



Middlebury Institute  
of International Studies  
at Monterey

# Immersive Learning, Research, and Impact Report

Semester-Long Practica | Group Onsite Practica  
Honors Theses | Practicum Projects

Fall 2019–Summer 2020





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# Welcome to the Middlebury Institute Fall 2019–Summer 2020 Immersive Learning, Research and Impact Report

The Middlebury Institute of International Studies draws a diverse group of professionals from around the globe to debate and solve issues that have plagued our world for decades. At the Institute, students are driven and mission-focused on making a positive impact in the world. They combine their passions and interests with gaining “real world” experience through internships and research projects. These interests drive students to study and learn across the globe, from the United Nations in New York looking at disarmament policies to a remote village in Myanmar working in program evaluation.

This impact report serves as a compilation of all of the internships and projects Middlebury Institute students have worked on and completed in the last year. The projects and internships students undertake have a direct impact on the communities they work in as well as their careers after graduation. Professional experiences offer students the opportunity to showcase their hard work and knowledge to potential employers. This report is the nexus of work done by students in their field using skills they built through their coursework at the Institute.

This report is comprised of three main sections: Semester Long Programs, January and Summer Group Onsite Practica, and Middlebury Institute Student Research and Projects. Each of these three sections provides an overview of various programs that faculty and staff have helped curate over the years to allow students to apply their knowledge in their fields of study. The report showcases the diverse interests of the Institute student body, which spans across degree programs, professional fields and geographic settings.

Sincerely,

Carolyn Taylor Meyer, PhD  
Director of Immersive Professional Learning  
Middlebury Institute of International Studies at Monterey  
[cmeyer@middlebury.edu](mailto:cmeyer@middlebury.edu)

Kira Lemons, MA IEM  
Immersive Learning Program Coordinator  
Middlebury Institute of International Studies at Monterey





## Semester Long Practica

Part of the Institute’s mission is to help provide students with immersive, hands-on learning as part of their studies. Unlike other classroom-based graduate programs, these experiences allow students to apply practical skills in their field of study before graduation. Not only do they gain professional experience, but they are exposed to relevant networking opportunities that often lead to jobs after graduation.

## International Professional Service Semester (IPSS)

### Spring 2019

The International Professional Service Semester (IPSS) is one of the cornerstones for the Institute’s semester-long programs. IPSS helps students secure graduate-level internships, jobs, or consultancies in international organizations in the U.S. and abroad. For many students, the IPSS experience acts as a stepping stone to a future career. The program’s networking possibilities and international exposure are just a few of the benefits students receive through their participation. An IPSS assignment complements a student’s degree focus by providing an applied learning environment for students to develop skills and knowledge not covered in traditional classes.

- Barkley, Blaine** (NPTS ’20)  
Government Accountability Office,  
Norfolk, VA.
- Cejudo Corbalán, Óscar** (IPD ’20)  
Search for Common Ground, Tunis, Tunisia.
- Cruz, Orlando** (NPTS ’20)  
U.S. State Department—Bureau of  
Consular Affairs, New York City, NY.
- Garcia, Vivian.** (IPD ’20).  
U.S. Committee for Refugees and  
Immigrants, North Carolina.
- Halbrooks-Fulks, Amy.** (IPD ’20)  
Center for International and Strategic  
Studies, Washington, D.C.
- Havlicek, Jan** (NPTS ’20)  
UNODA CAB, New York City, NY.
- Johnson, Christina** (MPA ’19)  
Preemptive Love Coalition, Monterey,  
California.
- Kayali, Mohammad** (IEP ’20)  
Portland Community College (PCC),  
Portland, OR.
- King, Camorah** (IEP ’20)  
Renewable Energy Buyers Alliance,  
Washington, D.C.

- Martyn, Adam.** (NPTS ’20)  
U.S. State Department—Bureau of  
Democracy, Human Rights, and Labor,  
Washington, D.C.
- Mironova, Katia** (IPD ’20)  
UN Economic Commission for Latin America  
(UNECLA), Washington, D.C.
- Morgan, Amber** (NPTS ’19)  
National Nuclear Security Administration,  
Washington, D.C.
- Mowrer, Devin** (NPTS ’20)  
Golden State Investigators, San Jose, CA.
- Richardson, Abby** (IPD ’20)  
Women’s Learning Partnership for Rights,  
Development, and Peace, Washington, D.C.
- Roche, Kelly** (IEP ’20)  
Prince William Sound Aquaculture  
Corporation (PWSAC), Anchorage, AK.
- Threlkeld, Adriana** (IPD ’20)  
UNICEF, Phnom Penh, Cambodia.
- Villata, Danielle** (IPD ’20)  
Search for Common Ground,  
Washington, D.C.





## Design, Partnering, Management, and Innovation Practicum (DPMI Plus)

The Design, Partnering, Management, and Innovation Practicum (DPMI Plus) is a three- to nine-month professional internship that allows students to apply their DPMI skills in the field. Students work to create deliverables that clearly relate to the various tools, concepts, and frameworks taught in the DPMI curriculum. Students also create a case study that examines some DPMI-related issues confronting the organizations in which they are working. These issues may include project design, project monitoring, training, stakeholder participation, strategic partnering, social entrepreneurship, and innovation.

- Bekham, Rebecca** (MPA/IEP '19)  
StoryCorps and Think Beyond Plastic, New York City, NY, and Monterey, CA
- Buchanan, Jason** (IPD '19)  
Catholic Relief Services, Dakar, Senegal
- Clark, Emily** (IPD '19)  
Akagera National Park, Akagera, Rwanda
- Corrales, Paulina** (IEM/MPA '19)  
IREX, Washington, D.C.
- Deol, Tanvir** (IPD '19)  
U.N. Office for Disarmament Affairs, Conventional Arms Branch, New York City, NY
- Ham, Emmy** (MPA '20)  
Avesta Housing Development Corp, Portland, ME
- Hart, Dionne** (IEM/MPA '19)  
Babson College, Wellesley, MA

- Holmes, Samuel** (MPA '19)  
Catholic Relief Services, Kigali, Rwanda
- King, Kalyssa.** (MPA '20)  
Peace Corps, Peru
- Luu, Hamilton** (MPA '20)  
International Rescue Committee, Los Angeles, CA
- McKenney, Katharine** (IPD '20)  
Rethink Media, Berkeley, CA
- Schrier, Andres** (IEP '19)  
WildAid and Center for the Blue Economy, Galapagos Islands, Ecuador, and Monterey, CA
- Sibi, Lara Amfil** (MPA '19)  
Peace Corps, Costa Rica
- Tominaga, Alison** (IEM/MPA '19)  
UAC, Incheon, South Korea

## International Education Management Practicum

The three-semester MA in International Education Management (MA) program provides a rigorous, hands-on introduction to designing and facilitating meaningful international education programs. Throughout their studies and during a professional practicum during the final semester, students will demonstrate their achievement of the five IEM program learning goals: international education theory, program design and assessment, intercultural competency, resource generation and resource management.



- Fall 2019**  
**Barrentine, Hannah** (IEM '19)  
The Community for Learning International School, Santo Domingo, Dominican Republic
- Climes, Alison** (IEM '19) The University of Michigan Ginsberg Center, Ann Arbor, MI
- Corrales, Paulina** (IEM '19)  
IREX, Washington, D.C.
- Devan, Lauren** (IEM '19)  
Pennsylvania State University Center for Intercultural Leadership and Communication, Abingdon, PA
- Doll, JoAnn** (IEM '19)  
iEARN, Kaohsiung, Taiwan
- Eghbalian, Aurian** (IEM '19)  
The Middlebury Institute of International Studies Language and Professional Programs Office, Monterey, CA
- Elsayed, Jihan** (IEM '19)  
The American University of Sharjah, Sharjah, United Arab Emirates
- Fareri, Jessica** (IEM '19)  
Stonybrook University International Programs Office and the University of California Riverside International Students and Scholars Office, Mishima, Japan, and Riverside, CA

- Fultz, Danielle** (IEM '19)  
Syracuse University Strasbourg Center, Strasbourg, France
- Griffin, Darcy** (IEM '19) Springboard, San Francisco, CA
- Hardy, Jasmine** (IEM '19) Amherst College, Amherst, MA
- Hart, Dionne** (IEM '19)  
The Glavin Office of International Education at Babson College, Wellesley, MA
- Hollabaugh, Mike** (IEM '19)  
The Johns Hopkins University Office of International Services at Medical Institutions, Baltimore, MD
- Huemer, Kaitlin** (IEM '19)  
Forte International Exchange Association, Falls Church, VA
- Jones, Annalee** (IEM '19)  
Miami University, Oxford, OH
- Kelly-Weber, Erin** (IEM '19) Northwestern University Global Learning Office and Institute for Study Abroad, Mexico City, Mexico and Buenos Aires, Argentina
- Kissel, Hannah** (IEM '19) Diablo Valley College International Education Center, Concord, CA



**Kotroba, Erika** (IEM ’19)  
Academic Programs International, LLC  
Austin, TX

**MacArthur, Jillian** (IEM ’19)  
University for Peace Centre for Executive  
Education, Ciudad Colon, Costa Rica

**Moody Wong, Yoki** (IEM ’19)  
USDA Office of Representation, Foreign  
Visitors, and Protocol, Washington, D.C.

**Paliga, Sara** (IEM ’19)  
Japan Center for Michigan Universities,  
Hikone, Japan

**Peterson, Holly** (IEM ’19)  
Middlebury School Abroad, Madrid, Spain

**Saunders, Erika** (IEM ’19)  
University of Wyoming and Middlebury  
School Abroad, Laramie, WY, and  
Paris, France

**Spring 2020**

**Aker, Katie** (IEM/MPA ’20)  
Gonzales Community Collaboration Lab  
Gonzales, CA

**Bidleman, David** (IEM ’20)  
Middlebury School Abroad, Florence, Italy

**Doi, Megan** (IEM ’20)  
Japan Center for Michigan Universities,  
Hikone, Japan, and East Lansing, MI

**Gonzalez-Calvillo, Alexandro** (IEM/MPA  
’20) Arizona State University International  
Students & Scholars Center, Tempe, AZ

**Shepherd, Caitlin** (IEM ’19)  
American College of Traditional Chinese  
Medicine, San Francisco, CA

**Skram, Gavin** (IEM ’20)  
Naval Postgraduate School Institute for  
Security Governance, Monterey, CA

**Sung, Kevin** (IEM ’19)  
University of Nevada, Reno, Reno, NV

**Tegeler, Caroline** (IEM ’19)  
University of California Berkeley  
International Office, Berkeley, CA

**Tominaga, Alison** (IEM/MPA ’19)  
The University of Utah Asia Campus,  
Seoul, South Korea

**Yanagihashi, Elisa** (IEM ’19)  
Santa Clara University Global Engagement  
Office, Santa Clara, CA

**Hernandez, Ofelia** (IEM ’20)  
Agnes Scott College, Atlanta, GA

**Razzaque, Noraya** (IEM ’19)  
Muslim Justice League, Boston, MA

**Yamaoka, Randall** (IEM ’20)  
Middlebury Institute for International  
Studies Enrollment Office and Language &  
Professional Programs, Monterey, CA

**Zheng, Ruxin** (IEM ’20)  
Golden West College, Los Angeles, CA

## Moscow State Institute of International Relations— Middlebury Institute Dual Degree Program Internships

Students enrolled in the dual degree program with the Middlebury Institute and Moscow State Institute of International Relations (MGIMO) are expected to complete a twelve-week internship related to WMD nonproliferation, nuclear policy, or global security. This internship takes place in the final semester of a student’s study.

**Bedford, Ellie** (NPTS ’20)  
dKomplex, Monterey, CA

**Caruso, Casey**(NPTS ’20)  
Advanced Research in Cyber Systems (A-4  
Group), Los Alamos National Lab,  
Los Alamos, NM**Chernavskikh, Vladislav**  
(NPTS ’20)  
U.N. Office of Disarmament Affairs, Weapons  
of Mass Destruction Branch,  
New York City, NY

**Faust, Jeremy** (NPTS ’20)  
Holy See Permanent Observer Mission to the  
U.N., New York City, NY

**Hickey, Tom** (NPTS ’20)  
U.N. Institute for Disarmament Research,  
Weapons of Mass Destruction Program,  
Geneva, Switzerland

**Jacobsen, Ryan** (NPTS ’20)  
Institute for Politics and Society,  
Prague, Czech Republic

**Kazakovtseva, Alina** (NPTS ’20)  
James Martin Center for Nonproliferation  
Studies, Washington, D.C.

**Klepanchuk, Yekaterina** (NPTS ’20) UN  
Institute for Disarmament Research, Security  
and Technology Programme, Geneva,  
Switzerland

**Lamoureaux, Taylor** (NPTS ’20)  
Center for Global Security Research,  
Lawrence Livermore National Laboratory,  
Livermore, CA

**Medvedev, Yury** (NPTS ’20)  
U.N. Office of Disarmament Affairs, Science,  
Technology, and International Security Unit,  
New York City, NY

**Michelotti, Connor** (NPTS ’20)  
James Martin Center for Nonproliferation  
Studies, Monterey, CA

**Mnitsa, David** (NPTS ’20)  
Czech Technical University, Prague, Czechia

**Novshadyan, Gevorg** (NPTS ’20)  
Czech Technical University,  
Prague, Czechia

**Ortiz Sorgato, Mara** (NPTS ’20)  
The Euro-Gulf Information Center,  
Rome, Italy

**Polyakov, Alexey** (NPTS ’20)  
State Atomic Energy Corporation ROSATOM,  
Department of International Cooperation,  
Moscow, Russia

**Skittone, Angela** (NPTS ’20)  
Center on Terrorism, Extremism, and  
Counterterrorism, Monterey, CA

**Sled, Dmitri** (NPTS ’20)  
The William J. Perry Project, Stanford, CA

**Wong, Allie** (NPTS ’20)  
U.N. Institute for Disarmament  
Research, Strategic Communications,  
Geneva, Switzerland



## Center for Nonproliferation and Terrorism Studies (CNS) Internships

The CNS International Organizations Internship program allows students interested in nonproliferation to gain practical expertise in the field of nonproliferation policy. Students participating in this program have many options when choosing where to complete their internship.

**Belbachir, Ismail** (UNOG/CD)

## Center for Blue Economy Fellows

The Center for Blue Economy Fellowship is supported by Middlebury Institute’s Center for the Blue Economy. This fellowship is open to students who specialize in the Ocean and Coastal Resource Management specialization within the International Environmental Policy degree. This fellowship gives students an opportunity to gain professional experience in the field of marine conservation.

**Alexander, Illeana** (IEP ’21)Environmental Defense Fund, San Francisco, CA

**Francis, Elizabeth** (IEP ’21) National Oceanic and Atmospheric Administration, San Francisco, CA

**Kung, Janet** (IEP ’20) Environmental Defense Fund, San Francisco, CA

**Ringuette, Ocean** (IEP ’21) Ocean Protection Council, Sacramento, CA

**Shoup, Kelsey** (IEP ’21) Seafood Solutions, Oakland, CA

**Steagall, Cameron** (IEP ’20) Naval Postgraduate School and Ocean Conservancy, Monterey and Santa Cruz, CA

**Warren, Bailey.** (IEP ’20) Surfrider and Wildcoast, San Clemente and Imperial Beach, CA

## International Trade and Economic Development Internships

The MA in International Trade and Economic Development degree program includes a semester in Washington, D.C., in which many students complete internships concurrently with D.C. courses.

**Barth, Aariah** (ITED ’20) Biogen, Cambridge, MA

**Caton, Ann Marie** (ITED ’20) Washington International Trade Organization, Washington, D.C.

**Delavergne, Camille** (Exchange from SciencesPo Bordeaux) Permanent Delegation of France to the World Trade Organization, Geneva, Switzerland

**Dong, Ping** (Exchange from China Foreign Affairs University)

**Gable, Dennis** (ITED ’20) BNP Paribas, New York, NY

**Gaertner, Stephanie** (ITED ’20) DSG Global, San Francisco, CA

**Herbert, Bryan** (ITED ’20) US Department of Commerce, Washington, D.C.

**Kimura, Yoichiro** (ITED ’20) (Government of Japan, Ministry of Fishing)

**Palmer, Melissa** (ITED ’20) Northrop Grumman, Seaside, CA

**Turkanis, Caroline** (ITED ’20) Institute for Trade and Commercial Diplomacy, Washington, D.C.



## World Intellectual Property Rights Organization (WIPO) Fellowship Recipients



Several of the 2019 MIIS WIPO Fellows with alumna Sally Young MATI '99 (far right), (from left to right) Naomi Hwang MACI '19, Chris Healy MATLM '19, Erika Egner MAT '19, Megan Ling MATLM '20, Ruth Wang MAT '19.

### Seven Students Selected for WIPO Fellowship in Geneva 2019

At least seven Middlebury Institute students have been offered a summer fellowship at the World Intellectual Property Organization (WIPO) in Geneva, Switzerland. The organization and the Institute recently renewed their decade old memorandum of understanding (MOU).

Seven Middlebury Institute students have been selected for a fellowship with the World Intellectual Property Organization in Geneva through a longstanding agreement between the organization and the Institute, a connection made through alumna Sally Young MATI '99. Young, who heads the Asian Languages Section within the Patent Cooperation Treaty (PCT) TranslationService at WIPO returns to Monterey regularly to recruit graduates and maintain the important relationship she helps establish well over a decade ago.

These Middlebury Institute alumni spent their summer in Geneva on a WIPO fellowship

#### Translation

Chris Healy MATLM '19  
Erika Egner MATLM '19

## Translation and Localization Practicum



Middlebury Institute students Fiona Maloney-McCrystle; Ardyn Clayton; Isabel Gonzalez Gutiérrez, and Eric Holman, whose translations were published in a recent issue of *Latin American Literature Today*.

### Four Middlebury Institute students have translations published in the most recent issue of *Latin American Literature Today*.

The students are Fiona Maloney-McCrystle MATI '21, Ardyn Clayton MATI '21, Isabel Gonzalez Gutiérrez MATI '21, and Eric Holman MATI '21.

*“These are all translations of academic book reviews, written by experts in the field of Latin American Literature,” explains Professor George Henson. “Each review posed translation issues, both lexical and syntactic, which the students resolved masterfully. I’m very proud of them.” Each review posed translation issues, both lexical and syntactic, which the students resolved masterfully. I’m very proud of them.*

— Professor George Henson

*Latin American Literature Today* (LALT) publishes outstanding works of contemporary Latin American literature, both in English and in Spanish. As an affiliate of the prestigious literary journal WLT (*World Literature Today*), we keep on their commitment to making great writing accessible to a local and international audience. Our main focus is the vibrant and multifaceted literature of contemporary Latin America. We publish translated materials from the pages of WLT and new content exclusive to LALT. The work is performed by a network of professional writers, editors, and translators from Latin America and the United States.





Translation and Localization Management

- Anton, Ghio** (TLM '20)  
Translationscom Remote, NYC, NY
- Bybee, Nathaniel** (TLM '20)  
MediaLocate, Monterey, CA
- Emara, Sherine** (TLM '20)  
SoundHound Remote, Santa Clara, CA
- Evrigenis, Amelia** (TLM '20)  
Idem Translations Remote, Palo Alto, CA
- Grizzle, Lauren** (TLM '20)  
Monterey Museum of Art, Monterey, CA
- Guerrero, Jazmin** (TLM '20)  
Nikon, Career Girls Remote
- Huang, Yusen** (TLM '20)  
MediaLocate, Monterey, CA
- Ladd, Alex** (TLM '20)  
Moravia Remote
- Li, Roxane** (TLM '20)  
Idem Translations Remote, Palo Alto, CA
- Lima Pinheiro, Silvia Marlene** (TLM '20)  
Translation Commons Remote
- Murphy, Megan** (TLM '20)  
Translation Company Division of the  
American Translators Association Remote

- Ning, Yan** (TLM '20)  
Translation by Design, Pacific Grove, CA
- Padilla, Josue** (TLM '20)  
Translation Company Division of the  
American Translators Association Remote
- Prolow, Vanessa E.** (TLM '20)  
Women in Localization Research Study  
Remote, Monterey, CA
- Rodionova, Nadezhda** (TLM '20)  
SoundHound Remote, Santa Clara, CA
- Scotto d'Antuono, Simona** (TLM '20)  
Rome's government in collaboration with  
UNESCO Remote
- Terrazas, Esteban** (TLM '20)  
Babble-on App Localization Remote,  
San Francisco, CA
- Yu, Huei Ping** (TLM '20)  
Nordic Naturals Remote, Watsonville
- Zhao, Yong** (TLM '20)  
StockX Mountain View
- Zhong, Kaixin** (TLM '20)  
Beat Babbel Remote, San Diego, CA
- Zie, Kimberly** (TLM '20)  
SoundHound Remote, Santa Clara, CA

Introduction to Language Program  
Administration Internship

This internship is a practical opportunity for students to gain valuable experience working directly with a language program administrator on relevant projects and initiatives that connect with the course material they learn in the language program administration course. Upon completion of the internship students complete a report about their experience, including details of their goals and tasks alongside readings/course concepts and connections to their future careers.

- Block, Oliver**  
MA TESOL 2021 MIIS  
Intensive English Program
- Doremus-Reznor, Miranda**  
MA TESOL 2020 MIIS  
Summer Intensive Language Program
- Kincl, Melanie**  
MA TESOL 2020 MIIS
- Majri, Hinda**  
MA IEM 2020 MIIS  
Custom Language Services
- Pham, Victoria**  
MA IEM 2020 MIIS  
Custom Language Services
- Powers, Caleb**  
MA TFL French 2020 MIIS TESOL/TFL

Teaching English to Speakers of Other Languages  
(TESOL)/Teaching Foreign Languages (TFL) Practicum  
and Applied Linguistics Capstones

The TESOL/TFL Program builds students' capacity in three interrelated domains associated with language teaching: language/linguistics, pedagogy, and research. At the culmination of the program, students take two capstone courses. In the Practicum Captstone, they complete a semester-long internship that requires them to teach in an actual classroom in the greater Monterey Peninsula area and to hone their skills for entering into the job market. In the Applied Linguistics Capstone (ALC), they revise a data-based course project related to curriculum design, assessment, or research, which often involves collaborating with local or even (inter) national stakeholders.

TESOL Practicum  
Fall 2019

- Adams, Jacob** (TFL-Arabic Dec. 2019)  
MIIS-LS
- Belmonte, Umile (Tony)** (TESOL Dec. 2019)  
MIIS-Intensive English Program
- Ensman, Aaron** (TESOL Dec. 2020)  
(posthumous) Monterey Peninsula College
- Fiala, Liz** (TESOL 2020)  
CSUMB
- Gilbride, Amanda** (TFL-Chinese Dec. 2019)  
MIIS-Language Studies Program
- Hsueh, Yuchen** (TFL-Chinese Dec. 2019)  
Presidio Knolls Elementary (SF)
- Kincl, Melanie** (TESOL 2020)  
CSUMB
- Liu, Wendy** (TFL-Chinese Dec. 2019)  
Santa Catalina School



**Morooka, Mari** (TESOL Dec. 2019)  
MIIS-Language Studies Program

**Pao, Melody** (TFL-French 2020)  
MIIS-Language Studies Program

**Spring 2020**

**Bui, Anh** (TFL-French May 2019)  
North Salinas High School

**DePietro, Kathryn** (TESOL May 2020)  
Gavilan Community College

**Frye, Jeremy** (TFL-French May 2019)  
MIIS-Language Studies Program

**Applied Linguistics Capstone  
Fall 2019**

**Adams, Jacob** (TFL-Arabic Dec. 2019)  
Social Justice Issues in the Arab World: A CBI Syllabus

**Belmonte, Umile (Tony)** (TESOL Dec 2019)  
Curriculum Design in EBP: A Genre-based Approach to the Annual Report

**Ensman, Aaron** (TESOL Dec 2020)  
(posthumous) Peace corps volunteer English education teacher identity

**Gilbride, Amanda** (TFL-Chinese Dec. 2019)  
Making Classical Chinese Relevant: Bridging the Gap Between Classical Chinese and High Register Modern Chinese

**Hsueh, Yuchen** (TFL-Chinese Dec. 2019)  
Business Chinese: How Food-related Knowledge can Advance Your Career

**Shen, Jiayao** (TESOL Dec. 2019)  
MIIS-Intensive English Program

**Zhuang, Xiayng** (TESOL Dec. 2019)  
MIIS-Intensive English Program

**Portillo, Kimberly** (TESOL May 2020)  
Gavilan Community College

**Swanson, Kalina** (TESOL May 2020)  
MIIS-Language Studies Program

**Yandell, Marjorie** (TESOL May 2020)  
Monterey Peninsula College

**Kincl, Melanie** (TESOL 2020)  
English Communication in STEM: A Course Proposal

**Liu, Wendy** (TFL-Chinese Dec. 2019)  
Chinese Language Teachers’ Perceptions of Linguistic Landscape as Pedagogical Resources

**Morooka, Mari** (TESOL Dec 2019)  
Make Our Voices Heard: English Presentation Course for High School Students in Japan

**Shen, Jiayao** (TESOL Dec 2019)  
English Presentation Course for High School Students in Japan

**Zhuang, Xiayng** (TESOL Dec 2019)  
Chinese English Majors’ Perceptions of English Varieties: British English and American English



**Spring 2020**

**Jeremy Frye** (MA TFL French 2019)  
“Identity, Culture, and Change”: A TBLLI-Based Syllabus

**Kathryn DePietro** (MA TESOL 2020)  
Sustaining Our Cultures, Languages, and Environment: Culturally Sustaining and Critical Project-Based Learning for Novice ESL Immigrants

**Elizabeth Fiala** (MA TESOL 2020)  
A Syllabus for a Non-Academic Writing Course: Using Grammar to Teach Composition in a Mixed-Level Class

**Marjorie Yandell** (MA TESOL 2020)  
A Reflective Approach to Teaching Pronunciation, Phonology, and Phonics: A Professional Development Workshop for Secondary School English Teachers in Sarapiquí, Costa Rica

**Aaron Ensman** (MA TESOL 2020)  
(posthumous) Learning to Motivate is What Propels a Peace Corps Teacher

**Anh Bui** (MA TFL French 2020)  
Brown Voices Matter: The Beauty of Translanguaging in the Foreign Language Classroom

**Kalina Swanson** (MA TESOL 2020)  
Enhancing Autonomy in the 21st Century: A Professional Presentation Skills Course for University-Based International Advanced Learners of English

**Kimberly Portillo** (MA TESOL 2020)  
The BATMAN: Assisting California K-12 Public School Teachers in Language Assessment Design

**Melody Pao** (MA TFL French 2020)  
The Power of Speech: Social Justice in the French Language Classroom

**Freeman Foundation Fellows**

**Fall 2019**

**Alison Tominaga** (IEM ’19)  
Songdo, Incheon, South Korea

**Benjamin Wollam** (ITED ’19)  
Shanghai, China

**Adriana Threlkeld** (IPD ’19)  
Bangkok, Thailand





# January & Summer Group Onsite Practica

Students can participate in a wide range of international and domestic immersive learning opportunities and on-site courses in January, during spring-break, and in the summer.

## International Education Management Paris Practicum

**Paris, France, January 2–22, 2020**

International Education Management students travelled to the Middlebury School Abroad Centre Madeleine in Paris, France. This course served as an advanced elective course related to Study Abroad in which students experientially learned about the onsite management of international education programs, using Middlebury as the primary case study, as well as connecting with other program providers and universities in Paris and Lille who are involved with U.S. education abroad.

Students collaborated with the Middlebury Paris Director and other program providers and local universities to complete projects that would benefit the organization and give students practical experience in education abroad management from the host country perspective.

**Fallert, Natalie** (IEM '20)

**Lemons, Kira** (IEM '20)

**Magyar, Bet.** (IEM '20)

**Roman, Alex** (IEM '20)

**Roulet, Charlotte** (IEM '20)

**Tanen, Seth** (IEM '20)

**Tillman, Milira** (IEM '20)

**Webber, Rachel** (IEM '20)

**Zhang, Jingyuan (Gloria)** (TLM '21)

## Cuba's National Freeway and the Road to Revolution

**From Santiago de cuba to Pinar del Rio, January 2-24, 2020**

Cuba has much to teach about the costs and benefits of revolution and belated integration to a now globalized economy. Students explored the nature of the relationship between Cuba and the U.S. and the role of domestic politics in the design and execution of foreign policy.

**Gray, Abigail** (MPA/IEM '21)

**Barth, Ariaah** (ITED '20)

**Liu, Xinxin** (TESOL '20)





Students participated in an international education practicum in France in January 2020. This photo shows the group visiting Campus France, a nonprofit educational organization.

### Immersive Learning Spotlight: Gloria Zhang and Team France

Students participated in an international education practicum in France in January 2020. This photo shows the group visiting Campus France, a nonprofit educational organization. Gloria Zhang is a second-semester student in the MA in Translation and Localization Management (TLM) program at MIIS, with a focus on localization. This past January, she participated in Team France, one of the immersive professional learning programs offered in J-term.

Team France 2020, led by Professor David Wick in the International Education Management (IEM) program, took participants to Paris, where students made site visits to Middlebury Le Centre Madeleine, Campus France, CEA Paris, Sciences Po Bordeaux and other international education organizations. Students also participated in mini-cultural excursions such as learning about the history of croissants and baguettes at a French bakery.

As an international student from China, Gloria has always been interested in studying abroad. Before coming to MIIS, she participated in a one-year exchange program in Indonesia, where she learned Indonesian. She also volunteered in South Korea and did an internship in India. Along with her interest in localization project management and technology, she has a passion for learning about other cultures and international education.

Among the nine participants of Team France 2020, Gloria was the only student from outside the MA IEM program. She was also the only student not from the U.S. The program showed her how American onsite programs work. She was impressed that the American education abroad system provides comprehensive support to its students who are studying abroad. She enjoyed meeting students from another degree program and all the French dinners with her fellow Team France friends.

One of Gloria’s professional goals is to develop a resource to help Chinese students select universities and international programs customized to their academic and professional goals.

## Nuclear Research Reactor Practicum: Prague and Vienna

### Prague, Czech Republic and Vienna, Austria, January 9-25, 2020

This two-week course in Prague allowed students to attend lectures at the Department of Nuclear Reactors at the Czech Technical University (CTU), conduct experiments on the research reactor, and go on site visits. There was also a trip to the International Atomic Energy Agency (IAEA) in Vienna, Austria. Not only did participants benefit from the fact that many Middlebury Institute alumni work at the IAEA, the Center for Nonproliferation Studies (CNS) has an office in Vienna: The Vienna Center for Disarmament and Nonproliferation (VCDNP).

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| <b>Faust, Jeremy</b> (NPTS ’20)    | <b>Novshadyan, Gevorg</b> (NPTS ’20) |
| <b>Kussin-Gika, Ian</b> (NPTS ’21) | <b>Peyton, Laura</b> (NPTS ’21)      |
| <b>Hom, Ashley</b> (NPTS ’21)      | <b>Polyak, Tiffany</b> (NPTS ’21)    |
| <b>Kerr, Virginia</b> (NPTS ’21)   | <b>Rogers, Rayna</b> (NPTS ’21)      |
| <b>Lengacher, Jakob</b> (NPTS ’20) | <b>Skram, Gavin</b> (IEM/NPTS ’20)   |
| <b>Mnitsa, David</b> (NPTS ’20)    | <b>Welch, Kiera</b> (NPTS ’21)       |

## Design, Partnering, Management and Innovation: Sitka Tribe of Alaska

### Sitka, Alaska, August 5–14, 2020 (virtual)

- |   |                                      |
|---|--------------------------------------|
| <b>Alexander Illeana</b> (IEP ’21)      | <b>Mockler, Steven</b> (IEM/MPA ’21) |
| <b>Chen, Jonathan</b> (BA/IPD ’21)      | <b>Muff, Alexandria</b> (MPA ’21)    |
| <b>Eklund, Jane</b> (IPD ’21)           | <b>Oraftik, Christina</b> (IEP ’20)  |
| <b>Ennen, Charlotte</b> (MPA/MAIEM ’21) | <b>Salay, Rachel</b> (MPA/IEM ’21)   |
| <b>Filip, Mariana</b> (IEP ’21)         | <b>Small, Seth</b> (IEP ’20)         |
| <b>Amin, Gharsanay</b> (MPA ’21)        | <b>Xia, Amelie</b> (IEP ’21)         |
| <b>Li, Runzi</b> (MPA ’20)              | <b>Zamora, Daniel</b> (MPA ’21)      |





# MIIS and Middlebury College Collaboration

## Social Impact Corps Scholars

Middlebury Social Impact Corps (MSIC) is a partnership-based program focused on action, research, partnership development, and mentorship. MSIC Scholars match with a social enterprise or NGO for an eight-week summer internship. Scholars mentor a select cohort of Middlebury College students. Collaborate with Dr. Netta Avineri in the Middlebury Social Impact Corps (MSIC), a partnership-based program focused on action research, partnership development, and mentorship in emerging market countries.

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|--|---|
| <b>Catey, Kelli</b> (MPA '21)<br>Big Sur Land Trust, Monterey, CA    | <b>Mockler, Steven</b> (IEM/MPA '21)<br>Peacock Acres, Salinas, CA  |
| <b>Smith, Madeleine</b> (BAIP/MPA '22)<br>Peacock Acres, Salinas, CA | <b>Thompson, Rose</b> (IPD '20)<br>Big Sur Land Trust, Monterey, CA |

## Summer Collaborative Internships

Middlebury Institute students participated in internships alongside or supporting Middlebury College students during the summer.

- |   |   |
|---|---|
| <b>Team4Tech (San Jose, CA and Rwanda)</b><br>Co-lead an immersive service learning project with a team in Rwanda and help build an Ed Tech toolkit for underserved learners in local communities |   |
| <b>Fatima Sayeh</b> , MPA '21   | <b>Jan Knippers Black</b><br>Human Rights Fund Amnesty Internship<br>Washington, DC |
| <b>Anissa Monteon</b> , MPA '21   |   |

Intern with Amnesty International USA in an 8-week assignment in Washington, D.C., to promote human rights in the U.S. and worldwide.

**Isabel Zaragosa**, IEP '20



## Several Dynamic Programs Offered in Monterey and Abroad This January Term

For Middlebury Institute students, the January Term (J-term) offers the opportunity to put theories and lessons to the test in courses offered in five different countries, work on directed study projects at home or abroad, or get ahead by taking intensive subject matter classes on campus.

This year, courses were offered in Cuba, the Czech Republic, France, Peru, and Monterey.



*Students in the J term course in Cuba at Loma del Capiro, the hill that Che Guevara used as a lookout during the Battle of Santa Clara during the Cuban Revolution. From left to right: Paolo Gonnelli (Middlebury), Xinxin Liu (MIIS), Abby Gray (MIIS), Aria Barth (MIIS), Jack Herscowitz (Middlebury). (Credit: George Henson)*

## Traveling Cuba’s National Freeway: The Road to Revolution

Led by Dr. George Henson, this course focuses on the historical and geographical roots of the Cuban Revolution. Students from the Middlebury Institute and Middlebury College are exploring Cuba’s present political, economic, diplomatic, and cultural landscape, covering topics from healthcare and education, to trade and tourism.

“Cuba is at a crossroads—economic, political, and social—not seen since the Triumph of the Revolution on January 1, 1959,” Henson shares. “This program is significant for many reasons. Not only does it allow students to travel the entire length of the island, visiting each of Cuba’s provinces, it allows students to witness the geographic, culture, and economic differences and similarities that exist between these provinces, through lectures, visits to historic places, and dialogue with everyday Cubans. The program is also unique because it brings together students from both Monterey and Vermont, which I hope to repeat in future trips to Cuba.”

## Czech Republic Nuclear Research Reactor Practicum

Designed with Nonproliferation and Terrorism Studies candidates in mind, this course offers students the opportunity to travel to Prague in the Czech Republic and visit Czech Technical University (CTU), where they conduct experiments on a research nuclear reactor and visit other nuclear plants. The trip finishes with a day in Vienna, Austria attending meetings with the International Atomic Energy Agency (IAEA). Led by Dr. George Moore, this course presents students with not only practical experience, but also potential career opportunities.

## France International Education Management Abroad Practicum

Team France brings International Education Management students into the field working with international students in Paris, France. Participants will observe and participate in onsite orientation sessions and tour French universities, study abroad program centers, and American universities Paris campuses. Students pair off with a professional partner to complete a project with a partner organization, either in English or French. Finally, students have the opportunity to interact with the host community along with university staff, faculty and students to better understand the realities of managing education abroad.

## Team Peru with Andean Alliance for Sustainable Development

Students interested in Sustainable Development work on a community project with the Andean Alliance for Sustainable Development in Peru, founded by two Middlebury Institute alumni. This three-week program offers students the opportunity to improve their Spanish skills, and is a taste of community development summer program for students to have the opportunity to learn more about sustainable development. Through this intensive course, students gain the experience to become confident and knowledgeable actors guided by experienced professionals, faculty, and administrators.



## International Development and Social Change in Monterey

The International Development and Social Change program, offered in Monterey for three weeks during January term, is for aspiring development professionals who are seeking additional skills in program Design, Partnering, Management, and Innovation (DPMI). Students practice program design, evaluation, strategic partnering, and facilitation skills which are needed to begin a career in international development

The course is led by three current international development practitioners. Participants have the opportunity to go through the entire process of designing programs for real-world issues in simulation, and learn the importance of iterative design, network analysis, and facilitation. Going through the process is difficult but prepares students for what to expect in the international development field.

“It’s one thing to say iterative design is good, but it’s another thing to put it into practice,” shares current DPMI participant International Environmental Policy student Lawrence Garber MAIEP ’21. He adds that he has learned about the importance of iterative design, and also how difficult it can be. “Even though it’s a simulated project, we get very attached to the design work that we do, so I can imagine how attached we would get in the field. But, I’ve learned that if you always go back to the belief in the ideal of iterative design, it’ll all work out.”

## Frontier Market Scouts

Frontier Market Scouts is a certification opportunity for students who are interested in becoming talent scouts and investment managers serving entrepreneurs interested in investing in the developing world. Through this program, students gain an understanding of the impact sector and its key players, how to design a business model focused on impact, and the steps of implementation and scaling their business model.

## Other January Term Courses in Monterey

Students staying on campus have a variety of options for furthering their professional skills including a course on international trade theory and practice, consulting with organizations, qualitative and quantitative data analysis skills, and survey design. These courses are offered for credit, with an option to apply them toward core degree requirements or specialization requirements, or just as a supplement to other courses offered during the rest of the academic year.



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## Student Spotlight

### Cameron Steagall

Naval Postgraduate School  
Monterey, CA, USA  
June 1–July 31, 2020

Ocean Conservancy  
Santa Cruz, CA, USA  
June 1–July 31, 2020

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Cameron will be splitting his time between NPS and Ocean Conservancy over the Summer, June 1–July 31, 2020. At NPS, Cameron will work on military installation and adaptation measures against sea-level rise and extreme weather events. This position is reliant on research and outreach to all levels of government regarding policy analysis and policy development inclusive of innovative solutions. This role will also involve policy analysis, development, and coordination regarding the current US position and potential involvements in Arctic policies. He will have the opportunity to brief government officials and present his findings to the Naval Energy team.

At Ocean Conservancy, Cameron will focus on marine plastics. The majority of this role is devoted to reviewing the climate consequences of the life cycle of plastics, identifying policy intervention points, researching current legislation, and ultimately drafting recommendations for national or state policy to reduce the ocean impacts of plastic production. He will prepare a report and a final presentation for the OC team and possibly legislators.





## Middlebury Institute Student Research: Client Projects and Publications

Whether it is building a report for the United Nations Development Programme or crafting a scholarly thesis on the history of nonproliferation treaties, Middlebury Institute students contribute high-quality research across numerous international issues areas. Below are some examples of the work contributed to their various fields by Middlebury Institute students this past year.

### Service-Learning: International & Domestic Community Partnerships Course

- Duvall, Bianca** (TLM '21)  
Census 2020, Salinas, CA

Fallert, Natalie (IEM '20)  
Gathering for Women, Monterey, CA

**Gerardi, Jennifer** (IEM '20)  
Impact Monterey County, Monterey, CA

**Liu, Wendy** (TFL '19)  
Census 2020, Salinas, CA

**Mammadova, Arzu** (TLM '21)  
#OnwardHebrew, Cleveland, OH

**Roman, Alex** (IEM '20)  
Gathering for Women, Monterey, CA
- Salay, Rachel** (MPA/IEM '21)  
Gathering for Women, Monterey, CA

**Tang, Shiyi** (TLM '21)  
Census 2020, Salinas, CA

**Trinh, Trang** (IEP '21)  
Impact Monterey County, Monterey, CA

**Weir, Sayre** (IEM '20)  
Walter Colton Middle School, Monterey, CA

**Yandell, Maggie** (TESOL '20)  
Walter Colton Middle School, Monterey, CA

### Spero Challenge

Students worked on a project which focused on Monterey County high school students and community engagement.

- Nguyen, Thi** (IEM '20).  
Monterey High School, Monterey, CA
- Ramos Lopez, Alex** (IEM '20)  
Monterey High School, Monterey, CA

### CSUMB Service Learning Institute

Students from Middlebury Institute collaborated with students from CSUMB working on a project focused on evaluation of service-learning programs in K12 settings in Monterey County.

- Mockler, Steven** (MPA/IEM '21)
- Pham, Victoria** (IEM '20)





### Monterey Initiative in Russian Studies

This initiative helps students intern various think tanks in Russia and the United States as well as helps them conduct research into different elements of Russia and post-Soviet bloc countries. Nine students from the Monterey Initiative for Russian Studies (MIR) and the James Martin Center for Nonproliferation Studies (CNS) recently traveled to Harvard University to participate in the immersive global crisis exercise, “Red Horizon: Force and Diplomacy in Eurasia.” The three-day simulation was hosted by the Negotiation Task Force (NTF) at the Davis Center for Russian and Eurasian Studies, which spearheads negotiation research, analysis, and training for security challenges and conflict management concerning the Eurasian and Euro-Atlantic regions. Red Horizon 2019, which took place from November 30 through December 2, hosted over 70 participants, including senior officials from foreign ministries, the U.S. military and government, as well as Harvard affiliates, allowing experienced and rising specialists on security to work together and challenge their negotiation and diplomacy skills.

- Polyakov, Alexey** (NPTS-MGIMO ’20)
- Musteata, Maria** (NPTS ’20)
- Chernavskikh, Vladislav** (NPTS-MGIMO ’20)
- Faust, Jeremy** (NPTS-MGIMO ’20)

- Kazakovtceva, Alina** (NPTS-MGIMO ’20)
- Lengacher, Jakob** (NPTS ’20)
- Mnitsa, David** (NPTS-MGIMO ’20)
- Oh, Jaewon** (NPTS ’20)



### MIR and CNS Students Attend Red Horizon Exercise at Harvard University

Nine students from the Monterey Initiative for Russian Studies (MIR) and the James Martin Center for Nonproliferation Studies (CNS) recently traveled to Harvard University to participate in the immersive global crisis exercise, “Red Horizon: Force and Diplomacy in Eurasia.” The three-day simulation was hosted by The Negotiation Task Force (NTF) at the Davis Center for Russian and Eurasian Studies, which spearheads negotiation research, analysis, and training for security challenges and conflict management concerning the Eurasian and Euro-Atlantic regions. Red Horizon 2019, which took place from November 30 through December 2, hosted over 70 participants, including senior officials from foreign ministries, the US military and government, as well as Harvard affiliates, allowing experienced and rising specialists on security to work together and challenge their negotiation and diplomacy skills.

The exercise simulated the unexpected collapse of the North Korean government. Chinese military forces then swept in quickly to stabilize the region. The events put the US government and its allies in Europe, NATO forces, and Russia on high alert. Participants were challenged to use calculated deliberation, decision-making, and statecraft as part of a specialized government or military profile they were assigned to play on one of four teams: Russia, the US, China, or NATO. Experts from the NTF wrapped up the event with a debrief led by Davis Center experts.



“It was an absolute pleasure having such a diverse and talented cohort from the Middlebury Institute in attendance for Red Horizon 2019.”

— Arvid Bell  
Negotiation Task Force Director and Lecturer  
on Government at Harvard University

Student Alexey Polyakov was assigned the to the role of Head of the Administration of the President of Russia. “I represented the President in private conversations with Russian political and military officials and, therefore, had the whole picture of what was going on, which allowed me to assess other people’s motives and advise the president on better solutions,” said Polyakov. “I had no actual power to make any policy action, but I could influence anyone’s decision by being closely associated with the president.”

Students participate in the Red Horizon exercise at Harvard University

Other assigned roles included those of high-profile military leaders. Ana-Maria Musteata served as Colonel General, Director of the Main Military Intelligence Directorate in Russia (GRU). “My main task,” said Musteata, “was to keep the president, the Minister of Defense, and the Chief of the General Staff of Russian Armed Forces informed ... It was a fascinating experience, and I believed it portrayed, as accurate as a simulation exercise could, what would be the current state of affairs in such a crisis.”

For MIR students, simulating US-Russian collaboration towards counter-terrorism endeavors under pressure was one of the most invaluable components of the simulation. NTF Coordinator Taylor Valley observed a turning point during the game’s final session of the UN Security Council. “ . . . Russia decided to support a resolution sponsored by European countries along with the U.S. This action, ultimately, left the Chinese government isolated on the Security Council. This tension between geopolitical realities and international law and diplomacy further underscores the difficulty of a government’s ability to integrate all elements of statecraft in order to advance one coherent strategy.”

Student Vladislav Chernavskikh, who played Commander of the Northern Fleet of the Russian Navy during the simulation, appreciated the unique approach of Red Horizon. “Since national security, strategic stability, and military affairs are areas of academic interest for me, I found looking at them from this new unusual perspective refreshing and useful. Lectures on negotiation skills and the debriefing after the exercise were also very interesting. I’ve learned a lot about negotiating.” Other MIR participants included: Jeremy Faust, Alina Kazakovtceva, Jakob Lengacher, David Mnitsa, and Jaewon Oh. MIR and CNS directors and students look forward to future work and collaboration with the NTF team.

Center on Terrorism, Extremism, and Counterterrorism (CTEC)

The Center on Terrorism, Extremism, and Counterterrorism (CTEC) conducts in-depth research on terrorism and other forms of extremism. They work with a multitude of organizations and agencies to research issues which inform private, government, and multilateral institutional understanding of and responses to terrorism threats. They have three main areas of focus which guide their work: threat finance and sanctions, extremist messaging and terrorist use of the internet, and special operations and countering the threat of terrorism. Special Operations Research Database (SORD)  
Students completed research internships.

CTEC Publications

- Jan Havlicek (NPTS ’21) Far-Right Communities are Pushing Inside the Islamic State’s Radicalization and a Q-Anon Film Recruitment Machinery of Sudanese Medical Students
- Connor Michelotti (NPTS ’21) The Russian Imperial Movement and COVID-19 Disinformation
- Mike Donnely (NPTS ’20)



## Research Projects by Program

### NPTS Honors Theses

<b>Caruso, Casey</b> (NPTS '20) “Technical Cooperation on Verification and Its Role in Trust Building.”	Discourse on U.S. Ballistic Missile Defenses”
<b>Chernavskikh, Vladislav</b> (NPTS '20) “U.S.-Russia cooperation on Article VI”	<b>Mnitsa, David</b> (NPTS '20) “Russian Nuclear Reactor Exports”
<b>Faust, Jeremy</b> (NPTS '20) “Will US allies switch to support TPNW?”	<b>Novshadyan, Gevorg</b> (NPTS '20) “Safeguards and Nuclear Power”
<b>Hickey, Tom</b> (NPTS '20) “Cybersecurity of Space Assets”	<b>Ortiz Sorgato, Mara</b> (NPTS '20) “Chemical Weapons in the Syria Conflict”
<b>Jacobsen, Ryan</b> (NPTS '20) “Evolution of Canadian Nonproliferation Policy”	<b>Polyakov, Alexey</b> (NPTS '20) “Comparison of Global Nuclear Terrorism Initiatives.”
<b>Medvedev, Yury</b> (NPTS '20) “IO Mechanisms for Verifying Disarmament”	<b>Skittone, Angela</b> (NPTS '20) “Could Terrorists Interfere with Nuclear Operations?”
<b>Michelotti, Connor</b> (NPTS '20) “Russian	<b>Wong, Allie</b> (NPTS '20) “Nuclear Propaganda: Information Operations by the U.S. and Russia.”

### International Education Management Symposium Projects

#### Fall 2019

<b>Barrentine, Hannah</b> (IEM '19) “Perspective-Taking Strategies for International K-12 Educators”	<b>MacArthur, Jill</b> (IEM '19) “CRM Solutions for Small Education Organizations”
<b>Huemer, Kaitlin</b> (IEM '19) “Managing Crises: Case Studies from a High School Youth Exchange Organization”	<b>Saunders, Erika</b> (IEM '19) “Curriculum Integration in Education Abroad”
<b>Jones, Annalee</b> (IEM '19) “Creating a Cycle of Assessment for Faculty-Led Programs”	<b>Skram, Gavin</b> (IEM '19) “The Art of Gathering”
<b>Kissel, Hannah</b> (IEM '19) “Design and Facilitate an ICC Workshop”	<b>Sung, Kevin</b> (IEM '19) “Citizen Diplomacy”
	<b>Yanagihashi, Elisa</b> (IEM '19) “International Students and Scholars”

#### Spring 2020 (select topics)

<b>Bidleman, David</b> (IEM '20) “Historical Sites & Museums’ role in International Education”	<b>Yamaoka, Randall</b> (IEM '20) “COVID-19 Response and Crisis Management Panel”
<b>Doi, Megan</b> (IEM '20) “Alumni Resources/Supporting Returnees”	<b>Zheng, Ruxin</b> (IEM '20) “Non-Resident Student Recruitment for A Community College”
<b>Razzaque, Noraya</b> (IEM '20) “COVID-19 Response and Crisis Management Panel”	

### International Professional Service Semester (IPSS) Projects

#### Fall 2019

<b>Johnson, Christina</b> (MPA '19) “A deeper look at migrants in Ciudad Juarez and how to best address their needs.”	<b>Morgan, Amber</b> (NPTS '19) “Recommendations to Enhance Engagement with International Nuclear Safeguards Engagement Program Partners.”
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#### Spring 2020

<b>Barkley, Blaine</b> U.S. GAO (Norfolk, VA) NPTS '20 Readiness Assessment of Enlisted Medical Workforce	<b>Mironova, Katia</b> UNECLAC DC IPD '20 China and Latin America Competition in US Markets
<b>Cejudo Corbalan, Oscar</b> Search for Common Ground (Tunisia) IPD '20 “Guideline for Better Inclusion and Engagement of	<b>Mowrer, Devin</b> Golden State Investigations NPTS '20 Criminal Justice System and Preventing Violent Extremism
<b>Chen, Xuelian</b> City of Monterey IPD '20 Affordable Housing Grant Management in the City of Monterey	<b>Richardson, Abby</b> Women’s Learning Partnership IPD '20 Advocacy campaign for family law reform and more equitable family relations
<b>Cruz, Orlando</b> U.S. State Department (NYC) NPTS '20 Passport Agency Report	<b>Roche, Kelly</b> PWSAC Alaska IEP '20 “Port Chalmers Chum Rearing Project and Related Trends
<b>Garcia, Vivian</b> U.S. Committee for Refugees and Immigrants North Carolina IPD '20 Advocacy for Unaccompanied Minors during COVID-19	Threlkeld, Adriana UNICEF Cambodia IPD '20 Evaluability Assessment Toolkit
<b>Kayali, Mohammad</b> Portland Community College IEP '20 Sustainability Practices at Portland Community College	<b>Villata, Danielle</b> Search for Common Ground IPD '20 Evaluation of an Advocacy Initiative: The Farmer-Herder Conflict in Nigeria
<b>King, Camorah</b> Renewable Energy Buyers Alliance IEP '20 100% Clean Energy Targets and Utilities, States, and Energy Markets	<b>Zhou, Fiona</b> Environmental Defense Fund (NYC) IEP '20 China’s Environmental Policies and Initiatives: Successes and Areas for Improvement
<b>Martyn, Adam</b> State Department NPTS '20 Laws Restricting Women’s Access to the Workplace	



**Moscow State University of International Relations/Middlebury Institute  
Dual Degree Theses**

**Bedford, Ellie** (NPTS-MGIMO ’20)  
Identification and Disruption of Illicit  
Transnational Proliferation Networks

**Caruso, Casey** (NPTS-MGIMO ’20)  
Technical Cooperation on Verification and its  
Role in Trust Building

**Chernavskikh, Vladislav**  
(NPTS-MGIMO ’20)  
Russia US-Russian Cooperation on  
Disarmament within the NPT Review  
Process: Article VI Interpretation and  
Approaches to its Implementation

**Faust, Jeremy** (NPTS-MGIMO ’20)  
United States Policy Towards the Treaty on  
the Prohibition of Nuclear Weapons (TPNW)  
and the Risk of Allied Defection

**Hickey, Tom** (NPTS-MGIMO ’20)  
The New Space Race: Counterspace  
Capabilities and Emerging Threats to  
Command and Control Systems

**Jacobsen, Ryan** (NPTS-MGIMO ’20)  
The Evolution of Canada’s Nuclear  
Nonproliferation Policy

**Kazakovtseva, Alina** (NPTS-MGIMO ’20)  
Russia Statutes and Prospects of  
International Nuclear Export Control

**Klepanchuk, Yekaterina**  
(NPTS-MGIMO ’20) Problems and Prospects  
for International Agreements on Emerging  
Technologies in the Area of Artificial  
Intelligence

**Lamoureaux, Taylor** (NPTS-MGIMO ’20)  
Strategic Conventional Weapons in the  
U.S.-Russian Strategic Relationship: Theory,  
Doctrine, Strategic Stability, and Arms  
Control

**Medvedev, Yury** (NPTS-MGIMO ’20)  
IO mechanisms for verifying disarmament

**Michelotti, Connor** (NPTS-MGIMO ’20)  
Russian perceptions of U.S. ABM

**Mnitsa, David** (NPTS-MGIMO ’20)  
Russian Nuclear Reactor Exports: Risks and  
Opportunities

**Novshadyan, Gevorg** (NPTS-MGIMO ’20)  
Potential Vulnerabilities in Existing  
Safeguards and Verification Policy: A Case  
Study of Turkey’s Nuclear Ambitions

**Ortiz Sorgato, Mara** (NPTS-MGIMO ’20)  
Countering the Use of Chemical Weapons in  
the Syrian Conflict. The Controversial Issue  
of the R2P Doctrine and State Sovereignty

**Polyakov, Alexey** (NPTS-MGIMO ’20)  
Global Initiative to Combat Nuclear  
Terrorism as a New Platform for Multilateral  
Cooperation in Preventing Proliferation of  
Nuclear Weapons

**Skittone, Angela** (NPTS-MGIMO ’20)  
The Threat of Nuclear Terrorism; A  
Historical Analysis & Aspirations to Retrieve  
Nuclear Weapons by Current Terrorist  
Groups

**Sled, Dmitri** (NPTS-MGIMO ’20)  
The Influence of cinema and other media on  
disarmament politics and discourse during  
the Cold War

**Wong, Allie** (NPTS-MGIMO ’20)  
Nuclear Propaganda and Strategic Signaling:  
Information Operations of the United States  
and Russia from the Cold War to Today

**Masters of Public Administration Practica Projects (IPD and MPA)**

**Fall 2019**

**Asmita Jain** (MPA ’19), Research Project  
Topic: AI for Social Good

**Christina Johnson** (MPA ’19), A Mexican  
municipality bordering the US  
Topic: Migrants’ conditions at the US-Mexico  
border

**Narima Khamitova** (IPD ’19), Municipality  
in Astana  
Topic: Integration of Kazakh national  
migrants into the society

**Danika Robison** (MPA ’19), ConnectEd  
Topic: ConnectED Initiatives and Middlebury  
Institute of International Studies: Graduate  
Consultancy Partnership Proposal

**Carrie A. Robson** (MPA ’20), A private  
sector organization  
Topic: Culture mapping and change  
recommendations for this organization

**Caitlyn Tracy** (IPD ’19), Search for Common  
Ground  
Topic: A more streamlined framework for  
research process at SCG

**Spring 2020**

**Katie Aker** (IEM-MPA ’20), MIIS-CSUMB  
CoLab  
Title: Preparing CoLab for Strategic Planning

**Isabella Cass** (IPD ’20), United Way  
Monterey County  
Title: Creating Accessible Lending  
Opportunities in Monterey County

**Joseph Hayashi** (IPD ’20), Tribe Youth  
Lacrosse Programs  
Title: Challenges to the Growth of Lacrosse in  
Underprivileged Areas

**Amelia Ortiz** (MPA ’20), HRI-Monterey  
County Healers Circle  
Title: Organizational assessment for HRI

**Margaret Sayre** (MPA ’20), United Way  
Monterey County  
Title: Learning and Development  
Consultancy Report



# Professional Events

## Current Translation and Interpretation Student Interprets at High Level Meetings



Petal Gahlot, a second-year student in the Middlebury Institute’s translation and interpretation program recently interpreted at an official meeting of Indian Defense Minister Rajnath Singh and French President Emmanuel Macron.



Gahlot also interpreted during meetings between the Indian Defense Minister and French Defense Minister Florence Parly during the second edition of the “India-France Annual Defence Dialogue.”



Gahlot interpreting during informal interaction between Indian Defense Minister Rajnath Singh and Admiral Bernard Rogel at Élysée Palace.

As a first formal interpretation assignment, it does not get much better than interpreting for the President of France. Last week, second-year Middlebury Institute student Petal Gahlot MATI ‘20 interpreted at a meeting between Indian Defense Minister Rajnath Singh and French President Emmanuel Macron in Paris, France.

Gahlot, currently a consul at the Indian Consulate in San Francisco and previously Second Secretary at the Indian Embassy in Paris, is part of a cohort of Indian diplomats at the Middlebury Institute studying in the translation and interpretation degree program.

When Gahlot informed her professors last week that her government was requesting her interpretation services in Paris, and that she needed to miss a few days of classes, nobody objected. She was called to Paris to interpret during meetings between India’s Defence Minister and the President of France. Gahlot also interpreted during meetings between the

Indian Defense Minister and French Defense Minister Florence Parly during the second edition of the “India-France Annual Defence Dialogue.”

Despite the fact that Hindi-French is not a combination offered at the Middlebury Institute, Gahlot was able to put to good use the consecutive interpretation techniques that she had been taught in her English<>French classes. “The most useful technique I was taught was to get the idea and intention of the speaker across instead of getting stuck in the words,” Gahlot shares. “There were a few moments where I didn’t know the exact word in French or in Hindi for what had been said, but instead of losing my nerve over it, I was able to find a way to convey the meaning of what the speaker wanted to tell his/her listener. From ‘chuchotage’ to note taking for consecutive interpretation and even sight translation, everything I have learned in the last one year and a half came extremely handy.”





*This is a photo of Jillian MacArthur (IEM '19) in front of the UPEACE mission statement.*

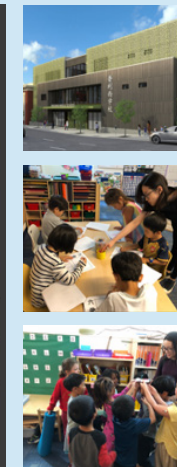
**“Working abroad is very different because you are dealing with cultural and professional adjustment. But the bright side is you also learn and grow in both those areas.”**

This immersive experience was to fulfill the practicum requirements for my IEM degree. I served as a graduate intern at the University for Peace Centre for Executive Education. This is the first time I have worked abroad, my other two extended periods of time abroad were studying for a semester each in Spain and China in undergrad. Another difference from my other immersive experiences was that I moved here alone. These two factors made the experience difficult at times. It was hard to adjust to a new place without knowing anyone. I have done my best to get out and experience the culture as much as possible: accepting invitations from my host family to the beach or other activities; attending Zumba classes at the local gym; or going out with coworkers. On the professional front, I have learned a lot about the nature in which I prefer to work. My position was project-based with little day-to-day responsibilities. At times, the projects I was assigned felt too overwhelming to tackle, but when I broke them down into smaller pieces, it made my time management much easier. Working abroad is very different because you are dealing with cultural and professional adjustment. But the bright side is you also learn and grow in both those areas.

## IEM Spotlight: The Power of the MIIS Network

**Jillian MacArthur**

IEM '19



## Immersive Learning Experience

**Yuchen Hsueh**

IEM '19

### Practicum Experience in Presidio Knolls School

I completed my degree-required practicum in Presidio Knolls School (PKS), a K to 8 Chinese immersion school in San Francisco. I collaborated closely with two homeroom teachers in kinder purple class, teaching 15 kindergarteners Chinese and math on a weekly basis. In this learner- centered classroom, I gained more confidence and teaching strategies for teaching young learners as a teacher. In Addition, I learned how to build and reinforce class routines for young learners, fostering a safe and joyful learning environment for those young learners. By adjusting how I delivered my lesson plans in the class, I ensured all learners did enough energizers to refocus on the lesson content and participate in the class activities.

#### Honor School Values

There are seven values in PKS, students are guided to be respectful, responsible, resilient, collaborative, globally-minded, caring, and reflective by their homeroom teachers. I reminded my students constantly about how they should behave according to those values. When I led the morning meetings, I also incorporated those values into our class discussion as a part of a community-building activity.

#### Energize Learners

Young learners have a short attention span; therefore, it is important for teachers to prepare an adequate number of energizers to help them to regain their focus on the lesson content. I learned not to be afraid to stop the lesson to do an energizer even though I was constantly under the stress of covering everything I was assigned to teach.

#### Coteach

I was fortunate to work with two experienced kindergarten teachers during my six weeks teaching practicum. I attended the weekly lesson planning meeting, arranging logical lesson sequences, and brainstorming teaching activities and ideas. I also gained flexibility during my time at PKS, adjusting my teaching schedule according to my co-teachers' and learners' needs.

#### Contribute to Pks Community

As an intern teacher at PKS, I also recognized my role as a learning community member. I not only taught in class but also attended the Friday family gathering as a team leader. Each family consists of students from kindergarten to grade eight. To foster a joyful learning community, all team leaders participated in various games with the student during the gathering.





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## Student Spotlight

**Ghio Anton**

TLM '20

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My experience interning as a project manager at Transperfect gave me much to think about regarding the direction I want to take in the localization industry. It was eye-opening seeing everything that I had learned in my first year as a TLM student being put into practice. This also made it quite clear that what you learn as a TLM student can be wielded in various ways depending on the company. The localization industry offers a plethora of career options, and that's what makes it so intriguing. Partaking in an internship is an outlet for visualizing where you fit in and more importantly where you'd like to fit in.

Finding an internship can be challenging, and this process will prove invaluable when the time to find a job comes. Each interview during my quest to find a localization internship was a learning experience. I took advantage of the fact I was interviewing actual localization professionals and asked many questions. I viewed these internship interviews as an exchange of ideas, rather than being about selling myself. This method helped me to manage the pressure that comes with having to do an interview. Furthermore, much of what I learned during my interviews

I was able to apply in other interviews. The beginning of my first spring semester at MIIS coincided with the dread of finding an internship. Being older than the average student in my program (TLM), I understood the feeling of not having "enough" experience or any experience. Simultaneously, I was also aware that having no internship experience did not equate to being unemployed in perpetuity. There are many factors that come into play when finding a job: the type of job, how your resume is presented, who interviews you, how you interview, etc. Prior to coming to MIIS, if you had done a CTRL-F of my resume and searched "internship," zero results would have come up. However, I would be remiss if I did not mention one of my biggest regrets is not having found an internship during college. Perhaps being due to apathy or naiveté, I wasn't fully cognizant of the value of doing an internship.

One of the reasons I came to MIIS was its direct access to localization professionals. I made sure I attended every talk or presentation related to my TLM. Not only were they opportunities to gain further knowledge of the localization field but also a way to get first-hand contact with the leaders

in localization. When speaking to the various speakers, my mindset wasn't fixated on "job, job, job," rather "what can I learn from this person?" and "what are their key concerns regarding localization?" This proved valuable when attending the job fairs or interviewing for internships.

Before finding my internship, I had interviewed with five different companies and sent out nearly twenty resumes. I knew not finding an internship was a real possibility and I made sure I spoke with my professors on preparing a backup plan. As long as I was being proactive in my internship search and had a concrete backup plan, the impact from not finding an internship wouldn't be as significant.

The last week of school, I got an email from a localization company stating that they were still looking for interns. I sent a reply and attached my resume and after a few days I received a reply. The reply stated they were in fact not looking for interns. "OK," I thought. Then a week went by and I received another email from that same company saying that they wanted to interview me! Oh, the madness! In short, I interviewed with them and the following week I was on a plane to New York to start my two-month internship. During my first week at the internship, I made sure to get a better understanding of who I was working with and what were the expectations they had for me. While many of my colleagues had heard of my school, many hadn't. Even those that had, they weren't acutely aware of what a MIIS TLM student studies. For example, one of the first modules I did was "What is a Translation Memory?" In many ways, I was overqualified for this internship. I realized that if I truly wanted to make this internship worthwhile, I would have to find ways to contribute outside of the normal intern project manager parameters. These contributions would ultimately

manifest themselves during our team meetings. During team meetings, I made sure to ask what weak points were facing the team and then find ways to address them in the following meetings. My aim was to gain the trust of those that I did not work directly with and show those that I did work directly with what I was capable of. This eventually led to me spearheading a project on evaluating machine translation.

An internship is what you choose to make of it. Many well-run companies have frameworks in place to onboard their interns, but they're not tailored to students in the TLM program. All my fellow interns had absolutely zero exposure to localization, and I used this to my advantage. In the TLM program, we are exposed to various aspects of the localization process and it was apparent to me that many of my colleagues were viewing the localization process solely through their company's lenses. Being able to offer a fresh perspective grounded in localization was a huge asset. A two-month internship is not nearly long enough to fully internalize the workflows and processes of a company. However, it does provide the platform to learn about a particular localization process and apply what you've learned in a tangible way.

My decision to come to MIIS and study localization was a huge financial decision, but more importantly it was a decision to invest in a career. Being TLM students signifies that we're committed to localization and it's imperative that MIIS students convey this to employers. Doing an internship provides a way to expose employers to what MIIS TLM students are capable of and gives students the means to implement what they've spent countless hours learning





Emily Laur (IPD/ITED '19) in front of the Office of Audit Seal within the office of the Global and Strategic Audits Division.

Emily Laur  
IPD/ITED '19



## The OIG Experience

### USAID Office of Inspector General: Global and Strategic Audits Division

As part of my internship I performed and completed research for two work papers to address survey research questions, worked to complete survey limited testing steps, reviewed and prepared over 100 documents acquired by the audit team from the USAID, participated in over 22 meetings with USAID internal stakeholders, played a leading role in the interview of USAID personnel, and underwent 35 hours of audit-related training. Additionally, I supported the Office of Global Strategy and Overseas Contingency Operations (GSOCO) in drafting an issued letter to the U.S. Development Finance Corporation (USDFC) Chief Executive Officer, Adam Boehler, regarding the key considerations for the transition and standup of the USDFC; and contributed the briefing materials for the Inspector General's Top Management Challenges Congressional Testimony.

Outside of audit work, I attended official USAID training for building inter-agency capacity between USAID, Department of State, Department of Defense, Department of Treasury, and the National Security Council; and environmental compliance training to familiarize myself with USAID environmental regulations, conducting environmental assessments, and practicing climate risk management. Throughout my time at OIG, I encountered countless networking opportunities, interacted with top Agency leadership at both USAID and USAID/OIG, and gained professional working experience performing the job duties of a Program Analyst within the United States Government (USG).

## The GSAD Experience

### From Proposal to Survey Research: June 2019–August 2019

I joined GSAD at the proposal phase of the SEA audit which allowed me to participate in the design of the audit program and the test work performed before the audit plan was implemented on a large scale. In the beginning, a majority of my work involved reading materials and reports on SEA to gain an understanding of SEA issues, when SEA rose to the top of protections-related concerns in the international aid community, and what actions other donors were taking to prevent and respond to SEA. From this understanding, the audit team drafted the audit proposal which laid out the plan from which the team could assess USAID's initiative against SEA.

After the SEA entrance conference, the point at which the audit was officially announced to USAID leadership, the audit team began meeting with USAID internal stakeholders to hear their roles in SEA prevention and response. This marked the beginning of survey research. This phase of the audit allowed audit team to build an understanding of SEA as it related to USAID. On a regular day, I would attend two to three meetings, either to prepare for meetings with USAID personnel, to hold meetings with USAID personnel, to discuss the audit team's own understandings of USAID's effort, or to attend audit trainings. As I began to mature into my internship role, I was given responsibilities over two survey research questions that dealt in understanding resource allocations and SEA complaints mechanisms. In the process of answering the numerous questions related to these two topics, I reviewed and summarized documents provided by USAID offices and transcribed meetings notes that were combined into two work papers. In total the audit team completed seven work papers covering areas of risk related to SEA. The completion of the seven work papers signaled the end of the survey research phase and the beginning of survey limited testing.

### From Survey Limited Testing to Fieldwork: September 2019–December 2019

Survey limited testing allows the audit team to test an audit workplan on a small scale and make adjustments before the audit is scaled up. In our case, this involved meeting with USAID Implementers and personnel directly related to the review of SEA-related documents to see whether the questions we wrote were getting relevant answers that would allow the audit team to report on USAID's initiative against SEA.

Since USAID/OIG does not allow interns to participate in temporary duty assignments, I performed survey limited testing steps in Washington, D.C. as my team was traveling in South America. The work I conducted involved interviewing USAID personnel to test audit questions and writing up case studies that the audit team could draw from in the final audit report. The completed case study work showed that the process drawn up by the audit team would provide enough information to report on certain USAID response processes and SEA monitoring procedures that were of significant importance to the audit.





Aiman Hussein, Kat Farnam MAIPD '21 and Adam Eldin MANPTS '21 are working to address the shortage of personal protective gear for healthcare workers during the Covid-19 pandemic.

Aiman Hussein

Kat Farnam  
MAIPD '21

Adam Eldin  
MANPTS '21

### MIIS Students: Using Stay-at-Home Time to Develop 3-D Protective Masks

Middlebury Institute students Kat Farnam MAIPD '21 and Adam Eldin MANPTS '21 have teamed up with Eldin's brother Aiman Hussein, an undergraduate student at North Carolina State University (NCSSU), to develop 3-D printed protective masks. Farnam and Eldin returned home to North Carolina when the Institute moved to remote learning on March 23. While staying at home as part of their quarantine, the three students soon began thinking of ways to help healthcare workers on the frontline of the pandemic, such as the brothers' father, a physician. They soon focused on solutions to address the dire shortage of personal protective gear. Their 3-D printed respirator face masks are now being shipped to healthcare providers in Western, NC. To help pay for production costs, the team is now also making the masks available for purchase by the general public through their website. Eldin, a Nonproliferation and Terrorism Studies student specializing in financial crime management is in charge of research and development, fundraising, and public relations. Website design and management as well as business logistics and accounting rests in the hands of International Policy and Development student Farnam. Hussein, an engineering major, is responsible for the design.

Man wearing protective face mask  
"The ADH Initiative has raised over \$3,500 which has allowed us to purchase more printers, and thereby print more masks," Farnam says. The mask is equipped with an interchangeable filtration system that's intended to reduce exposure and molds to the facial contours of each individual user, allowing for a tight seal. They are currently working around the clock to produce as many masks as possible, in a retrofitted robotics room within the Hussein household.



Nomssa Ndongwe  
MANPTS '20

Nomssa Ndongwe MANPTS '20 moderating the panel "Applying a gender lens to policies on weapons of mass destruction and new weapons technology" at a workshop in Uganda organized by the United Nations Institute for Disarmament Research titled, "Gender Perspectives on Arms Control and Disarmament: Views from Africa."

### Middlebury Institute student Nomssa Ndongwe shares her experience participating in a gathering of international female experts in arms control and disarmament in Uganda.

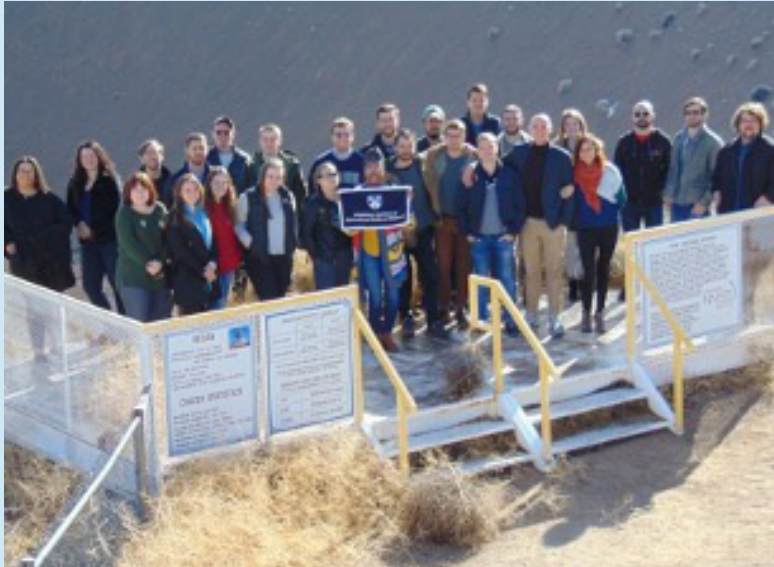
From February 24–26, 2020, over thirty female experts in arms control and disarmament descended on Entebbe, Uganda, for a workshop organized by the United Nations Institute for Disarmament Research titled, "Gender Perspectives on Arms Control and Disarmament: Views from Africa." The purpose of the workshop was to probe what can be done to move the conversation on gender and arms control and disarmament policies into action. The workshop also explored how to promote women's participation in these fields; how to apply a gender lens to policies on weapons of mass destruction and new emerging technologies such as lethal autonomous weapons systems and cyber.

As a former disarmament expert in Geneva and a third semester Nonproliferation and Terrorism Studies student, the experience was incredibly informative and illuminating. I had the opportunity to immerse myself in the experiences of Northern Nigeria, Cameroon, Sierra Leone, Côte d'Ivoire, Mali and Northern Uganda combating illicit arms and armed violence. I also learned about the rich and varied approaches nongovernmental organizations like Small Arms Survey and Pathfinders, are using to influence the way these issues are being advanced. Brainstorming sessions explored practical

approaches to solving these problems by drawing on lessons learned. These were very useful in providing concrete strategies to implement in our respective areas of expertise, and it reinforced the fact that a holistic approach to tackling all things related to conflict, was the only way to ensure lasting peace and security.

The year 2020 marks the deadline imposed by the African Union to "Silence the Guns" of small arms and light weapons used in conflict on the continent; judging how much work still remains to be done to make this a reality, this objective made the meeting even more poignant, and the discussion surrounding a more inclusive approach more pertinent. I moderated the panel on "Applying a gender lens to policies on weapons of mass destruction and new weapons technology (artificial intelligence, cyber technology)," a chance to use my proficiency in both English and French, as well as my experience chairing the NPT simulation course here in Monterey to great effect. I was very familiar with the subject matter, thanks to the classes I have taken in the NPTS program like the aforementioned simulation course, Cyber Enabled Financial Crime and Countering Terrorism Financing, which gave me confidence explaining the nuances of the issues with the audience.





*A group of Middlebury Institute students recently toured the historic Nevada National Security Site (NNSS), where the United States and the United Kingdom detonated over a thousand nuclear explosions over the course of four decades.*

## Students Visit Nevada to Study U.S. Nuclear Testing History

A group of students from the Middlebury Institute, mostly from the Nonproliferation and Terrorism Studies degree recently toured the historic Nevada National Security Site (NNSS), where the United States and the United Kingdom detonated over a thousand nuclear explosions over the course of four decades.

Nye County, Nevada is located along a desert and mountainous stretch of US-95 that connects Carson City to Las Vegas and is home to the largest tract of U.S. territory that cannot claim a single resident - because of the nuclear testing. Touring the site was an opportunity to explore some “hands-on history,” and an opportunity to gain an intimate knowledge of the country’s nuclear pursuits and subsequent testing moratorium. Nuclear testing officially ended at NNSS in 1992 after the introduction of The Comprehensive Nuclear-Test-Ban Treaty (CTBT). During their December visit, the group of students toured various notable testing locations, including the Sedan Crater, formed from a 104-kiloton thermonuclear explosion in 1962. Featuring a similar topography to Moon craters, American

astronauts who walked on the moon trained at this site in preparation for their missions. Virginia Kerr MANPTS ‘21 says she was “curious about who works in national security. The images of national security [personnel] in our political consciousness are often military or presidential - not everyday people with gentle smiles in 30-year-old buildings in the Nevada desert.” It was also a chance to step out of the classroom and to interact with real-world policy implications. “I’ve spent almost 9 years in academia,” she said, “So I’m happy to take any opportunity that bridges the academic with the real world...the nation’s testing sites [like NNSS] were not keen on the CTBT during negotiations for obvious reasons. I think seeing and hearing what they do is necessary for understanding the stakes in security and arms control.”

The students made the most of their visit to Nevada, checking out other sites such as the National Atomic Testing Museum and The Hoover Dam. The trip was organized and sponsored by the MIIS CTBT Youth Group, the MIIS Nuclear Policy Club and the Institute of Nuclear Materials Management, which has a student chapter on campus.



**Eric Mora**  
MPA ’21

*Middlebury Institute student Eric Mora MPA ’21 is an active community leader who works tirelessly to improve Monterey county community through involvement in a variety of local initiatives. (Credit: Avalon Bauman)*

## Institute Student Shares How Art Inspires His Community Activism

Mora says he has been greatly influenced by his childhood experiences as a non-native English speaker transitioning to a world entirely in English. He yearned for an outlet capable of encapsulating his self-expression as a Mexican-American boy growing up; an outlet he would eventually find in literature, his undergraduate major. As he entered the school system in the U.S., Mora was placed in remedial classes along with other English language learners. He says he retroactively viewed that experience as a hindrance commonly placed on culturally diverse students. “It was extremely frustrating when you know you’re capable of more and teachers continuously dismiss you,” Mora recalls. Reading literature by authors from diverse backgrounds was a way for him to not be bound by these limitations, and excel beyond the expectations of his teachers. He adds, “it was very empowering for me because my reading wasn’t at a remedial level.”

Driven by the mission of social betterment, Mora tirelessly advocates for accessibility and diversity of cognitive expression in students across the county. He holds memberships with the Nonprofit Alliance for Monterey County, Monterey County LGBT Collaborative, and the National Steinbeck Center. Additionally, he currently sits on the board for The Arts Council of Monterey County, and Salinas Valley Pride. Mora was instrumental in the Steinbeck Center’s Big Read Program grant that was awarded through The National Endowment for the Arts in 2017. He mobilized an initiative to implement Citizen: An American Lyric, by Claudia Rankine, into a curriculum to engage students through the arts. Rankine’s book speaks to the modern micro-aggressions

many members of sociocultural minorities experience. His goal was to inspire students to get passionate about reading and learning. He spoke with students in the classroom and heard personal stories. “It was very bittersweet to hear them discuss their stories that were so similar to that of the author, a woman in her 60’s, and it’s sad to know that this reality is still being lived by teens today,” This project, he says, essentially created a platform for multicultural students, like himself, to identify with their mother country and discuss their current connection to it.

Through his long involvement with Salinas Valley Pride, a non-profit organization dedicated to providing LGBTQ awareness and visibility within the Salinas Valley, Mora helped establish a scholarship fund for students pursuing post secondary schooling programs. The organization was motivated to provide support to the LGBTQ community that isn’t commonly offered by the public. The scholarship takes into consideration student’s aptitudes greater than grade point averages and equally support students pursuing vocational trainings.

Mora credits his enrollment at the Institute to the numerous successful alumnae he has gotten to know through his community activism, as many of them are in leadership roles. Every day, he is reinforcing his knowledge with application of the skills learned at the Institute, as he is able to directly apply what he learns here with his work outside of class, particularly as it relates to organizational leadership.





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## Student Spotlight

**Salome Pachkoria**

IPD & ITED student

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**“This scholarship gave me the opportunity not only to challenge myself, but to test my knowledge of Russian and visit Russia for the first time.”**

I am a second-year IPD & ITED student. I received the MIR scholarship to spend two weeks in Tbilisi, Georgia, and Moscow, Russia in November 2019. This was a semester-long project that included pre-departure research, on-site research in Georgia and Russia over the course of two weeks, and the completion of a follow-up research paper. My topic explored the implementation process of the 2011 trade agreement between the Russian Federation and Georgia that was reached during the negotiations of Russia’s WTO membership. The trade agreement involved creating three trade corridors, two of which cross the occupied territories of Georgia. More than nine years passed after the agreement was signed but there are no clear signs that it will be implemented in the near future. This agreement remains the subject of great discussion, as there are several controversial components. In order to better understand different interpretations of the agreement, as well as variables that could influence the process of its implementation, I conducted interviews with Georgian, Russian, and Armenian experts, professors, and politicians, including the former Minister of Foreign Affairs of Georgia and the head of the Georgian delegation during the 2011 negotiations.



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## Student Spotlight

**Sarah Fulton**

T&I '20 French

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This summer, I spent almost three months as a translation intern at Acolad, a French language service provider on the outskirts of Paris. An invaluable experience that let me continue to improve my language skills, it also taught me how a large language service provider operates.

Every day at work I had to speak French to call a project manager with a clarification or to ask a team member for help or to talk with coworkers over lunch. More often than not, in our conversations my coworkers would tell me about classic French pop songs or comedies or teach me slang words (that I knew would have no place in the interpreting booth). Outside of the office, I also spoke French, whether it was to catch up with my roommates or to go out with the other interns. I tried to go to see a movie in French or with French subtitles almost every week as well—a real lifesaver during the heatwave as air-conditioned buildings are few and far between in Paris. Returning to France was a great reminder of how much fun it can be to learn a language (even one you’ve been learning for over a decade!) and the culture that goes along with it.

But to get to the real reason why I was in Paris this summer: translation. Surprisingly, maybe the most enlightening part of the internship was not doing translations, but all the activities that support and surround translation. An average day at Acolad consisted of revising translations on a range of subjects, from car specifications

to stock market reports to veterinary pharmaceuticals and even TV program descriptions. Most of our work was done in Trados, but also in WordBee and Memsource. After revising, I made any necessary page layout modifications, updated the client translation memories and submitted the final documents to project managers for delivery. Occasionally, I also had the opportunity to adapt texts written by British English (and even non-native English) speakers to American English, align documents to add to a TM, and transcribe videos to prepare them for subtitling and translation. I even spent over thirty hours transcribing interviews with the head of Dior about the most recent Paris Fashion Week! When there was time in what was a very busy schedule, I took on small translation projects in a variety of fields for clients in the automotive, marketing, luxury goods, and hotel industries all over the world. After doing so much translation-adjacent work, it felt good when I could return to the actual act of translating, but it also highlighted the amount of work that goes into being a freelance interpreter without the structure of an agency to support you.

Now that I’ve returned to MIIS, I feel so much more confident going into translation classes. I know what the industry standard is now—or at least the standard for the largest language service provider in Europe! This experience has also given me even more of a drive to explore the T&I industry and to understand the freelance side now that I’ve seen the agency side.









Middlebury Institute *of*  
International Studies at Monterey