Ten

Celebrating 10 Years

This fall, we celebrate the 10th anniversary of The Dorothy R. and Norman E. McCulloch Center for Global Initiatives. Founded on the conviction that a Mount Holyoke education should expand a student’s capacity to address the world’s most pressing problems, the Center leads the college’s commitment to develop and deepen our students’ global competence.
Global Scholar

2011 NOBEL Peace Prize recipient Leymah Gbowee P’16 is a Liberian peace activist, trained social worker, public speaker, and women’s rights advocate. She is founder and current President of the Gbowee Peace Foundation Africa. She also founded the Liberia Reconciliation Initiative and is co-Founder and former Executive Director of Women Peace and Security Network Africa (WIPSEN-A).

Carol Hoffmann Collins Global Scholars-in-Residence

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Title and Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Olga Speranskaya</td>
<td>Co-chair IPEN (International POPs Elimination Network) Toxin-free future</td>
</tr>
<tr>
<td>2012</td>
<td>Constanze Stelzenmueller</td>
<td>Senior Transatlantic Fellow with the German Marshall Fund Future of Europe</td>
</tr>
<tr>
<td>2011</td>
<td>Kishore Mahbubani</td>
<td>Dean and Professor of Public Policy, National University of Singapore, former ambassador to the UN Rise of Asia and global governance</td>
</tr>
<tr>
<td>2010</td>
<td>Peter Rosset</td>
<td>Co-coordinator of Via Campesina, Associate of Global Alternatives, Researcher, Center for the Study of Rural Change in Mexico Global food crisis, food security and food sovereignty</td>
</tr>
<tr>
<td>2009</td>
<td>Asma Jahangir</td>
<td>Human rights lawyer and activist, Pakistan Pakistan-U.S. relations</td>
</tr>
<tr>
<td>2008</td>
<td>Kavita Ramdas ’85</td>
<td>Former CEO of the Global Fund for Women Human rights for women around the world</td>
</tr>
<tr>
<td>2007</td>
<td>Gerry Caplan</td>
<td>Senior consultant to the African Union and the United Nations Genocide prevention and African development challenges</td>
</tr>
<tr>
<td>2006</td>
<td>Guy Standing</td>
<td>Former Director of the Socio-Economic Security Programme, ILO Labor and the challenges of globalization</td>
</tr>
<tr>
<td>2005</td>
<td>Gro Brundtland</td>
<td>Former President of Norway and Director General of the WHO Global health and development</td>
</tr>
<tr>
<td>2004</td>
<td>Rami Khouri</td>
<td>Executive director of the Daily Star, Lebanon Iraq and the wider American dilemma in the Middle East</td>
</tr>
</tbody>
</table>

2 | The McCulloch Center for Global Initiatives
MHC’s First Gbowee Peace Foundation Interns

WHEN Leymah Gbowee (P’16 and 2011 Nobel Peace Prize Recipient) was working to bring an end to violent conflict in Liberia, she saw women’s leadership as a fundamental ingredient for peacebuilding.

The Gbowee Peace Foundation Africa (GPFA) works to advance the long term agenda for peace and development through the education and leadership development of young women. In 2014, four MHC students took on roles in GPFA’s offices in Monrovia to support the organization’s various education initiatives.

The tragic Ebola outbreak in West Africa cut short the interns’ experience. But the crisis only underscores the need to develop human capital and women’s leadership, and reflects the complex contexts in which global changemakers often work.

Left to right: Gabrielle Barnett, Emma Murphy, Leymah Gbowee, Moreen Tonny, Wenna Yang in Liberia.

Celebrating 10 Years

MOUNT Holyoke’s long history of global engagement is reflected in a rich array of curricular and cocurricular programs with an international focus. The McCulloch Center’s mission has been to bring greater cohesion and visibility to global learning and to deepen it through new cross-disciplinary initiatives.

Through courses, conferences, research, international internships, study abroad, and collaborations with external partners, students acquire the skills needed for citizenship and careers in today’s global world. In collaboration with our faculty and staff colleagues, with support from the college’s leadership and alumnae, and in partnership with foundations and organizations around the world we have been weaving global education into the fabric of a Mount Holyoke education.

... our core mission remains the same: to help produce competent, caring students fully prepared for active and impactful participation in the world.

During 2014–2015, the Center is launching the Global Connections project, which encourages and supports faculty members to connect with a colleague and her/his students abroad and bring both classes together in a virtual exploration of shared academic interests. We are reviving short-term faculty-led courses abroad to provide different opportunities for cultural and intellectual immersion in another country. We released the Faculty Global Research Series, a set of short videos that highlights examples of the faculty’s impressive scholarship on global issues. We are developing robust scaffolding in support of student research abroad, in collaboration with the Miller Worley Center for the Environment and the Office of the Academic Deans. We are scaling up the Global Partners Program which facilitates engagement across difference by connecting incoming international students with students returning from internships and study abroad. And we will administer a new student survey that assesses more systematically the impact of learning abroad on students’ global competence.

Looking ahead we will continue to develop new opportunities for our students to CHANGE, the acronym we chose for the global learning goals for our students (spelled out on the back of this brochure). We plan new efforts to maximize the educational benefits of our community’s international diversity and to connect more vitally and effectively the arenas of local and global activism. Amid change, however, our core mission remains the same: to help produce competent, caring students fully prepared for active and impactful participation in the world.

—Eva Paus, Professor of Economics and Carol Hoffmann Collins Director
The McCulloch Center has had a great impact on the Mount Holyoke community since its founding in 2004. Over the last ten years, it has become a visible leader in international education through the work of faculty and students across the College and through a wide variety of collaborative relations with alumnae and institutions in advancing global competency.

These accomplishments have been made possible through the generous support of many individuals, foundations, and institutions from around the world.

We are deeply indebted to Dorothy McCulloch ’50 and Norman E. McCulloch Jr. and Carol H. Collins ’63 and Paul J. Collins for their extraordinary vision and understanding of the importance for creating a center for global initiatives at Mount Holyoke College.

We particularly thank Susan D. Bateson ’76, Constance L. Christensen ’66, Ms. Miu-Hing Ho Chu 1963, Nita Ing, M. K. Koong ’85, Elizabeth G. Reynolds ’49 Mrs. Kwan L. So ’59, Elizabeth Weatherman ’82, Margaret L. Wolff ’76, Gemma Ching Mui Wong ’89, for supporting the essential initiatives that have allowed us to expand student internships and academic work and strengthen ties between the college and institutions throughout the world.
By the numbers

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>International students as % of the student body</td>
<td>15.5%</td>
<td>30%</td>
</tr>
<tr>
<td>Students studying abroad as % of junior class</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>% of Laurel applicants funded</td>
<td>64%</td>
<td>93%</td>
</tr>
<tr>
<td>% of students studying in developing countries</td>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>Students placed in international internships and research projects</td>
<td>23</td>
<td>61</td>
</tr>
</tbody>
</table>

Study Abroad Program Partners

- Alliance for Global Education
- Associated Kyoto Program
- Bologna Consortial Studies Program
- China Studies Institute, Peking University
- CIEE
- DIS/Danish Institute for Study Abroad
- Goucher College
- IES Abroad
- Intercollegiate Center for Classical Studies in Rome
- Monteverde Institute
- St. Anne’s College, Oxford
- School for Field Studies
- Sweet Briar Program in Paris

International Internship Partners

- African Women’s Development Fund, Accra, Ghana
- American Friends of Chantilly, Chantilly, France
- Ca’ Foscari University, Venice, Italy
- Center for Social Sciences, Tbilisi, Georgia
- Centre for Science & Environment, New Delhi, India
- Edelman Public Relations, Shanghai, China
- Embark Energy, Arusha, Tanzania
- Fulbright Commission, Brussels, Belgium
- Gbowee Peace Foundation Africa, Monrovia, Liberia
- German Academic Exchange Service (DAAD), RISE Program
- German Marshall Fund of the US, Brussels, Belgium
- Global Ambassador, Yekaterinburg, Russia
- Home Intercultural Learning, La Plata, Argentina
- Hong Kong Committee for UNICEF, Hong Kong, China
- International Center/Vietnam Veterans of America Foundation, Hanoi, Vietnam
- International Foundation for Electoral Systems, Washington, DC
- Kopernik, Bali, Indonesia
- Podcasts for Peace, Managua, Nicaragua
- Shenzhen Diguang Electronics Co Ltd, Shenzhen, China
- Sims Reed Gallery, London, UK
- Socios en Salud, Lima, Peru
- Sookmyung Women’s University, Seoul, South Korea
- Spanish Studies Abroad, Seville, Spain
- Straight Talk Foundation, Gulu and Kampala, Uganda
- Terevaka.net Archeological Outreach, Rapa Nui (Easter Island), Chile
- Thé Gioi Publishing, Hanoi, Vietnam
- Tokyo Woman’s Christian University, Tokyo, Japan
- University of Alberto Hurtado, Santiago, Chile
- Under the Mango Tree, Bhopal and Mumbai, India
- UNICEF, East Asia and Pacific Regional Office, Bangkok, Thailand
- UNICEF, Headquarters, New York, NY
- University of Kent, Canterbury, UK
- University of York, UK

Foundations

- American Council on Education
- Florence Gould Foundation
- Freeman Foundation
- Mellon Foundation
- Rockefeller Brothers’ Fund
- Teagle Foundation

Left: Celine Mudahakana ’16 supported the Isano Weaving Cooperative through her Weaving for Peace project in Kigali, Rwanda.
STUDY Abroad is such an integral part of higher education in the 21st century that we may not realize it wasn’t always so. The first Mount Holyoke students who studied abroad literally sailed across the Atlantic in 1928 to participate in one of the first organized programs, in Paris. In those early years, study abroad was primarily for language majors, who would spend a year studying at a local university in a major European city. Within a few years, study abroad had proven its value so well that in 1937, the French Department cited junior year abroad as one of the most important innovations of the previous fifteen years.

Study abroad is even more important today, and it’s no longer just for language majors, it’s no longer just in Europe, and it’s no longer just for a year. It is one of the most effective ways to prepare students for citizenship in today’s global world.

Study Abroad is one of the most effective ways to prepare students for citizenship in today’s global world.

In 2013–14, 248 students (37 percent of the junior class) studied abroad for at least a semester (now the most common period of study). They were in 37 countries, with thirty percent of them in developing countries (in Africa, Latin America, Asia, and the Middle East). They represented 43 majors, from Africana Studies to Theatre (including one student double majoring in physics and theatre).

Many students study on programs similar to the early ones, with direct...
Spotlight on Beijing

“MOUNT Holyoke’s summer language program in Beijing has become an integral part of Chinese language instruction at the College,” according to Ying Wang, Associate Professor of Asian Studies. The program covers a full year of intermediate or advanced Chinese in eight intensive weeks, for eight credits. It balances intensive classes with activities that push students outside of the classroom to practice their language skills, learn about Chinese cultural traditions, and explore Beijing.

Professor Wang designed the program to mesh with MHC’s Chinese language curriculum: students use the same texts, enabling them to make a smooth transition to the program in Beijing and then back. Covering a year of Chinese is a tremendous boost to students who want to pursue their study of Chinese to the highest level. Every student who has participated has been able to advance a full year in the language upon her return to campus.

Mount Holyoke launched the program in 2006, thanks to Professor Wang’s initiative and commitment, and typically enrolls between 10 and 20 students each summer. In 2014, the program moved from Beijing Language and Culture University to the China Studies Institute at Peking University, the oldest and one of the most respected and influential universities in China.

The MHC summer program in Beijing gave me a jump start on my Mandarin-speaking capabilities that has impacted my professional life well beyond my participation in the program in 2006. The progress I made in Chinese during that summer helped qualify me for some of the most prestigious and rigorous Chinese language enrichment programs available. The program also redefined the world as I knew it as a Western Massachusetts native.

Kaitlyn Szydlowski '09
Harvard Business School Research Associate
Member, Mount Holyoke Board of Trustees

My time in Brazil has been an experience that is nearly impossible to translate into words. I have genuinely learned what it means to gain perspective, and now understand how this concept makes such a difference in the way we view and navigate our surrounding environments. I have encountered countless unforgettable people who have touched my life in ways so profound that they have shaped my life forever. I definitely see myself returning to Brazil after graduation to live and work for some time.

Denisse Jerez '15 (left)
CIEE Program
Salvador da Bahia, Brazil

enrollment in a local university, though they might now be doing that in Cape Town or Buenos Aires as readily as in Paris. One of the strongest recent trends has been a rise in field-based programs that focus on an issue relevant to the location, with an experiential component such as an internship or independent research project. Programs that include internships or other forms of experiential learning deepen students’ connections to the local community, enhance their learning, and align well with Mount Holyoke’s Lynk initiative connecting classroom experience with career exploration.

For many years, Mount Holyoke students had to support study abroad on their own, making it a luxury that many could not afford. Starting in the 1990’s, Mount Holyoke made funding for study abroad a high priority, and began providing significant financial support through the Laurel Fellowship program. Even so, when the McCulloch Center was founded in 2004, the College was able to fund only about 64 percent of students who applied for aid. By steadily increasing resources and by strategic management of those funds, we have achieved our goal of being able to fund every qualified student for a semester abroad. Making this critical and life-changing experience financially accessible to many more students is one of the McCulloch Center’s greatest accomplishments.

For many years, Mount Holyoke students had to support study abroad on their own, making it a luxury that many could not afford. Starting in the 1990’s, Mount Holyoke made funding for study abroad a high priority, and began providing significant financial support through the Laurel Fellowship program. Even so, when the McCulloch Center was founded in 2004, the College was able to fund only about 64 percent of students who applied for aid. By steadily increasing resources and by strategic management of those funds, we have achieved our goal of being able to fund every qualified student for a semester abroad. Making this critical and life-changing experience financially accessible to many more students is one of the McCulloch Center’s greatest accomplishments.
BUILDING bridges from curriculum to career is not a new endeavor at MHC. In 1960, Professor Ruth Lawson made MHC an early leader in the now burgeoning field of international internships by sending political science students to placements in Western Europe. Her aim was for students to wrestle with their subject outside the text.

Today, MHC continues to believe that academic internships and research abroad are powerful experiences that enable students to see their studies, career paths, and themselves in new and expanded ways. But MHC’s International Internship Program has grown well beyond Professor Lawson’s original vision. Thanks to connections of MHC alumnae, faculty, and friends, the McCulloch Center has cultivated a global network of enviable internships that stretches to over 20 countries, and placements align with a wide range of career interests and majors. Mentorship is a hallmark of this program, and alumnae serve as mentors or actively involved supporters in approximately 65 percent of those internships.

Meanwhile, students interested in pursuing faculty-mentored research are supported not only with summer funding, but also a community of peer scholars and supportive programming through the McCulloch Center’s Global Research Fellows Program (GRFP). As part of the collaborative Lynk initiative, we are partnering with the Office of the Academic Deans and the Miller Worley Center to provide a series of workshops and networking events for researchers. GRFP fellows will also be eligible to receive funds to present at professional conferences that will allow them to expand their knowledge and networks.
My MHC Summer Under The Mango Tree

—Elizabeth Peake ’15, MHC-IIP Intern

I came to Under the Mango Tree (UTMT)—a social enterprise founded by Vijaya Pastala ’89—fresh from a semester abroad studying development and globalization in Thailand. As an Environmental Studies major at Mount Holyoke College, I seek to understand development from multiple perspectives. I was particularly interested in how UTMT works in the least-developed areas of India, bringing farmers an innovative way to improve their livelihoods. Equipped with these interests, in June I flew to India to intern at UTMT’s Bhopal field office.

My summer was one of diverse and abundant learning. I interviewed farmers, met with partner organizations, and just learned about how people live and work in different villages. I was excited to see bustling, healthy bee boxes, disappointed at abandoned ones, awestruck by the sheer abundance of limes a tree can produce when introduced to bees, and impressed by how much women can carry on their heads with such ease and grace.

I have learned so much about farmers’ attitudes towards beekeeping, their livelihoods, their future hopes. My journey is still continuing, and I am looking forward to new adventures the future will hold.

Cultivating Professionals for Positive Change

—Vijaya Pastala ’89, Founder and CEO, Under the Mango Tree

I spent my Mount Holyoke summers interning to gain insights on my future career. So when we needed interns at Under The Mango Tree (UTMT), I turned immediately to MHC—for a number of reasons. First, as a young organization, with a fast-paced, challenging environment, we needed self-motivated individuals with an ability to multi-task and adapt. Secondly, as a social enterprise, it was essential that new team members shared our commitment to social change. And finally, I knew the role internships had in helping students test possible career paths; and I wanted to provide MHC women a platform for that.

Since we started collaborating with MHC three years ago, we’ve been fortunate to have exceptional MHC students (from Vietnam, India, and the US) intern with us. From day one, they took immediate ownership of their projects and commitment to UTMT’s vision. I was particularly impressed with their ability to adapt to a dynamic work environment and their determination to make a difference. From helping us develop our first multi-page website, to drafting a framework for the creation of a state level Beekeeping Resource Center, these young women were able to meaningfully contribute to change.

We at UTMT are happy to have played a role in cultivating professionals who are committed to bringing a positive change in their respective societies around the world.
Changemaker: Prarthana Bhattarai

EVGENIA Sokolova ’02 created an internship at Embark Energy, a start-up she co-founded, hoping to open up the burgeoning field of social entrepreneurship to Mount Holyoke students. She could not have anticipated what a springboard it would prove to be for Prarthana Bhattarai ’15 (above left), the inaugural intern at Embark’s Tanzania office in 2013.

The internship enabled Prarthana to see how biomass briquette technology and women entrepreneurs could also address energy, health, and environmental challenges in her home country of Nepal. Once back in South Hadley, she began developing a project proposal for social innovation funding opportunities—including CGI U. At CGI U in March 2014, she honed her plans, and was selected as a Resolution Project Fellow. With support from Resolution, the CGI U network, and $10,000 from Davis Projects for Peace, Prarthana is now harnessing her MHC education to help make measurable, lasting change for women in rural Nepal.

Clinton Global Initiative University: Students Making Change from Afghanistan to Zimbabwe

IN 2014, MHC joined the Clinton Global Initiative University (CGI U) Network—a consortium of colleges and universities that support, mentor, and provide seed funding to student innovators who are seeking solutions to some of the world’s most vexing challenges. The McCulloch Center is leading this initiative by supporting student changemakers to develop Commitments to Action in the fields of education, environment and climate change, peace and human rights, poverty alleviation, and public health.

An impressive 14 MHC students—proposing innovative solutions from Afghanistan to Zimbabwe—were chosen to attend the annual CGI U meeting in March 2014, where they made an outsized impact. Celine Mudahakana ’16 was selected to share her project (Weaving for Peace, Rwanda) at a showcase session, while Anita Haidary ’14 was invited by AAUW to discuss her work (We Are Leaders, Afghanistan) at a special luncheon on women’s leadership. Prarthana Bhattarai ’15 and Jazmin Locke ’14 were chosen as two of only 23 Resolution Project Fellows from among more than 1000 participating students.

After returning to campus, students submitted proposals to the McCulloch Center for seed funding that would enable them to jump-start their projects. Anisha Baidya (Nepal), Lisa De Sousa Dias (Tanzania), Sinafik Gebru (Ethiopia), and Celine Mudahakana were all provided funding that they leveraged in summer 2014 for project implementation and local capacity building.

In years to come, CGI U will provide future generations of MHC students with a powerful vehicle to leverage their global understandings, creativity, and conviction to make meaningful change around the world.
A true understanding of global issues is based on multi-disciplinary analysis. Every two years, the McCulloch Center organizes a conference with leading authorities from around the world to analyze a specific global challenge from different perspectives and explore possible policy solutions.

Global Challenges Conferences 2006–2014

- 2006: Winners and Losers from Offshore Outsourcing
- 2008: The Rise of China
- 2010: Global Migration
- 2012: Development in Crisis: Changing the Rules in a Global World
- 2014: Justice and Imagination: Building Peace in Post-Conflict Societies

Leading up to the conference, faculty from different departments team-teach a course for 100+ students from across the disciplines.
Hailing from more than 80 countries, international students now account for nearly 30 percent of the student body. INTERNATIONAL students have been part of Mount Holyoke since 1839. Today, the college’s international diversity is exceptional. More than 25 percent of the faculty members are foreign-born. Among liberal arts colleges, we are at the top in international student diversity. Hailing from more than 80 countries, international students now account for nearly 30 percent of the student body. In such a diverse community, internationally and otherwise, engagement across difference becomes the norm.

It is not always easy, but it always expands the mind. As stereotypes break down, the ‘other’ becomes real and often a friend. When faculty deliberately leverage international diversity in assignments and class discussions, global learning outcomes are particularly powerful.
I teach a course on Africa and Women’s Work. I start with a time line in the 20th century through family history: What did your great grandmother do? Your grandmother? Your mother? When you have students from all over, the answers and discussions are truly mind-opening. Students identify commonalities and differences. Africa ceases to be ‘the other.’ And domestic students realize, quite naturally in the course of the discussions, that the US is not the center of the world.

—Holly Hanson
Professor of History

Last year I had students from Eastern Europe and Latin America in one of my seminars, and they had very different perspectives on the projection of American power in their respective regions. This really intrigued and motivated the entire class. I was hoping to introduce the complexity of American foreign policy to the students; it turns out their own collective experiences and perspectives did that much better than anything I could present in class.

—Jon Western
Carol Hoffman Collins Professor of International Relations and Five College Professor of International Relations

In the fall of 2012, I launched the Global Partners’ Program to promote cross-cultural understanding even before some of our students have set foot on the campus. The program matches new first-year international students with upper class students who have returned from a learning abroad experience. Global Partners communicate via email in the summer, get to know each other by participating in fun activities when both are on campus, and engage with other Global Partners at group events.

—Donna Van Handle
Dean of International Students, Senior Lecturer, German Studies

Classes offer wonderful opportunities for multi-cultural engagement. I thoroughly enjoyed classes where professors encouraged diversity of thought among students in a spirit of mutual respect and intellectual curiosity. For example, in “Economic Development in the Age of Globalization,” we had to sit next to a different student in every class. We were randomly paired up for debates, emboldened to contradict each other in classroom discussions and motivated to pursue conversations outside of class, leading to many unexpected friendships.

—Nana Esi Hammah ’14
Ghana, economics major

I was hoping to introduce the complexity of American foreign policy to the students; it turns out their own collective experiences and perspectives did that much better than anything I could present in class.

My father immigrated from India and was raised Hindu, but my mother is an Irish Catholic redhead. I felt singled out throughout my upbringing in the South. One of the things that drew me to Mount Holyoke was the idea that I wouldn’t be considered “different” in a negative way. I knew I would be able to have conversations that challenged my most innate beliefs, but that afterwards I would be supported as I rethought myself. That initial impression has been true in my experience so far.

—Leora Sharma ’17
Charlotte, North Carolina psychology major

Last year I had students from Eastern Europe and Latin America in one of my seminars, and they had very different perspectives on the projection of American power in their respective regions. This really intrigued and motivated the entire class. I was hoping to introduce the complexity of American foreign policy to the students; it turns out their own collective experiences and perspectives did that much better than anything I could present in class.

—Jon Western
Carol Hoffman Collins Professor of International Relations and Five College Professor of International Relations
The VP-50 project (videoconferencing project with at least 50 participants) promotes the use of teleconferencing in the classroom to advance global learning outcomes. We started the project in 2011, in collaboration with Research and Instructional Services (RIS) in LITS and later the Weismann Center for Leadership and the Liberal Arts, and with support from President Lynn Pasquerella and then Dean of the Faculty Don O’Shea. To date, over 40 faculty members have participated in the initiative, through language practice across borders, engagement with the author of a text students read in class, discussions with practitioners in the field, or conversations with alumnae about career paths and preparation.

In the spring of 2014, the American Council on Education (ACE) and the SUNY-COIL Center recognized the VP-50 project with a national award. We are leveraging the honor to expand virtual global interactions to a new level. In the Global Connections Pilot, MHC faculty members connect with colleagues and their students abroad on more sustained basis, and students from both classes jointly explore class-relevant questions.
Mount Holyoke College | 15

International Relations

The experience of connecting during class with outside experts was incredibly helpful and exciting, both for the students and me.

In ‘Culture and Transnational Social Movements,’ we had a speaker who worked for the German International Development Agency in Afghanistan and for the EU crisis group in Brussels. Students interviewed her about her career as a woman working for institutions and NGOs in different countries and cultural contexts. This was one of the highlights of the seminar. The same is true for the VP-50 speakers who joined my European Politics classes.

—Nicole Doerr
International Relations (left)

Classics and Italian

Since 2012, students in Intensive Elementary Italian have used Skype to connect with students at the University of Bologna who are taking intensive English.

My colleague in Italy and I organized one group and two pair conversations. My students prepared their final project based on these conversations. They found the interactions with Italian students fun and motivating; they learned colloquial expressions they don’t usually learn in class, practiced both listening and speaking, and felt they were having ‘real’ conversations. Many students stayed connected with their language exchange partners after the course ended.

—Morena Svaldi
Classics and Italian (above)

It made me think about the applicability of my undergraduate work post graduation.

It gave context to abstract theories we were discussing.

It helped me feel more comfortable about creating a case study for my project.

—Student responses to virtual discussions with alumnae in Qualitative Methods, Catherine Corson, Environmental Studies
Global learning at Mount Holyoke encourages students to:

- Cultivate global awareness and engage across difference
- Harness knowledge for the solution of pressing global problems
- Appreciate how societies respond differently to common needs
- Nurture an ethic of responsibility for making the world more just and sustainable
- Gain understanding of global challenges, their origin and implications
- Employ another language to communicate across cultural diversity.

The Dorothy R. and Norman E. McCulloch Center for Global Initiatives

**Eva Paus**
Carol Hoffmann Collins Director
Professor of Economics
epaus@mtholyoke.edu

**Joanne Picard**
Dean of International Studies
jpicard@mtholyoke.edu

**Kirk Lange**
Director of International Experiential Learning
klange@mtholyoke.edu

**Donna Van Handle**
Dean of International Students
Senior Lecturer in German Studies
dvanhand@mtholyoke.edu

**Jennifer Medina**
Immigration Specialist
Senior Administrative Assistant to the Director
jmedina@mtholyoke.edu

**Fatoumata Gadjigo**
Administrative Assistant
fgadjigo@mtholyoke.edu

50 College Street, South Hadley, MA 01075 USA
Telephone: 413-538-2072
Fax: 413-538-3385
Email: global@mtholyoke.edu