



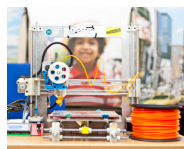
# International Institute

M A D R I D - B O S T O N

Boletín del Instituto Internacional

Mayo 2017

**American Space  
Madrid: A Community  
in Motion**



La cultura 'maker' toma el Instituto Internacional  
Página 3

**"Los Tesoros de la  
Hispanic Society of  
America" visitan el  
Instituto Internacional**

Un ocasión para profundizar en las relaciones culturales entre España y los EE.UU.

Página 4

**Winter 2017 and  
Spring 2017 ACS  
Content: Growth and  
New Directions**

ACS presenta sus nuevos cursos, talleres y mini-cursos



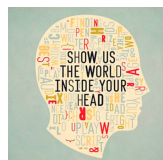
Página 4

**Poesía en la  
Biblioteca**

Los encuentros y lecturas con poetas norteamericanos adquieren velocidad de crucero.

Página 5

**What's New in the  
English Program**



Novedades del Programa de Inglés, dentro y fuera del Instituto.

Página 7

**Avance de  
programación**

Agenda del mes de mayo

Página 8



## Tendiendo puentes de cooperación y amistad

por Pilar Piñón, Directora Ejecutiva

El Instituto avanza con éxito en el establecimiento de nuevos vínculos con otras instituciones así como en la proyección de actividades y programas fuera de su sede. Todo ello con el objetivo de favorecer el intercambio de prácticas y conocimientos entre ciudadanos norteamericanos y españoles.

En el terreno de la formación de profesores y en asociación con la Comunidad de Madrid, se vislumbran prometedores desarrollos al proyecto iniciado el verano de 2016 con las profesoras llegadas de Brookline. Así, en julio de 2017 se impartirán dos cursos de formación a los profesores de los centros bilingües de la Comunidad de Madrid: "Weaving Science and Literacy. A course for teachers of English Language Learners" y "Speak Better: Increasing Student Discourse in the English Language Learning Classroom".

La expansión del Programa de Lengua y Cultura Norteamericanas más allá de las aulas de Miguel Ángel 8 ha dado sus primeros frutos en dos centros de enseñanza madrileños, el colegio Decroly y el Instituto



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Fortuny, éste último perteneciente a la red de centros públicos bilingües de la Comunidad de Madrid.

La vinculación institucional entre el Instituto Internacional y la Universidad Carlos III, sellada mediante el convenio recientemente firmado entre la Presidenta del Instituto Internacional y el Rector de la Universidad Carlos III de Madrid, alumbrará una nueva y sugerente vía de expansión del Instituto con esta universidad madrileña.

Con acierto y visión se estableció y desarrolló la relación con Technovation, dando así continuidad a través de esta iniciativa de origen norteamericano a la

expectación y entusiasmo generados hacia la tecnología entre las jóvenes participantes del programa #GirlsTech.

Iniciativas como las sesiones de *American Cultural Bites* impartidas en bibliotecas públicas de la ciudad de Madrid, contribuyen al mejor conocimiento de la cultura norteamericana en todo el área metropolitana. Así mismo, el Instituto ha continuado construyendo alianzas con instituciones culturales de prestigio tales como The Hispanic Society of America de Nueva York o el Museo Sorolla en Madrid. Fruto de lo cual, este trimestre se organizó un ciclo vinculado a la presencia de la colección de la Hispanic Society en Madrid.

El Instituto Internacional desde su fundación ha cuidado otros puentes, los que se construyen a partir de la amistad y en particular, los que le unen a sus alumnos y profesores. Estas alianzas han perdurado a través de décadas y han llegado a ser una de las señas de identidad del Instituto. Así desde aquí, despedimos con sincera tristeza a Peter Gimbel, alumno en Miguel Ángel y miembro de la Corporación del Instituto y a Lee Buckley, profesora del Departamento de Inglés del Instituto durante los últimos quince años de su vida.

## Peter Gimbel, Disabilities Pioneer

*Edited by Stephen Ault*

*As a student in the Boston University Madrid Program, Peter Gimbel was the first person to regularly use the accessibility features of Miguel Ángel, 8, after the building became manageable for people with mobility problems in 2004. Peter had been a wheelchair user from the age of 12. A 2005 graduate of Brown University, he later received a Master's degree in social work from the University of Houston and specialized in helping disabled people develop independent living skills. He became a Member of the International Institute in Spain corporation. A husband, father, and blogger, Peter passed away in New York on January 9, 2017.*

*In 2004, Peter reflected on his experiences in Spain:*

"I thought I'd never be able to study abroad, but here I am in Madrid.

I have Duchenne muscular dystrophy, a genetic disorder that severely restricts my mobility to the point where I can't lift my arms and have to rely on an electric wheelchair to get around. At Brown University in Providence, Rhode Island, I had enough trouble keeping up with my classes, extracurricular activities, and social life. This, in a country that (at least in theory) has laws to protect people with disabilities from discrimination, and to make sure that new and newly-renovated buildings are wheelchair accessible. How would I be able to live outside the borders of that country for an entire semester?

Yet, my desire to improve my Spanish won out over my fear of the unknown. I began filling out applications and wound up being accepted to Boston University's program in Madrid. From there, I went on a rollercoaster ride of hopes and disappointments that lasted several months.... The BU program staff found me a wheelchair-accessible apartment, but it fell through. They found me another one. I did not know until just five days before I left whether I would be going to Madrid or not.

A short time later, I had moved into my homestay overlooking the Plaza de España, and everything was great. I took the Metro to and from class without any serious difficulty. All the bus lines seemed to have accessible buses, and I was able to get a wheelchair-accessible taxi in 20 minutes at any time, day or night. I even did so once at 3 a.m.!

At the end of September, I did run into some problems. I went to Barcelona by train and was stranded in the train station there. It was late at night. Buses had stopped running, and so had wheelchair-accessible taxis. Finally, I offered the taxi dispatcher a bribe and was able to get to my hotel.



It was early October when I returned to Madrid. It had become colder, and wheelchair taxis were in high demand. (I had to call several hours, not

20 minutes, in advance.) On a few occasions, I arrived at my Metro stop to find the elevator out of service, and for two weeks, I had to go to and from class in expensive taxis.

But all in all, it's been a wonderful experience. The Boston University staff has bent over backwards to make things work for me. I've gotten to know the nightlife of a city that stays out until six in the morning, had fascinating conversations with my señora in my homestay, and explored Barcelona, Toledo, Córdoba, and Granada, along with Madrid. My Spanish, while never perfect, has come a long, long way. I'm really glad I made the choice to come here."

*En la imagen: Peter Gimbel con Pilar Sánchez (BU) en el aula 101 del Instituto Internacional (otoño, 2004)*

## Rodolfo Cardona, galardonado en Madrid por la Asociación de Directores de Escena

*por Pilar Piñón, Directora Ejecutiva*

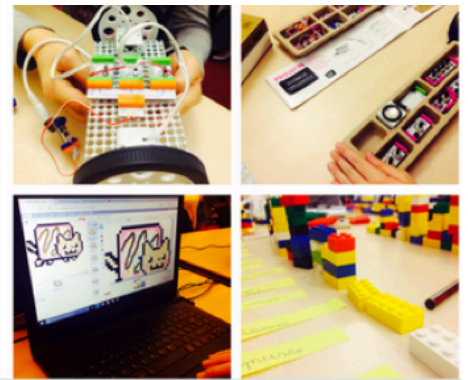
Rodolfo Cardona, Catedrático de Boston University, Presidente del Instituto Internacional (1982-1992) y Director Residente en Madrid (2000-2002) recibió el pasado 14 de febrero el Premio "Leandro Fernández Moratín" para estudios

teatrales de la Asociación de Directores de Escena por su trabajo "Hacia el esperpento: trayectoria del teatro de Valle-Inclán".



Con motivo de la celebración de la entrega de premios, el Teatro Español de Madrid reunió ese día una espléndida representación del mundo del teatro, tanto actores como directores, figurinistas, iluminadores y escenógrafos. En ese entorno, la audiencia disfrutó de la brillantez y el humor característicos de Rodolfo Cardona, plasmados en su discurso de aceptación del premio que fue leído por el dramaturgo José Antonio Hormigón.

¡Felicidades Profesor Cardona!



## American Space Madrid: A Community in Motion

by Laura Turner, Director, ASM

Spring has arrived in Madrid, and the American Space Madrid community at the International Institute is in motion. One of the overarching goals of our work at the ASM this spring was to extend our work encouraging maker culture by bringing families together in collaborative spaces. With the addition of our family maker club Made in the USA, The Garden Project, and The Family Book Club, families are coming together throughout the week to engage in hands-on learning experiences—planting in the garden, using drills and tools to create looms, experimenting with unfamiliar recipes and food items

—all while keeping their mobile phones in their pockets.

As makerspace communities continue to grow throughout the United States and abroad, we have found at American Space Madrid that, at times, there can be misconceptions or misunderstandings of what making entails. Designing maker activities for our community does not always involve bringing out laptops, tablets and the 3D printer. As makers, we collaborate to identify problems, seek solutions, promote creative thinking, tinker, and invent—learning not only about ourselves, but also about our community’s needs. We are infusing art with science, music with programming language, and building, constructing, and designing. Watching and capturing images of families engaged in this type of learning together at the ASM this spring has been rewarding.

## The Technovation Challenge: The Next Generation of Makers

Although building community by incorporating family activities into the American Space Madrid schedule was a deliberate step in creating our new programming, a new generation of makers has formed organically at the International Institute. Building upon the success of the GirlsTech program, American Space Madrid held two screenings of the film [CodeGirl](#), a documentary film highlighting girls from countries throughout the world in their journey as contestants in the [Technovation Challenge](#), a worldwide competition encouraging participants to identify a problem or issue in their communities and create a mobile app solution. As a result, more than 50 young girls from the American Space Madrid community came together to form teams to participate in this year’s

worldwide competition. The teams meet at the International Institute each week with their mentors, female leaders and entrepreneurs from tech companies and universities throughout Madrid. The preliminary team presentations will be held at the Universidad Europeo in Madrid on May 6, and American Space Madrid's director has been invited to serve as a panel judge. The presentations are open to the public and the Spanish television program [La aventura del saber](#) will document the experience, filming the teams in action on May 4 at the International Institute and at the final competition on May 6.

**Makerspaces in Public Libraries: Makers Unite**

Makerspaces are frequently becoming a part of the national public library community in the United States, and in Makers Unite—a proposed activity for the upcoming fiscal year—American Space Madrid will position the International Institute in Spain as a trendsetter in this international movement by creating transportable makerspace experiences for children ages 9-12 in public libraries. As we continue to solidify our community of makers at the International Institute, we will also seek focused opportunities to collaborate with makerspaces and public spaces throughout Madrid.

For further reading surrounding the maker movement and libraries in the United States: ["How Libraries are Becoming Modern Makespaces," The Atlantic, March 2016.](#)



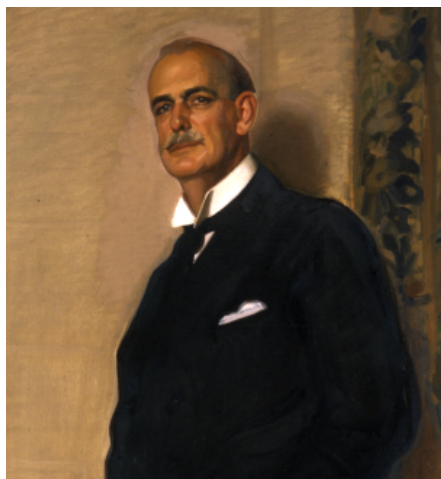
*Nota de agradecimiento: los editores agradecen a Shawn Hennessy la imagen de Lee Buckley y a Juan López de la Reina la utilizada en la portada de este número de Notes & News (jardín del Instituto Internacional)*

**“Los Tesoros de la Hispanic Society of America” visitan Madrid y el Instituto Internacional**

por Pilar Piñón, Directora Ejecutiva

El Instituto Internacional, una vez más, se hace eco de los grandes acontecimientos culturales en Madrid vinculados con la cultura norteamericana e invita a la Hispanic Society of America a un encuentro con el público madrileño.

Coincidiendo con la inauguración en el Museo del Prado de la exposición “Los Tesoros de la Hispanic Society of America. Visiones del mundo hispánico” el pasado 4 de abril, el Instituto Internacional recibió ese mismo día a la Subdirectora de esta institución, la Dra. Margaret Connors McQuade, quien



ofreció la conferencia “Archer Milton Huntington y la formación de la Hispanic Society of America”. La figura de Archer Huntington, su visión del mundo hispánico y su papel en las relaciones culturales entre España en los EE.UU. quedaron magníficamente perfilados en una animada intervención construida en gran parte a partir de las cartas del propio Huntington. Se da la circunstancia de que su labor filantrópica no es tan conocida en España, quizás porque nunca puso su nombre a ninguna de sus realizaciones.

El Instituto organizó este encuentro en coordinación con la Asociación de Amigos de la Hispanic Society of

America y contó con el patrocinio de la Embajada de los EE.UU.

Como continuación a esta conferencia, está programado el estreno del documental “Sorolla, los viajes de la luz” con una tertulia previa sobre la experiencia americana del pintor valenciano, su influencia en la cultura estadounidense y en las relaciones culturales entre España y los Estados Unidos.

Este pequeño ciclo se cierra con la conferencia “Huntington y Sorolla” a cargo de Blanca Pons-Sorolla, organizada en colaboración con el Museo Sorolla de Madrid.

**Winter 2017 and Spring 2017 ACS Content: Growth and New Directions**

by Andrew Bennett, Director, ACS

This winter, the American Cultural Studies (ACS) program continued its steady growth, posting record highs for both total enrollment as well as class size. Students were drawn to the original and stimulating content offered by Alexa Brooks’ American Art History of the 20th Century course (“Photos Telling Stories”), Chiara Luis’ American Literature course (“Short Stories: Paths to the Canon”), and Andrew Bennett’s American Expression course (“Liberty 3.0: American Outlaws”). Student evaluations of these courses at the close of the trimester were uniformly positive, confirming that ACS is meeting its core goal of providing intriguing content that blends cultural and linguistic learning.



The Spring 2017 trimester promises to advance ACS’s objective of providing original insights into American culture

along with sophisticated language instruction by expanding our offerings to include mini-courses and workshops taught by new additions to the ACS faculty and designed in particular for students with an intermediate level of English. At the same time, we have exciting full-trimester advanced courses, including Andrew's American Expression course examining the theme "Equality 2.0: African American Literature" and Chiara's American Literature course focused on "Nature Writing." Two new five-week mini-courses provide other options for our students: Kate Regan's "American Music Legends", which will look at a different American musician each week while engaging students in dynamic, music-based activities; and Diana Norton's American Cinema course, which will concentrate on "Film and the Free Press."

In addition, Carrie Klewin Lawrence will lead a pair of two-day workshops, each grounded in theatre and performance: "Storybook Theatre," in which adult students will work together to rehearse and perform the classic fairy tale Little Red Riding Hood; and "Playwriting Workshop for Adults," in which students interested in composing short plays will come together to commit their ideas to the page (and, perhaps later, to the stage). Both workshops will build on the substantial interest Carrie has already created among IIE students through her successful Limelight improvisation course.

With this diverse set of courses designed to appeal to a wide range of students, we hope ACS's growth will continue, as the program expands to address students' interest in a broad array of American culture topics while enhancing their spoken and written communication in English at a high level.

## La poesía en la Biblioteca y los encuentros de la "Unamuno Author Series"

por Ana Alonso y Nuria Segui, bibliotecarias

La poesía es la máxima expresión del valor de la palabra como género literario y así lo sentimos en la biblioteca. Por este motivo hemos hecho que la poesía ocupe un espacio importante en la programación cultural de la biblioteca y por extensión, del Instituto.



Desde julio de 2015 se celebran en la biblioteca encuentros y lecturas de poesía de la "Unamuno Author Series", ciclo que se inició con Gregory Pardlo, premio Pulitzer de poesía en ese año. Tras el

éxito de la lectura de Pardlo, el curso pasado le siguieron Mark Wunderlich, Mark Doty, Marilyn Hacker, Mark Conway y Carl Adamshick en un formato de charla y lectura.

A lo largo de este año está prevista la visita a España de veinte poetas como parte de esta serie. Entre ellos, ya han pasado por el Instituto Rubén Quesada, Naomi Mulvihill y John Koethe. En los próximos meses esperamos recibir a Luis Rodríguez, Alfred Corn, Ralph Hamilton, Henri Cole, Jennifer Grotz, Michael White y Rick Barot.

Este interesante proyecto poético es posible gracias a la iniciativa de Spencer Reece, poeta estadounidense que reside en Madrid como secretario del obispo de la catedral anglicana de Madrid. La elección del nombre del ciclo "Unamuno Author Series" es un reconocimiento a los vínculos amistosos que Miguel de

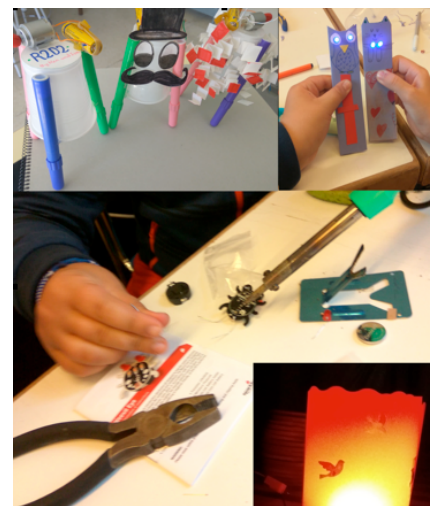
Unamuno mantuvo con el protestantismo.

En estos encuentros el o la poeta invitada inicia la velada explicando su forma de entender y llegar a la poesía. A continuación, se da paso a la lectura de algunos poemas que se comentan y analizan informalmente con el grupo. El público en estos encuentros está formado mayoritariamente por españoles, interesados en la lengua y la literatura estadounidense que quieren acercarse a la poesía con el aliciente de conocer al autor. El resultado para ambas partes es siempre enriquecedor y a menudo sorprendente. Se trata de un público asiduo, que en general tomó contacto con la poesía norteamericana a través del *Poetry Reading Circle*, club de lectura en inglés sobre poesía que la biblioteca ha venido organizando en el pasado y que fue coordinado por Chiara Luis, profesora del Departamento de Inglés.

La intención de la biblioteca es continuar la colaboración con la "Unamuno Author Series", y contribuir así al mejor conocimiento y disfrute de la poesía norteamericana actual.

## All Hands on Tech: STEAM Activities

by Hunter J. McAllister, Teacher, English Program



All of the activities of the most recent "All Hands on Tech" mini-course were encompassed in the acronym STEAM: Science, Technology, Engineering, Art, and Mathematics. Our curriculum for this course not only included electric

motors, LEDs, photo-receptors, soldering, neodymium magnets, but also monsters, robots, dinosaurs and remote-controlled cars!

In each class the students, ages 9 to 12 years old, created projects of increasing complexity: LED lamps, illuminated monsters and kittens, art bots, light-sensing bugs, and mechanical arms. Of course, they expanded their English vocabulary and language skills during the sessions. In the fall, we will be offering a follow-on section of this course to give students a further opportunity to apply what they have already learned to new projects as well as to explore the areas where these different subject areas intersect. We will also be doing STEAM activities with the students during the Summer in the City day camp at the International Institute in June and July. Please see our website ([www.iie.es](http://www.iie.es)) for more information about these programs.

## Una nueva cara para el Instituto Internacional, el Centro Cultural Norteamericano de Madrid

por Pilar Piñón, Directora Ejecutiva

El Instituto cambia de cara y estrena en abril su nueva página web. Con esta nueva versión, el Instituto ofrece un imagen nítida de su identidad institucional y se acerca más eficazmente tanto a sus potenciales alumnos como a sus diferentes públicos.

La nueva web es ágil y fácilmente navegable también en dispositivos móviles. El nuevo diseño supone una mejora estética en general y permite acceder fácilmente a la amplia oferta de cursos, mini cursos, talleres y actividades mediante un sencillo y práctico sistema de filtros. Unos y otros se presentan de manera muy visual y atractiva para el usuario.

¡Visítanos en [www.iie.es](http://www.iie.es)!

## In Memory of Lee Buckley

by Anita Haas, Teacher, English Program

On April 14, 2017, our colleague and dear friend Lee Buckley passed away. Lee was born in New York City in 1955 and arrived in Spain in the early 1990s. Her long career as an English teacher included working at La Fundación de Ponce de León, The Cottage, and, for the last fifteen years, the International Institute. What stood out most about Lee, however, was not so much her professional trajectory as her unique and memorable personality – three major aspects of which were her intellect, generosity, and independence.



When I speak of Lee’s intellect, I refer to her brilliant sense of humor and profound cultural knowledge. Her humor was quick, dry, witty, and dark. Many people who knew Lee would say she could come across at times as a know-it-all. The fact is, she usually did know it all. And when she didn’t, she’d do the research to learn what she was missing. She relished cultural and intellectual challenges, like her daily New York Times crossword puzzle, through which she could sharpen her knowledge of history, politics, the arts, etc. She was an avid reader, and her library reflected eclectic interests ranging anywhere from crime literature to poetry, theater, and science.

Lee’s generosity was a trait that encompassed not only money but also her time. She loved to treat people to drinks, dinner, and taxis. Yet, more importantly, she never hesitated to offer a helping hand to a friend, colleague, or

student. Her intellect and generosity not only made her a wonderful friend and colleague, but also contributed to making her the great teacher that she was.

Lee’s fierce independence always left me in awe. She accepted help, though on her own terms. She refused to be anyone’s burden or be pitied. Most importantly, however, she wanted to be free. Freedom to her meant being in control of her life and making her own decisions, come what may. She was accountable for those decisions and took ownership of them, right up to the end.

Lee’s life was a testament to the freedom she so desperately sought. In the last few years, various illnesses made her a prisoner in her own body. Now, Lee, you are finally free.

## “Women on Boards”

por Pilar Piñón, Directora Ejecutiva

Con motivo del día internacional de la mujer, el Instituto albergó el panel “Women on Boards” organizado con el Comité *Women in Leadership*.

*Women in Leadership* es un comité que nació por iniciativa de Susan Solomont en el seno de la Cámara de Comercio de EE.UU. en España y reúne a mujeres en puestos de alta dirección de las empresas pertenecientes a la Cámara. El Comité favorece la participación de las mujeres en consejos de administración y en puestos de alta dirección.

El panel, moderado por la periodista Ana Romero, reunió a tres consejeras de brillante trayectoria: Laura González-Molero, Ana Muñoz e Isabel Tocino. Las participantes compartieron con el público no solo su experiencia profesional, sino su trayectoria personal, combinación que resultó muy iluminadora en cuanto que ofreció numerosos ejemplos prácticos a las asistentes, aplicables en la planificación de sus carreras, incluido el acceso a los consejos de administración.

Como curiosidad, tanto las consejeras como la moderadora, todas ellas habían estudiado en universidades de prestigio en los EE.UU.

## What's New in the English Program

By Niicole Rosow, Director English Program

During the winter trimester the English Program began some exciting new initiatives. We have expanded into a local school, Colegio Decroly, offering its students a monthly music and movement class in English for children ages 2 – 4 years old accompanied by their parents or caregivers. The sessions encourage the participants – especially the children – to have a good experience with music, movement and English. The classes include singing both traditional songs in English as well as original compositions by the teacher, Kate Regan. The songs are accompanied by gestures or other movements and the use of simple instruments. Initially planned for a maximum of 12 students, the waiting list grew so long that we decided to open a second group. Based on this success, we look forward to continuing at Colegio Decroly and expanding into others.

Another new project this winter was the creation of an intensive workshop for students in the pre-intermediate level of our general English program. Taught by veteran IIE teacher Juan Irigoyen, this class provided additional class hours to students interested in more focused attention on improving their speaking, especially in pronunciation and fluency. Originally we had intended the class to be a 15-hour option for any students in this level who wanted to make the rapid progress that an intensive class permits. The participating students saw the results of participating in the workshop in a matter of weeks. Not only did they want to sign up to continue in the spring trimester, but they asked us to expand the schedule to make it a full 30-hour class.

As we move into spring, we are looking ahead to our summer programs for our young learners: Summer in the City and Summer in the City Teens. We are planning for another fun, enriching authentic North American day camp this June and July. Check out the International Institute webpage,

[www.iie.es](http://www.iie.es), for information about this year's camp T-shirt design competition!

## Faculty Profile: Sara Kells

By Sara Kells, Teacher, English Program



Hello, I'm Sara Kells. I'm originally from the beautiful city of Spokane, Washington, and have lived in Madrid for three years. I received my undergraduate education in International Relations at Michigan State University, and my Master's in Teaching from the Universidad de Alcalá here in Spain. I recently published a book titled *Teaching Teachers How to Teach* based on my experience and research on bilingual education. I joined the team at IIE in the fall of 2016 and could not be more thrilled. Since learning about the International Institute's history and the female pioneers from American women's colleges who came to the Institute with the mission of empowering young Spanish women and creating educational opportunities for them, I knew I wanted to be part of what happens here. It has been an exciting honor to teach at the Institute, knowing that we stand "on the shoulders of giants." It's lovely to "meet" you all!

## Young Learners 6: 20Time Project

By Sara Kells, Teacher, English Program

In addition to the usual English language learning this past trimester, the students in Young Learners 6 participated in a project called 20Time, dedicating 20% of their class time each week to creating and exploring a special topic of their choosing.

The idea for this project was born at Google, which allows employees to use 20% of their time to work on any project they find interesting. Some of the company's most successful products such as Gmail, AdSense, and Google Talk were developed as a result of this policy.

We saw that exciting things happen when people have time and freedom to pursue what they are passionate about. This trimester, YL6 students took advantage of 20% of each Saturday morning class to think about their own passions and interests. They then spent time researching, discovering, and creating something--in English, of course--that they would share with the class at the end of the trimester. The project was highly structured, with a preliminary idea 'pitch' in front of their classmates, weekly journal reflections, a culminating final presentation, and both self and peer evaluations. Through this process, students learned how to take an idea or goal, break it down into its component parts, and then execute a carefully-developed plan.

One student built a mini Tesla tower from scratch, while another student filmed and edited a documentary-style video uncovering some of Madrid's best kept secrets. Two girls in class discovered their mutual love for music and chose to create an original mash-up of English-language songs. They studied each song's composition, found similar chord structures, and wrote music to connect them together. During our final class, they performed their creation live, and it was wonderful!

This project enabled students to use their English language skills in a meaningful way, by fusing existing language knowledge and their own personal passions. The students not only learned more about a chosen topic, but also added specific vocabulary and phrasing to their individual language arsenals. This connection between language and personal interest led to exciting, meaningful language and cognitive advancements for these students.

# Avance de programación Mayo 2017

A partir del 15 de mayo y con la llegada del Programa de Washington University St. Louis, comienza en el Instituto Internacional la Sesión de Verano de los Programas Universitarios Norteamericanos. Este año entre los meses de mayo y julio el Instituto recibirá alrededor de doscientos alumnos procedentes de las siguientes universidades: Boston University, Cornell University, Emory University, Syracuse University, University of Pennsylvania, USC, SMU y Washington University St. Louis.



### Miércoles 3

- ASM Garden Project

### Jueves 4

- ASM Maker Club
- Poetry Reading, Luis Rodríguez

### Viernes 5

- ASM Maker Club

### Viernes 5

- Group Discussion for Teens
- Technovation Groups

### Sábado 6

- Technovation Groups

### Martes 9

- Conferencia "Huntington y Sorolla"
- Poetry Reading, Ralph Hamilton

### Miércoles 10

- Competitive College Club "Notetaking Skills" EducationUSA workshop
- Family Book Club

### Jueves 11

- Poetry Reading, Alfred Corn

### Viernes 12

- Tiny Music and Movement
- American Cultural Bites

### Miércoles 17

- ASM Garden Project

### Jueves 18

- ASM Maker Club

### Viernes 19

- Reading Alive for Kids

### Sábado 20

- Storytelling Mornings (I, II)
- Made in the USA. Family Maker Club

### Martes 23

- English Reading Circle - Short Stories

### Miércoles 24

- Cine foro en español
- Competitive College Club

### Jueves 25

- Club de lectura en español
- Mujeres en Música. Concierto

### Sábado 27

- "Deambulantes", homenaje a Gloria Fuertes

### Miércoles 31

- ASM Garden Project

## International Institute Foundation in Spain

Founded in 1892

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