



Notes & News

Boletín del International Institute Foundation in Spain

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From the President

I want to extend best wishes for the holidays and for the New Year of 2019 to the International Institute in Spain community.

Throughout 2018, the International Institute has remained dedicated to its extraordinary mission of strengthening the bonds between the U.S. and Spain. Our organization strives to share the best of American culture and educational practices with the people of Madrid. We continue promoting study in Spain for American students through our collaboration with American universities and colleges. Across the year, we have invited thousands of Spaniards and Americans into the Institute's home at Miguel Ángel, 8 for programs that encourage girls to acquire technological savvy, boost study at U.S. colleges and universities for Spaniards, promote children's reading through storytelling mornings, present concerts, cultural events, and lectures, and offer

an urban summer day camp. We have cooperated with both the U.S. Embassy, Madrid and the Comunidad de Madrid in offering courses to encourage innovative, student-centered teaching in Madrid public schools. We have established a presence in educational institutions ranging from public and private K-12 schools to the Universidad Carlos III de Madrid.



We have created new ties with other Madrid institutions such as the Casa del Lector at the Matadero and public libraries. We continue to host the American Space Madrid, a center for information about the U.S. that presents imaginative and exciting events, and

end the year by welcoming a new ASM Director, Lee Douglas.

As the holiday season approaches, I want to send greetings to the members of our team in Madrid, who devote every day to advancing the cause of international exchange to the International Institute is dedicated. Executive Director Pilar Piñón; Nicole Rosow, Director of the English Program; Andrew Bennett, head of American Cultural Studies; and our librarians Nuria Seguí and Ana Alonso all deserve our gratitude for their efforts. We also send our greetings and thanks to Juan González, our facilities manager; María José (Cota) Cotarelo, administrative assistant; María Díez, English Program administrative assistant; Juan López, cafeteria manager; Andrés Fernández and Victor Martínez, our porteros; and Trinidad Almansa, María del Mar Ortega, Teresa Zabaleta, and Isabel Falquina, the members of our cleaning staff. We send holiday wishes to our excellent English Program and American Cultural Studies faculty. *Sigue en*

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All of us committed to the enduring project of the International Institute in Spain are grateful to these people, who realize our organization's goals in concrete ways.

I also want to thank my colleagues on the International Institute's all-volunteer Board of Directors: Karen Arenson, Prof. Stanley Brandes, Prof. Martha L. Gray, Prof. Raquel Halty, Thomas M. Hotaling, Prof. Linda Gould Levine, Francis V. Lloyd III, Álvaro Mendiola Jiménez, Meredith A. Simmons, Theresa Tobin, and Prof. Nicolás Wey-Gómez.

We offer a special salute to Andrés Fernández de Usa, who retires at year end after 10 years of service as portero, greeting guests to Miguel Angel, 8 and helping the Institute run smoothly. We wish Andrés well in his retirement.

I want to thank those of you who have made donations to the International Institute in Spain for 2018. Our donors follow in the American tradition of private philanthropy that led to the formation of the Institute and the construction of its historic building. The International Institute in Spain, a 501(c) (3) organization, relies on the generosity of donors who support its mission of cultural and educational exchange, a mission that is more important in today's divided world. We welcome your contributions, which will enable the International Institute to uphold its traditions even as it pursues innovation and renewal in 2019.

Happy Holidays! Happy New Year!
Prof. Margery Resnick, President

ACS in 2018: A Look Beyond the Classroom

by Andrew Bennett, Director ACS Program

As 2018 draws to a close, it is worth reflecting on the notable accomplishments of the American Cultural Studies program (ACS) at the International Institute over the past year. ACS has offered not only its courses, mini-courses, workshops, and day camps, but also singular events that showed how ACS makes possible extraordinary cultural encounters

between countries and across institutions.

One such event took place when renowned American theatre director Peter Sellars, in Madrid for his production of Kaija Saariaho's opera "Only the Sound Remains" at the Teatro Real, came to the Institute on October 10 for a conversation with Joan Matabosch, artistic director of the Real. The result was an unforgettable experience for all in attendance, as Sellars recounted anecdotes and shared wisdom gained from a long career dedicated to the stage and music. ACS served as the point-program responsible for facilitating communication among the entities that collaborated in making this exceptional evening possible--the International Institute, the Teatro Real, and the U.S. Embassy, Madrid--and ensuring that the logistic needs of the participants were met.



Another singular, Institute-wide experience that ACS helped realize this fall was artist Nicholas Callaway's art installation "Si estos muros hablasen" (If These Walls Could Speak), on display from October 15 to the end of the fall term. The installation, which incorporated techniques introduced and explored in Nicholas' ACS mini-course of the same name, brought the history of the International Institute's landmark building at Miguel Ángel, 8 into visibility, and opened it for active engagement by all who passed through the Institute's doors. Because the project was organized to coincide with a visit from "Madrid otra Mirada," a cultural outreach initiative by the local government designed to heighten awareness of the city's architectural heritage, the number of visitors who have passed through those doors was high. The installation and the synergies

that blossomed from it, including a photo portfolio commissioned to document both the exposition as well as the building itself, provide additional examples of the special, dynamic opportunities that arise thanks to ACS.



As ACS's course catalogue continues to expand and evolve, we can appreciate the multiple avenues for content creation that the program can follow in ways that advance the mission of the International Institute, while at the same time benefiting programming across the Institute and its network of partner institutions. In 2019 ACS will pursue its collaborations with the Casa del Lector, the Teatro Real, and the Universidad Carlos III, while maintaining the agility necessary to take advantage of new opportunities as they arise. We hope to have another year of memorable encounters and noteworthy events.

Damos la bienvenida a Lee Douglas, nueva directora de American Space Madrid

The International Institute in Spain has announced the appointment of Lee Douglas as new director of the American Space Madrid. Already active in the position, Lee will assume her duties full time in January 2019.

Lee brings to her new post both academic and personal knowledge of U.S. and Spanish cultures. Her work as a bilingual anthropologist and filmmaker has combined ethnographic research, media production, and curatorial projects to explore how the past is reconstructed and the future reimaged through engagements with the material remnants of historical events. *Sigue en Pág. 3*

As a passionate educator, she has developed innovative pedagogical strategies for teaching history in ways that take into account the voices of those not included in official records and collective narratives. Through her work with photography, film, and digital storytelling, she is deeply invested in exploring how different media platforms can be used to narrate and combat diverse forms of inequality.



A Texas native but a New Yorker at heart, Lee holds a Ph.D. in Sociocultural Anthropology from New York University, where she studied with leading scholars in her field. At NYU, she also completed the Culture and Media Program, and at Oxford University, she received a master of science in Visual Anthropology. She has carried out projects that combine sociocultural analysis and image production in Chile, Argentina, and Spain. Her work has received support from a Mellon / ACLS Dissertation Completion Fellowship, a Marie Curie Fellowship, a DPDF Fellowship from the Social Science Research Council, and a Fulbright. Most recently, she has worked as postdoctoral Research Fellow at the Museo Nacional Centro de Arte Reina Sofía, where she examined the production, circulation, and display of Latin American conceptual Art from the 1960s through the 1980s.

Lee fell in love with Madrid and madrileños when she first came to carry out her doctoral research six years ago. Today, she is excited to call the city home. Outside of her work as the newly-appointed ASM Director, she is an active member of the film collective Arena para la Máquina and collaborates with different editorial initiatives that focus on long-term photographic projects. In her free time, she enjoys

exploring Madrid, traveling to new places, and perusing used bookshops.

Lee invites members of the ASM and International Institute communities to visit the American Space Madrid in Room 104 to say hello and to discover the exciting programs the ASM has for adults, children, and families.

Cultura Maker en American Space Madrid

por Ana Alonso, bibliotecaria

La “cultura maker” es uno de los elementos distintivos de American Space Madrid y desde su creación, hace ya casi cinco años, ha constituido un eje principal en su actividad. En este contexto, el pasado mes de noviembre Lorella Lamonaca ofreció una charla para bibliotecarios bajo el título “Why Making Matters”. En ella destacaba la importancia que tienen actualmente en los Estados Unidos las bibliotecas como espacio comunitario de socialización y los espacios de *creative learning*. Esta tendencia, que también está en auge en Europa y en España, lleva un tiempo desarrollándose en American Space Madrid a través de distintas actividades, charlas y proyectos para niños y jóvenes que promueven disciplinas STEAM (ciencias, tecnología, ingeniería, arte y matemáticas) y en general la cultura “maker”.



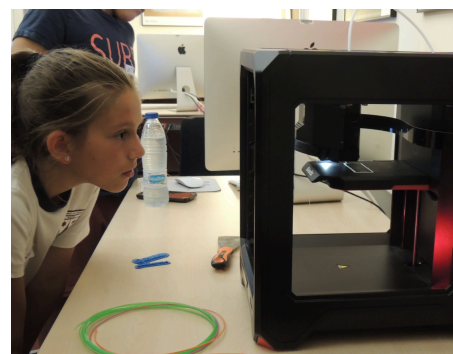
Estas actividades comenzaron de forma pionera con proyecto “GirlsTech”, enfocado en acercar a

grupos de niñas a STEM. Esa primera iniciativa, en la que participaron más de ciento cincuenta niñas, ha continuado con el exitoso “Technovation”, cuya segunda edición se iniciará en enero de 2019, y más recientemente con “Curiosity Machine Artificial Intelligence”.

Además, la programación de ASM ofrece mensualmente “Family Maker Club” y “Maker Club”, encuentros para aprender programación, robótica,

impresión 3D, electrónica, manualidades creativas o experimentación científica. También se realizan talleres de creación musical a través de código informático (*live coding*) dentro de la actividad “Computer Music Pioneers”. Otra actividad con mucha aceptación es “MiniMakers”, sesiones de creación con piezas Lego, actividad donde además contamos con la colaboración de voluntarios del programa Fulbright.

Todas estas actividades están pensadas para participantes entre los 6 y los 16 años de edad y se desarrollan principalmente en español. Estos talleres potencian la participación de los asistentes, son muy dinámicos y están



liderados por expertos.

Las actividades *maker* no sólo se realizan en la sede de American Space en el Instituto Internacional. A través del programa “American Cultural Bites: Makers Unite!” todos los meses ASM lleva una actividad de robótica con *Littlebits* a bibliotecas públicas de Madrid. También se ofrecen estos talleres en instituciones culturales de prestigio como “Casa del Lector” y el plan es seguir expandiendo la actividad de ASM fuera de su sede en el Instituto Internacional.

Con la reforma de la biblioteca prevista para el verano de 2019, esperamos ofrecer un espacio “maker” permanente, que dará una nueva dimensión a la contribución de ASM a esta corriente de aprendizaje y con ello convertirnos en un referente de la cultura “maker” en Madrid.



La biblioteca del Instituto Internacional: testigo de 125 años de historia

por Pilar Piñón, Directora Ejecutiva

El Instituto Internacional ha inaugurado en la Biblioteca Nacional de España una muestra bibliográfica que rinde homenaje a la biblioteca del Instituto, su papel en la vida de la institución a lo largo de más de un siglo así como su proyección al futuro. Esta exposición es así mismo, el resultado de la tradición filantrópica del Instituto, una característica esencial desde su creación en 1892.

Coincidiendo con la celebración del 125 aniversario del Instituto Internacional en 2017, el Instituto Internacional acordó con la Biblioteca Nacional de España donar parte de su colección para poner esos fondos a disposición de un público más amplio y enriquecer los fondos de la BNE con títulos ausentes de su colección. Para festejar esta donación, se inauguró el pasado 14 de noviembre en el Salón Italiano de la Biblioteca Nacional una muestra bibliográfica en torno a la donación que se puede visitar hasta el 19 de enero de 2019.

Esta muestra combina una selección de los ejemplares donados con otros propios de la colección actual del Instituto, pues tiene como objetivo homenajear el papel de la biblioteca del Instituto a lo largo de más de un siglo de existencia y explicar su evolución acompañando y apoyando activamente la transformación de la misión del Instituto Internacional. Por ese motivo, los visitantes podrán encontrar desde ejemplares pertenecientes a la colección

original de los Gulick a publicaciones actuales. Todo ello acompañado de una atractiva selección de imágenes que ilustran la evolución del Instituto.

Desde su creación en 1904, la biblioteca del Instituto Internacional ha servido de puerta de entrada de nuevas ideas procedentes de los EE. UU. y punto de encuentro en Madrid de españoles y norteamericanos. En la actualidad es además un centro de información contemporáneo sobre cultura norteamericana que ofrece a los madrileños de todas las edades una innovadora programación.

La biblioteca se ha desarrollado a lo largo de más de un siglo en consonancia con la evolución de la misión del Instituto Internacional y su creciente variedad de programas. Organizada según el modelo norteamericano, la colección se inició con fondos de literatura en inglés y español y una sección de textos evangélicos destinados a las alumnas de la escuela misionera protestante de la que surgió el Instituto Internacional.

En el primer tercio del siglo XX el fondo se amplió con libros de historia, literatura y ciencias en varios idiomas, así como con notables aportaciones sobre educación, pedagogía y ciencia de la información, con el fin de fomentar el conocimiento entre los lectores españoles de las nuevas tendencias en

esos campos procedentes de los EE. UU. En aquellos años, se puso en marcha un novedoso servicio de préstamo.

Tras la Guerra Civil española, y reflejo de la expansión de los estudios hispánicos en los EE. UU. durante los años 50 y 60, así como de la estrecha conexión del Instituto Internacional con el mundo académico e intelectual norteamericano, la Biblioteca experimentó un fuerte crecimiento, convirtiéndose en una biblioteca académica especializada en humanidades y ciencias sociales, con especial énfasis en temas relacionados con la mujer y feminismo. Su importante fondo de poesía de las vanguardias se debe a la adquisición de la colección personal del crítico Melchor Fernández Almagro. Así mismo, con el apoyo del Comité Conjunto Hispano-Norteamericano, se enriqueció la sección de estudios y metodología de las Ciencias Sociales.

La creciente presencia del “Programa de Lengua y Cultura Norteamericanas” y más recientemente, de programas especializados como “Estudios Culturales Norteamericanos” y “American Space Madrid”, impulsan de forma permanente el desarrollo de un sólido compendio sobre la cultura y la actualidad norteamericanas que, junto con su Biblioteca Infantil en inglés, convierten al Instituto Internacional en un centro señero dentro del panorama cultural madrileño.

Para terminar, queremos destacar que esta exposición es el resultado de un magnífico trabajo en equipo a ambos lados del Atlántico en el que se han involucrado muchas personas, tanto del Instituto como del Departamento de Exposiciones de la Biblioteca Nacional. A todos ellos, nuestro agradecimiento.



Innovative Classroom Practices

by Lorella Lamonaca, Teacher, Scarsdale Public Schools and IIFS Corporator

As part of my work as an educator and staff developer, I have been honored to provide faculty development for the second year in a row to schools of the Comunidad de Madrid. The International Institute, together with the Comunidad's Consejería de Educación, has undertaken a project to improve public school teaching for Madrid students. Together, the Comunidad and the Institute are willing to invest time, resources, and expertise to help improve education in Madrid. When a community, or a nation, makes such an investment in its educational system, it takes a stand on the importance of ensuring that its newest citizens receive the best education possible.

At the International Institute, I offered a week-long course in July to middle and high school teachers to promote innovative teaching strategies in their classrooms and improve discourse among their students. The course was called "Speak Better" and directed to English Language teachers from the Madrid system.

As I began to understand their teaching methods and styles, I noticed that most teachers were still focusing their classes on textbooks and workbooks developed by commercial publishing companies from England. We spent the week examining alternative, non-textbook-oriented approaches with which to engage today's learners in their classrooms.

We explored STEAM activities and digital literacies, connecting technology to current practices and discovering new tools through a hands-on approach. We developed materials that the teachers could use to teach their students how to think critically and creatively, and to construct meaningful communication through digital reading and writing workshops.

We practiced a compendium of protocols (structured conversations) used in the EL Education Language Arts

Curriculum Module Lessons, as well as writing rubrics (opinion, informative, narrative), speaking and listening checklists, and an explanation of conversation cues.

The course also considered theories relevant to the Reggio Emilia approach and maker-based learning. Using recycled materials, I created a maker space called a "Digital Atelier" in an Institute classroom where the teachers were able to work with light, shadow, video, and story-making. The atelier derived from my work with the Reggio Emilia approach, in which an "atelier" or maker space is used to explore materials and construct stories with students.



By end of the course, the teachers were able to incorporate the use of these practices in their English Language Learning classrooms.

The week proved a real success: the teachers arrived each day with enthusiasm and were responsive to the alternate teaching methods. Together, they planned and engaged in the active protocols and planned new lessons for their own classrooms.

The second phase of the course included visits to teachers' classrooms in their respective schools during the fall. I returned to Spain for a week of coaching sessions with some of the teachers who had participated in the summer course.

Although I love working with teachers, visiting their schools has always been a favorite of mine. Accompanied by Institute teacher Sara Kells, I began each session with a classroom observation--many of the teachers had never had observers watch them giving a class. We later met together and planned a new

lesson and, in another visit, co-taught the lesson. This coaching model is used effectively in the U.S., producing positive results in improving classroom teaching methods and thereby improving student outcomes. Because the teachers were supported while taking risks in the classroom, they had a successful week. The teachers were eager to try their newly-learned techniques. The students were much more engaged because they were out of their seats and not bound to their textbooks. In one instance, we took the whole class outdoors and did a protocol called an inner/outer circle. This activity involved students in the stationary inner circle posing questions to their classmates in the outer circle, which rotated. We used this method to teach "telling time" in English.

The third phase of this teacher development model will involve the teachers' meeting monthly and discussing these new approaches, sharing their successes (and failures) and encouraging one another to experiment. I strongly believe that staff development for teachers at all levels will elevate the quality of teaching and therefore student engagement and success.

I have been working with teachers internationally for the past several years. The common thread I have noticed in the various cities and countries is that students are the same, no matter what country they are living in! They are hungry for knowledge, eager to learn, and are excited to have visitors in their classrooms. I enjoyed working with them and their teachers immensely and look forward to more opportunities to contribute to this exchange of teaching ideas between the U.S. and Spain promoted by the International Institute.

Born in Italy and raised in New York City, Lorella Lamonaca teaches in the Scarsdale (New York) Public Schools. She previously taught in New York City and worked in staff development for the United Federation of Teachers.

“Viernes americanos” continue to grow at Colegio Madrid

by Nicole Rosow, Director English Program

Teachers from the Young Learners program at the International Institute have continued a weekly program--“Viernes americanos”--at Colegio Madrid, a private primary



school that opened its doors in September 2017 to about 60 students ranging in age from 2 to 12 years. On Fridays, our teachers replace regular classroom teachers and provide students with an English immersion experience through interactive, dynamic activities meant not only to help them to improve and practice their English but also to teach them about American culture.



This fall, the number of students at Colegio Madrid has more than doubled, and so the International Institute’s collaboration with the school has expanded. The 1st through 4th grades rotate through four different classes in English: Maker activities; American games and recreation; music; and projects based on American culture. Additionally, the 5th and 6th grade students participate weekly in a variety of STEAM activities, while once a month they learn about being good digital citizens and how to use the Internet and social media safely.

Elena Florez, the founding director of Colegio Madrid, said of the “Viernes americanos” program: “In addition to having their daily English class from Monday to Thursday, the Friday immersion of 4 hours in a row--including recess--allows the students to practice English in a fluid and natural way through various activities, which, from our perspective, is much more effective than through focused grammar and vocabulary instruction.”

Colegio Madrid has also added grades 7 through 12. We hope to be working with those students in the near future.

Faculty Profile: Meet Nicole Sevel

During my second year of teaching kindergarten in Cleveland, Ohio, going through my old school work that my mother had saved, I came across a journal entry I had written in second grade: “I want to be a teacher when I grow up.” I had not remembered writing it or even wishing for it, but teaching is clearly something that I was meant to do.

I completed my Bachelor of Arts in early childhood education, with a minor in art, at Ohio University. Art has always been a passion of mine, and I love to make use of it in the classroom whenever I can. I find that when I am teaching English, especially to young children, art can help students communicate their thoughts, feelings, and interests.

Continuing my studies, I earned a master’s in reading education for grades K-12. After finishing the degree, I stayed in my home city of Cleveland and worked at an inner-city charter school. I was told, “If you can survive your first-year teaching here, you can teach anyone, anywhere.” I think it takes a strong-will and thick skin to stay and teach in struggling communities, and I learned that I certainly did not have the latter. However, the experience gave me a solid foundation for my career and the confidence to know that I am not only an effective teacher, but that I genuinely care for my students and their success. I see that success as not only a matter of

grades and test scores, but rather as setting one’s students up to flourish, planting the seed of curiosity, and watching it grow. It’s about developing lifelong learners!



In search of personal fulfillment, I moved to Madrid in the fall of 2015 and have made my home here ever since. Waking up to a blue sky nearly every day is something I had only dreamed of before. Combine that with the warm and welcoming people, delicious food, and the varied landscape, and I was sold. My two-year plan has become an “it-looks-like-forever” plan.

I earned my TEFL certificate within my first month of living in Madrid and subsequently began teaching at an academy. However, I truly missed the school setting, and for that reason, I worked as a language assistant for the next two years. Currently, I am fortunate enough to teach kindergarten at an American school during the week and in the Young Learners program at the International Institute on weekends. In my free time, I enjoy traveling around Spain and Europe, playing soccer, and hiking. I have even taken students hiking, an activity that has made for fun and lively classes. No matter what I teach or to whom, I find a deep fulfillment in the classroom and from watching the growth of my students

Encuentros para alumnos de secundaria con poetas norteamericanos

Por Virginia Navarro, IES Ramiro de Maeztu

Virginia Navarro, y con ella sus alumnos del Instituto Ramiro de Maeztu, es una de las profesoras que más activamente participa en las actividades de ASM destinadas a escuelas secundarias.

Sigue en Pág. 7

Le hemos invitado a que comparta sus impresiones sobre su experiencia estos dos últimos cursos.

Durante los cursos 2017-18 y comienzos del 2018-19 nuestros alumnos de 1º y 2º bachillerato del IES Ramiro de Maeztu han participado en los encuentros con poetas americanos contemporáneos organizados en el International Institute. La experiencia ha sido no sólo muy grata sino altamente positiva en muchísimos aspectos.

En primer lugar, este acercamiento de los estudiantes a la poesía escrita en inglés les ha servido para romper la barrera de dificultad que para ellos entraña entender el significado de los poemas. Muchos de nuestros alumnos encuentran la poesía inaccesible quizá por la forma en que se les ha presentado, principalmente a través de figuras retóricas. Nuestro objetivo como



profesoras al presentarles y leer con ellos los poemas que iban a comentar con sus autoras posteriormente, ha sido centrarnos más que en análisis, en la emoción de un poema. Esto ha sido posible en los encuentros donde al contar con las mismas artífices de lo que habían leído, les ha resultado todo mucho más comprensible, más real y vivo, más cercano. En todos y cada uno de esos encuentros, las poetas (principalmente mujeres) han hecho de sus poemas algo muy vívido y vivido ya que compartieron el proceso por el cual escribieron los poemas que leímos y la emoción que encerraban cada uno de ellos, ayudando a crear una atmósfera muy íntima en muchas ocasiones.

En segundo lugar, me gustaría añadir que es un privilegio para tanto los alumnos como los profesores que participamos, compartir un espacio tan especial como es la biblioteca del centro

para estos encuentros que, estoy segura, contribuye a ese ambiente íntimo y de cercanía para el intercambio de puntos de vista, preguntas e impresiones. En todas y cada una de estas sesiones, una vez terminadas, muchos alumnos se han quedado a seguir haciendo preguntas, es decir, a acercarse aún más a las escritoras. Por ello, lo único que queremos todos los que hemos participado, tanto de profesoras como de alumnos en estos encuentros, es repetir, repetir y repetir la experiencia.

Libros en Navidad: algunas recomendaciones del personal del Instituto Internacional

por Ana Alonso y Nuria Seguí, bibliotecarias

Según el Estudio de consumo navideño 2018 de Deloitte, los libros ocupan un lugar preferente en nuestra lista de regalos más cotizados de cara a las fiestas navideñas y son uno de los regalos con mayor intención de compra. Pensando en ello, el personal del Instituto y algunos colaboradores hemos hecho una breve lista de lecturas recomendadas a partir de nuestras últimas lecturas.

Nicole Rosow recomienda "The Lowland" de Jhumpa Lahiri, segunda novela de esta autora que como en su obra anterior muestra una generación que se desarrolla tanto en India como en América. Los desafíos interculturales y la pérdida que supone la migración, así como las tensiones familiares ante los diferentes sistemas de creencias y las brechas generacionales están magistralmente recogidos en ella. Siguiendo con narrativa pero española en este caso, Eugenio Suárez-Galbán, moderador del club de lectura de la biblioteca, nos recomienda "La habitación de Nona" con la que Cristina Fernández de Cubas confirma su excelencia literaria y maestría en el género del cuento que merecieron dos premios de sumo prestigio, el Nacional de la Crítica en 2015 y el Nacional de Narrativa un año después. Para Eugenio es un libro delicioso y maravilloso; un

texto imprescindible para comprender la evolución de una de las mejores cuentistas españolas hoy. Pilar Piñón nos



brinda como favorito "Around the World in 80 Trees" del británico Jonathan Drori, un viaje alrededor del mundo a través de una colección de biografías arbóreas. La información botánica se complementa con referencias al papel que han tenido cada una de las especies seleccionadas en la vida de las personas a lo largo de los siglos. Es para ella un precioso libro, ideal para quienes disfruten con los árboles y aprecien el trabajo de una buena ilustradora como es Lucille Clerc. Ana Alonso propone un libro que ha entrado recientemente a la colección de la biblioteca, recomendado a su vez por el profesor Callaway y que está a medio camino entre una novela gráfica y un libro de arte. "Here" de Richard McGuire es un título innovador en el que se nos ofrece la visión de un mismo espacio doméstico y la sucesión de eventos ocurridos en él a lo largo del tiempo. A partir de una estética de aire nostálgico, la obra se convierte en una sutil invitación a reflexionar sobre el paso del tiempo; un libro especial que no pasaría desapercibido como obsequio.

Esperamos que este aperitivo de lecturas haya contribuido a abrir el apetito lector en estas fechas de celebraciones y encuentros para que el libro sea por mucho tiempo el más sabio regalo.

Más información en biblioteca@iie.es

Avance de programación: enero 2018

La muestra "Mirroring Change: The International Institute Library/ La biblioteca de Instituto Internacional: testigo de 125 años de historia" se podrá visitar en la Biblioteca Nacional hasta el 19 de enero.

Jueves 3

- Squishy Circuits for Christmas Time

Miércoles 9

- Competitive College Club

Jueves 10

- Open Session ACS

Sábado 12

- LEGO Mini-makers Club
- Tiny Music and Movement Time

Viernes 13

- Concierto Año Nuevo ADANAE

Martes 15

- Visita guiada

Viernes 18

- Poetry Series for High Schools: John Ruff and Joan Flemming
- Reading Alive for Kids
- Storytelling para colegios

Sábado 19

- Library Storytelling Morning (I y II)

Lunes 21

- Computer Music Pioneers

Miércoles 23

- Group Discussion for Teens
- Competitive College Club

Viernes 25

- Poetry Series for High Schools: Kim Gray, Molly Cook and Alexandra Teague
- Family Culture Club

Sábado 26

- Made in the USA : Family Maker Club

Lunes 28

- Colegio San Ildefonso: taller de teatro
- Computer Music Pioneers

Miércoles 30

- Group Discussion for Teens
- Visita guiada

Jueves 31

- Club de lectura en español

International Institute Foundation in Spain

Founded in 1892

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