaching. The students taught lessons in literacy, numeracy, U.S. history and geography, physical education and art. They read stories aloud to students in the classrooms and shared maps and information about their homes in the United States. The students also attended lectures on educational research at the University of Sussex, one of Wheaton's partner institutions for study abroad in England.

Schools in Great Britain follow a national curriculum for all subjects, including a National Literacy Strategy and National Numeracy Strategy. Unlike elementary teachers in the United States, primary-school faculty members teach all subjects, including science, art, music and physical education. The Woodingdean curriculum has a strong, well-articulated arts program. The artwork on display throughout the building is clearly connected to the study of history, science, math and literacy.

Field trips are an integral part of the British primary-school curriculum. During the program, Christina Southwick accompanied her Year Three class to the Newhaven Fort while another went along with her Year One class to the Drusilla's Zoo park. The second week of the program coincided with the "Science and Health Week." Students were able to participate in experiments with Sarah Fine's Year Six class to test the nutrients in the foods we eat. In addition to the field trips, Woodingdean staff provided workshops and lectures on curriculum planning, literacy and integration of the arts.

Notwithstanding the highly structured and intensive internship program, students had



**Wheaton education students in Brighton, England. Front Row, left to right: Britta Lindberg '04, Sarah Fine '05, Christina Southwick '04. Back row: Sarah Alves '04, Lynn Connor '05, Katie Wieland '05, Amy Schweitzer '05.**

a chance to sample the local culture, from the vibrant Brighton night life to George IV's spectacular Royal Pavilion, front-row seats for the trooping of the colors, hikes on the Sussex downs and chalk cliffs, picnics on the beach, and visits to the theatre. By every count, this program was a tremendous success. One of the best ways to learn about one's own culture is to live and experience a different one. This same

principle can be applied to learning about one's educational system and the Brighton experience provided insights and memories that will help shape the professional futures of these students.

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*Mary Lee Griffin is assistant professor of education at Wheaton College.*

## Amid the Alien Corn Across the Pond: Wheaton's Resident Director in England

By Professor Sam Coale

In the six weeks I've been at the University of Sussex, much has happened, including walking over the Downs—round, smooth, tall green hills—and meeting neighbors who write biographies, play electronic mandolins and own fleets of ships. But I've also found time to read philosophy and criticism, Virginia Woolf's *To The Lighthouse*—her country home is nearby in Rodmell—and work up ideas and outlines for a new book on origins and narrative forms.

Soon there'll be lunch with colleagues, administrators and teachers at Sussex, most of whom I've already met and enjoyed during my office hours. Their enthusiasm for international programs and students infects my own. The other day in London's Notting Hill I came across a book by one of them, which I'll read before meeting him: *Sultry Climate: Travel and Sex*. Now I know why I'm here.

But the biggest payoff is talking and interacting with Wheaton students. They are literally thrilled and delighted to have Wheaton's visible support, incarnated in a wayward literature instructor. Communication is the key. It contributes to the whole experience abroad. Already I've had lunch with the "Sussex Six" and dinner with the BU Interns in London. The conversations have been ebullient, buoyant, funny and high-spirited. Where else, for instance, would I have learned that wearing white socks reveals your American roots (I think they'd certainly reveal your lack of aesthetics) or that Wales is a great place to leap off cliffs into lagoons while wearing wet suits?

Katherine Rozakis and Caitlin Tierney are immersed in law and economics, soon to begin their internships at a law firm and an insurance firm respectively. Katherine ran into Peter Haas and Will Prusik waiting in line at the Tower of London. In a few days I'm off to Cork to meet the students there. Annie Quinn loved her course on writers connected with Sussex, including Woolf. Will was fascinated with British soap



**Lunch at the Coffee Shop at Sussex, with Erica Hartnett, Will Prusick, Anne Quinn, Michelle King and Sam Coale.**

operas that focus on working-class woes.

Perspective is a fluid and elusive thing, but you can see it changing with time for new thoughts and research, a new (for me) level of connection with Wheaton students—their lives shimmer and bristle on alien soil. Harvey suggested that part of being abroad is to "negotiate ambiguous spaces," for me one of the lessons of literature. And Randal Macdonald, Director of the BU London Internship program, exclaimed that students with more diverse experiences not only enrich their lives but land the better jobs. All of this will find its way into my own courses—much of it already has—and the curriculum by osmosis and conscious craft.

And I've burned my white socks!

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*Sam Coale is professor of English at Wheaton College and currently Wheaton's resident director in the UK/Ireland region.*

## Culture, Environment, Study and Scholarship: Wheaton's Resident Director Down Under

By Professor Mark LeBlanc

Although many things are indeed new in these "lands down under," my role as resident director for Wheaton students in Australia and New Zealand has provided our students with a level of direct support in the spirit of our service at Wheaton. As the local advisor, I am impressed with our students as they partake in a rich set

of courses from those featuring the local Aboriginal and Māori cultures to those that combine the environmental wonders of the region and traditional content needed for degree programs back at Wheaton such as "Analytical and Environmental Chemistry."

Personally, my first two months as resident director have been a fast-paced introduction to life as a faculty member at an Australian "Uni" with a large and diverse student population. I am team-teaching a 200-level required computer science course with a faculty member at the University of Wollongong (NSW, New South Wales, just south of Sydney), where 200-level refers to a subject taken in the second year of a normal three-year degree. A few students stay on for a fourth year in an honors program, but the majority of degrees take three years. The teaching has been quite challenging, as I am learning new material and lecturing for two hours at a time twice a week to a room of more than 150 students from literally all over the world. The teaching assignment has been especially rewarding as I learn to work



**Danielle Turcotte, Mark LeBlanc, Sara Raider, Dustin Grinell in Canterbury, New Zealand.**

with a myriad of learning and pedagogical styles that I have not experienced at Wheaton. In classic Wheaton fashion, I am having great fun surprising my students (and the professors) with bursts of energy that have little to do with PowerPoint-laden lectures, covering the whiteboard again and again, as I fire off questions while racing up and down the auditorium aisles!

My presence in this region has allowed me to establish a number of contacts for potential research collaborations not otherwise available. In early September, I presented some of the research that we recently completed in



**Liza Bouton '06 (second from left) and Auckland staff members join Mark LeBlanc for dinner.**

our Genomics Research Group at the International Bioinformatics Conference in Auckland, New Zealand. It was an excellent opportunity for me to see how bioinformatics has quickly become a global research endeavor and to discuss undergraduate curriculum and pedagogy with faculty from this part of the world. Our new favGene tool developed at Wheaton was well received and a number of participants were impressed that our research is done with undergraduates. I have started collaborating with faculty at the University of Newcastle (NSW), where I am applying their statistical techniques for authorship attribution (in the humanities) to some of our open questions concerning gene regulation. I am also drafting an equipment grant application with a colleague here at Wollongong to apply his new parallel programming language to large search problems in genomics.

In addition to my duties as local student advisor and Visiting Professorial Fellow, I am establishing close institutional contacts with the staff at our affiliation schools: in Australia at the University of Wollongong (NSW) and James Cook University at Townsville and Cairns (Queensland); and in New Zealand at the University of Auckland on the North Island and the University of Canterbury at Christchurch on the South Island. Wheaton is highly regarded for our commitment to global education because of close and personal contact with these institutions. This personal contact is a rich source for new ideas for future international experiences that can support Wheaton faculty in the internationalizing of our curriculum.

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*Mark LeBlanc is associate professor of computer science and resident director of the Australia/New Zealand region.*

## **Programa de Estudios Hispánicos en Córdoba: Wheaton's Resident Director in Spain**

*By Professor Héctor Medina*

I am joyfully serving my second (and last) year as resident director (2003–2005) of the Programa de Estudios Hispánicos en Córdoba (PRESHCO), a consortium consisting of Oberlin College, Smith College, The College of Wooster, Trinity College, Wellesley College and Wheaton College, that will be celebrating 25 years of operation next year. PRESHCO is not only one of the oldest programs in Spain, but it is also one of the finest. The program has legal status as a not-for-profit educational organization in Spain, is a member of APUNE (Asociación de Programas Universitarios Norteamericanos en España) and enjoys an agreement with the University of Córdoba that grants our students the rights and benefits enjoyed by Spanish students.

This semester I have 64 excellent students in the program (55 women and 9 men). The largest group of students is from Wellesley, which has 18. Wheaton has sent 11 students. They all live in Spanish homes



**Wheaton PRESHCO students in Barcelona: Lauren Basler, Stacy Bolcome, Pamela Dokas, Ann Hoogenboom, Ashley Jankowsky, Neffertiti Lee, Zoë Lees, Jacob LeBlanc, Elizabeth Merritt, Kai Schwertner and Jennifer Weiser.**

or in student dormitories, and they take their courses in the university's Facultad de Filosofía y Letras, located in the heart of the medieval city: the "Judería." The curriculum is designed to complement the courses offered at our six institutions and take advantage of the expertise of the faculty at the University of Córdoba (particularly distinguished in history, literature, archaeology, fine arts and social sciences). Students may also enroll in conventional classes at the University and many have successfully completed courses in arabic, art history, economics, education, history, psychology and semitic culture.

In addition to the academic program, and in collaboration with two art schools in the city, PRESHCO offers studio art classes in various media, including ceramics, sculpture, drawing, bookbinding, woodworking (with a focus on local mudejar styles) and photography. We also offer classes in Sevillanas (Andalusian dance), guitar, theatre, cooking (focusing on Spanish, and particularly, Andalusian cuisine), and we sponsor a PRESHCO choir comprising both Spanish and American singers. The program complements its offerings with an extensive cultural and social activities schedule (lectures, conversation partners, tertulias, small group dinners, etc.) and several excursions (including visits to Barcelona, Madrid, Segovia, Salamanca, Granada and Sevilla). Moreover, many of our students make time to volunteer in local nongovernmental organizations, thereby giving back to their host community.

Without question, my work as resident director has been one of the most challenging and demanding experiences of my professional career, but also it has been one of the most rewarding. I have been able to work, and to teach, many outstanding and committed students who take their education very seriously and are very eager to learn and discover. It has been a real joy to observe the intellectual and personal growth of students as they immerse themselves in Spanish culture, and as they improve their language skills.

I am also benefiting from working for two years in a large Spanish research

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## After Armand Hammer United World College Comes Wheaton

By Molly Herlihy

For four weeks this past summer, Nguni Phaleka '06 would rise at six in the morning, report to work at the Vela School in Umtata, South Africa by seven, teach math class to secondary school children until noon, tutor students for an hour, have lunch, and then spend the afternoon and evening grading papers and planning class so that he could get up and do it all again the next morning. David Hamer-Hodges '08 spent part of his summer in a courtroom observing the trial of Sam Hinga Norman, minister of the interior of Sierra Leone, at the United Nations' Special Court for Sierra Leone. Phuentsho Wangmo '07 worked for the government of Bhutan on issues related to public works and infrastructure development, while Taavi Raidma '08 worked as an IT specialist for the Emergency Alarm Center, Estonia's equivalent of 911, and served as a volunteer firefighter for a squad near his hometown of Elva, Estonia. All four of these students come from very different parts of the world (Lesotho, the United States, Bhutan and Estonia, respectively) and lay claim to a variety of different backgrounds, but share at least one common trait—they arrived at Wheaton College after having completed the International Baccalaureate program at the United World Colleges (UWC).

UWC prides itself on its status as the only global educational movement that brings together students from all over the world at the pre-university level, regardless of financial need. High academic standards, extensive community service and a wide range of cultural and outdoor activities are features of any UWC program. Diversity ranks among the highest of priorities—it is standard fare to find a student body that encompasses more than 80 nationalities at any UWC campus at any one time. Today, there are 10 United World Colleges located in the United Kingdom, Singapore, Canada, Swaziland, the United States, Italy, Venezuela, Hong Kong, Norway and India.

The Armand Hammer United World College of the American West recently announced its selection of Wheaton College as one of 50 U.S. colleges and universities



**Nkululeko Phakela '06, Phuentsho Wangmo '07, Taavi Raidma '08 and David Harner-Hodges '08**

to be included in the prestigious Davis United World College Scholars grant program. Through international student scholarships, the program strengthens American undergraduate education by emphasizing student population diversity. An initial \$5,000 grant supports Wheaton's admissions efforts to reach graduates of the United World College at their 10 campuses. Additionally, a multi-year grant has been awarded for need-based scholarship support of up to \$10,000 per United World College graduate matriculating at Wheaton. This vital partnership will have a significant impact on Wheaton's efforts to internationalize the campus and prepare students to understand and negotiate an increasingly complex and global world.

"The students who come to Wheaton from UWC add tremendous value to the quality of academic life on campus," says Dr. Harvey Charles, Dean for Global Education. "Their presence has a transforming effect as they bring new perspectives and fresh ideas into the classroom, the dining halls and dormitories. International students play a vital role in our mission to internationalize the campus and the academic experience of students."

Wheaton alumna Diana Davis Spencer '60, along with her brother Shelby M.C. Davis and colleagues at the Shelby Cullom Davis Foundation, have proven indispensable in Wheaton's efforts to forge a strategic relationship with the United World Colleges. "Diana has been a powerful advocate of Wheaton's move to infuse global perspectives throughout the entire

program of study," says Charles. "Her support has been critical and has opened doors to many important opportunities, including this most recent grant from the Armand Hammer United World College."

There is no question that the presence of international students on campus adds significant value to the academic milieu on campus, but how do UWC alumni feel about their educational experience at Wheaton? "Wheaton provides an entirely different environment from the one I am used to back home," says Phuentsho Wangmo '07. "In Bhutan, there is tremendous social pressure to act and speak a certain way in order to fit in. That is not the case here. At Wheaton, you are free to do and say as you wish. You experience a culture that fosters freedom of expression and encourages individuality. It is great to be back."

*Molly Herlihy is associate director of corporate and foundation relations at Wheaton College*

## Resident Director in Spain

*Continued from page 9*

institution, with countless opportunities to meet important Spanish writers, artists, scholars and political figures. My colleagues and students at Wheaton have also benefited from the PRESHCO program, which is constantly creating opportunities for transatlantic collaborations and dialogue. Overall, my tenure as resident director of a study abroad program has been extremely valuable on both personal and professional levels and I would highly recommend it to all educators committed to international studies. I look forward to returning to Wheaton in the fall of 2005 and to sharing with colleagues and students all that I have learned in this period of my life abroad.

*Hector Medina is associate professor of Hispanic and Italian Studies at Wheaton College and is currently serving as resident director for PRESHCO in Cordoba.*

## 85 Broads: Supporting the Economic Independence of Women Around the World

By Lynn Gaylord

**Question:** *What do you get when you combine corporate savvy, an entrepreneurial spirit, and a commitment to the welfare and development of women on a global scale?*

**Answer:** *Janet T. Hanson '74 and 85 Broads!*

Lest we offend our readers, 85 Broads is a global network of more than 4,500 women professionals with a unique mission extending well beyond support for women's success in the corporate world and on Wall Street. 85 Broads, with its branch organizations and partnerships, directs its advocacy work and resources toward issues that have the greatest impact on women's lives throughout the world: job training and employment, education, child care, health and medical services. 85 Broads was founded by and developed under the visionary leadership of Janet T. Hanson '74.

The members of 85 Broads live in some 150 cities around the world and work for over 450 different companies. The name of the network is a humorous takeoff on Goldman Sachs' street address, which is 85 Broad Street in New York City (Goldman Sachs being one of Janet Hanson's stops after completing her degree in Government at Wheaton). Initially



**85 Broads member Kate Reid of Goldman Sachs teaching children in a Nepalese school.**

a network for Goldman Sachs women professionals, 85 Broads now includes women in Broad2Broad, a co-mentoring initiative for women at some of the leading business schools in the U.S. and Europe, and Broad2Be, a similar support system for women at some of the leading undergraduate schools. Advocacy for economic independence for women also is at the heart of the network's work and fund raising.

Janet's passion for 85 Broads is most evident when she speaks about the major projects undertaken through its charitable organization, MILES TO GO. These include: supporting the construction of two schools in Nepal; helping to fund an orphanage outside of Moscow; sending a member to the North Pole to raise money for an AIDS organization in Europe; helping indigent women in San Francisco learn how to start their own businesses; working with children in Vietnam in partnership with women at the Wharton Graduate School of Business; assisting women in Afghanistan to get their rug weaving business funded; and sponsoring fund raising community bike rides and walk-a-thons as far away as Kenya and as close as New York. "We are literally everywhere" Janet says.

"We are all part of the same community. I have enormous respect for the women in the 85 Broads' network as they all come from different cultures, but the one thing they all have in common is an amazing intellect and passion for making a difference. And each one in her own way is doing exactly that" she adds.

Of no surprise, Janet's own commitment to making a difference began at Wheaton in the 1970s. The influences of her mentors, Professors Darlene Boroviak, Jay

Goodman and David Vogler were notable: "They infused in me a passion for other cultures and for making a difference." In 1977, while studying for her MBA at Columbia Graduate School of Business, she was able to visit the U.S.S.R, a political model she had studied at Wheaton. Later, she became involved with the work of AmeriCares, an international relief organization bringing medical supplies to several children's hospitals in St. Petersburg. "It was, without a doubt, one of the true defining moments of my life...and profoundly impacted my thinking" says Janet.

"When I graduated from Wheaton in 1974, I set out to blaze my own unique trail and never looked back," Janet remarks. "It is my way of thanking my professors for teaching me with such passion. Here I am, 30 years later, influencing women who are half my age...I owe my success as an entrepreneur, as a veteran of Wall Street, as a successful parent, as a survivor of breast cancer, to the professors I had at Wheaton. They shaped my thinking, taught me to be fearless and to speak out! I took everything I learned and applied it in a way that I think would make them proud. And just like them, I am still out there trying to make the world a better, smarter, more caring place for everybody to live in."

For more information on Janet's work and 85 Broads you can log on to [www.85Broads.com](http://www.85Broads.com)



*Janet Tiebout Hanson is a majority owner of Milestone Capital, a \$3 billion asset management company and managing director at Lehman Brothers, where she*

*advises the president of the company on issues pertaining to women. Married to Jeff Hanson, she has two children—Meredith (age 15) and Christopher (age 13). "Meredith is a gifted equestrian and an artist, and has her heart set on going to Wheaton" adds Janet.*

## World Citizenship *continued from page 1*

Wheaton College is committed to providing such an education for our students and this resolve is manifested in our curricula and programs. This is one of the many distinctive aspects of a Wheaton education that I found so impressive as a candidate for the presidency. As one who is passionate about the importance of educating students for global literacy, I was especially pleased to learn about the goals and objectives of the Center for Global Education.

My own personal interest in becoming a citizen of the world was spawned as a youngster growing up in the fifties in the Midwest. When I was eight, the Cub Scout group of which I was a member engaged in a project to introduce us to countries outside of the United States. Each of us was to identify a country and make a presentation about its history, people, culture and geography. I immediately went home and pored through the *National Geographic* journals stored in my parent's bookcases. A photograph of a group of people who were brown like me, but who lived in Brazil, caught my attention. As I read the lengthy article about this country in South America, I was particularly intrigued by the notion that Brazil was one of the most multicultural countries in that region (although I doubt that that particular language was used in 1955).

That experience led to a lifelong pursuit to become a citizen of the world. I was determined to become at least bilingual.

Thus, I took on German as a second major in undergraduate school and later won a Fulbright Award to Germany, where I lived for almost five years. Interestingly, a year after returning from Germany I spent 10 weeks in Brazil participating in a cello master class led by my professor from Yale, Aldo Parisot, who was born in Brazil. I felt as if I had come full circle.

Wheaton's commitment to preparing our students for global citizenship is guided by Dean Harvey Charles. Under Dean Charles' capable leadership, the Center for Global Education reached its third-year goal for student participation in study abroad in the initial year of implementation. While this is commendable, it has also placed tremendous stress on the college's resources, as we had not planned on this level of participation for another two years. Nevertheless, we were able to support all of the students who applied to study abroad this year.

If Wheaton is to realize fully its vision of educating our students for world citizenship, we will need to continue to identify increased resources from friends of the college. As president, this is one of my highest priorities, and I pledge to do everything within my power to ensure that we realize this vision.

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*Ronald A. Crutcher will be inaugurated as Wheaton's seventh president in April, 2005.*

## International Teaching Opportunities

The Center for Global Education is pleased to announce international teaching opportunities at DIS (Denmark International Study Program), one of our partner institutions in Copenhagen, Denmark. This opportunity is ideally suited for faculty members who may wish to spend a semester or summer in Copenhagen and may want to teach a course while there. Faculty members will be compensated on a per course basis.

DIS was founded in 1959 and is an internationally renowned study abroad institution affiliated with the University of Copenhagen. DIS offers a number of specialized semester, full-year, and summer programs in a wide range of academic fields. Students have access to a large number of academically challenging and intellectually stimulating courses focusing on European themes and issues and utilizing Copenhagen's strong research environment and educational resources.

Interested faculty are encouraged to visit DIS online at [www.disp.dk](http://www.disp.dk) and/or contact Harvey Charles at the Center for Global Education.

# Wheaton

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