



BOSTON COLLEGE
UNIVERSITY FELLOWSHIPS COMMITTEE

ADVANCED STUDY GRANT

SUMMER 2009

APPLICATION COVER PAGE

Instructions:

- Fill in the information required, directly in this Cover Page document.
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Last Name: Fitzmaurice	First Name: Connor	Initial:
Title of Project: Tied to the Land or the Market: The Case of a Small, New England Organic Farm		
Select the category that is closest to the subject area of your proposal: <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Social Sciences</div>		
Faculty Sponsor: Prof. Paul Gray		Funds Requested: \$1,000

Your Class Year: 2011	School: Arts & Sciences	BC ID:
Majors:	1. Sociology	2.
Minors:	1. Environmental Studies	2.

Local Address:	
Local Phone:	BC Email:
Permanent Address:	

This summer, I intend to conduct a participant observation study while serving as an apprentice on a small-scale organic farm in New England. The purpose of this study will be to determine to what extent an environmental ideology informs the daily life and practices of organic farmers. The goals of this project will be to gain practical experience in sociological methodology, to develop skills in analyzing ethnographic data, and to grow as a person. Since I intend to pursue a graduate degree in sociology and my long-term research interests center on environmental and agricultural issues, this project will prove to be an incredibly valuable experience. Not only will I gain experience in the methodological practices of the discipline, I will also gain much needed familiarity with the environment I hope to study.

In New England, there are a surprising number of small-scale organic farms, many of which host one or more apprentices during the growing season. For this project, I will pursue such an apprenticeship which will include training in all aspects of farm life, including tilling, planting, cultivating, harvesting, and marketing. The length of this apprenticeship will be between six weeks and two months, depending on what the farmer needs and agrees upon. Apprentices most often live on the farm, either with the farm family or in close proximity. Such an arrangement provides the perfect setting for participant observation, since there is no choice but to fully involve oneself in the life of the farm. In this study, I intend to gain insight into how environmental ideology shapes farm life and practices. It seems natural that small-scale organic farmers would be concerned about the environment, however, what if they are merely capitalizing on a new niche within the economic market? The very nature of ethnographic research often precludes the formation of broad-sweeping generalizations; however, such broad description is not the intent of this study. Rather, through this case study I hope to gain a deep understanding of one way farming practices and ideology can interact. The research will be conducted through observation, informal conversations, and several interviews with members of the particular farm

community I study. Along with such qualitative research, a review of the literature will allow me to gain further insight into the political, economic, and ideological context in which the organic farming movement has developed.

This project is intended to complement the learning I have done in the classroom with practical experience and application. First, this will allow me to further explore a particular area of environmental sociology. Having taken an introductory course in environmental sociology, I was able to experience the wide range of topics open to sociological inquiry into this area. However, as is the case with many introductory courses, the great breadth sacrifices any chance of real depth. This project, however, will allow me to investigate an environmental issue with a degree of intentionality not possible in the classroom. Likewise, this semester I will be finishing a course in sociological research methods. This Advanced Study Grant opportunity will allow me to almost immediately move from learning research methods to practicing them. Finally, in many of the sociology courses I have taken there have been provisions for small research projects. However, because of the time constraints, qualitative methods of research, such as participant observation, have not been an option. Rather, these projects have been limited to small surveys. The greater time frame which the summer provides will allow me to explore this method for the first time.

Along with building on the past, this project will also prepare me for the future. I hope to pursue a graduate degree in sociology, so this Advanced Study Grant will provide me with unparalleled preparation. I will be able to undertake a participant observation study which will provide me with many skills I will need to succeed in the field. Further, since this project is in an area I am truly interested in, such research may also serve as a building block for future research endeavors. I hope to devote my life to sociological inquiry, and this project will serve as an exciting first step towards that goal. In this sense, it will be a truly unique opportunity. For this

project, I am seeking support in the amount of \$1000. Since housing will be provided on the farm, this funding will be used for food, books, and other supplies. In the end, this project will result in paper addressing the findings of the research.

One year ago, I was practically told that undergraduate student research was not worth pursuing. Today, I have the amazing opportunity and privilege of proving that this is not the case. Through the support of an Advanced Study Grant, I will be able to conduct a participant observation study of how environmental ideology shapes the practices of a small organic farm. Although it sounds incredibly cliché, one of my goals for this project is to grow as a person. Coming from a suburban background, I have had little direct experience of agriculture. While I grow a beautiful summer vegetable garden, this is nothing like farming. As a result, I often find myself wondering how I could ever think of theorizing about agricultural issues as a sociologist without first experiencing them. Along with building on my past academic work, this apprenticeship will help me, even in a small way, to enter into the world I hope to study. This is the type of research which is “exploratory” in the best sense of the word.

Proposed Budget

Living Expenses: \$500

Although housing is provided, food and other necessities will be needed

Transportation: \$200

This is to cover the cost of gas for driving to and from my home in New Jersey to the farm

Books: \$150

In order to carry out a review of the literature while on the farm, books will be necessary

Supplies: \$150

These will include notebooks, copying, and equipment such as a tape recorder

Total Expenses: \$1,000



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Last Name: Gross	First Name: Adam	Initial: D
Title of Project: The Iklaina Archeology Project: A Hands-on Approach to Classics to Support Participation in an Archeological Dig in Greece		
Select the category that is closest to the subject area of your proposal: <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Humanities</div>		
Faculty Sponsor: Prof. Gail Hoffman		Funds Requested: \$ 5,390

Your Class Year: 2012	School: Arts & Sciences	BC ID:
Majors:	1. Classics	2.
Minors:	1.	2.

Local Address:	
Local Phone:	BC Email:
Permanent Address:	

As I attempt to plan out my future both here at Boston College and beyond, I continually come back to the same place: antiquity. Being a Classics major has opened my mind's eye to the vast world that existed long before me. Each and every time I think about the research I will conduct over the upcoming years, realize that I need practical, hands-on experience. For this reason I plan on participating in the Pylos-Iklaina Archaeological Project in the area of Messenia, Greece.

When I first came to Boston College, I knew I wanted to study both classical languages and the histories and cultures in which they flourished. I have continued my study of Latin at the highest-level and begun my study of ancient Greek, and as a result of Boston College's Classics department's intimate classroom setting and extraordinary curriculum I have a stable foundation upon which I will be able to continuously build. Although this intense study of the languages has allowed me to gain a fairly general base of the cultures through numerous analysis of primary sources in their original form, I have realized that I can only truly envelope myself in the places and customs described in the literature by actually visiting, scrutinizing and dissecting the places themselves.

The Pylos-Iklaina Archaeological Project would allow me to gain invaluable experience of the landscapes and cultures in which ancient Greek flourished. While participating and helping with the dig I will gain knowledge in areas that I have never been exposed to, but always been interested in. I will learn the proper techniques for classical archaeological excavation including how to identify and date pottery shapes and catalogue important ceramics and artifacts. The archaeological skills that I will obtain through this trip are complimented with evening lectures on Greek history, literature, archaeology, art, and culture. We will also travel to famous and historically important sites and museums around the area including the Palace of Nestor, the famed leader and mentor of the Trojan War, Mycenae, the home to Agamemnon, and ancient

Olympia, home to the original Olympic Games.

I have been in contact with the director of the program, Dr. Michael Cosmopoulos, over the past two months. He has reserved a spot for me to attend and participate for three weeks this summer from June 18th to July 8th, pending my receipt of this grant.

Participation in this project will broadly influence my studies. First and foremost, my background in Greek culture, history, art, and archaeology will be augmented immensely positively aiding my language study in the future. The general time period for the excavations considered Mycenaean, the same time period in which the Trojan War occurred. When I read the Iliad and Odyssey in Greek for the first time (I have read both in English already), I will have direct and personal experience of the time period to elucidate a more accurate understanding.

Before I spoke with Professor Hoffman about potentially going on an archaeological excavation, I viewed classics and archaeology as two distinct fields. I have now come to realize that they are very much intertwined. My eyes have been opened to this field in a new way, and it has rekindled my passion for classical studies. I have come to view archaeology as a way to contemporarily apply my skills in classics and ancient languages. It is a field I have started to seriously consider for my future, and this program will do two things for me in this regard. I will find out if archaeology is a path I want to follow to complement my current studies, or if I will stay with the literature itself. It will also give me priceless field experience, which will help down the road.

Participating in the excavation will greatly enhance my studies overall. I will learn and obtain skills that I am not able to on campus. I will keep a journal of everything I learn for future reference. I plan on studying abroad at the Intercollegiate Center for Classical Studies in Rome my junior year, and this excavation coupled with that semester will allow me to have the firsthand knowledge of both ancient Greece and Rome that is necessary for the developed and

intense research I will conduct later in my academic career.

Finances:

Program Fees:..... \$2,790.00

Includes housing, all meals, entrance fees to archaeological sites and museums, transportation to and from dig sites and museums, health insurance, archaeological support. (The program is taking a bus from the Athens airport to our dig site, so I have no cost for getting to and from the airport.)

Auditing Fees: \$1,500.00

There was a choice of two costs: auditing or tuition. I choose auditing since they were essentially the same, and I was not opting to take this as a course for credit.

Airfare:..... \$1,100.00

This was the cheapest roundtrip airfare I could find to Athens. It has a few stops along the way, but that allowed me to find a cheaper flight.

Total Cost: \$5,390.00

I understand that my proposal is asking for more funding than what is normally given, but if I were to receive around half, I would be very grateful and would meet the remaining costs myself.



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Last Name: Hadshi	First Name: Catherine	Initial: A
Title of Project: Learning Walloon: A Study inot Belgium's Dying Language		
Select the category that is closest to the subject area of your proposal: <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Language Study</div>		
Faculty Sponsor: Michael J. Connolly		Funds Requested: \$ 2,120

Your Class Year: 2011	School: Arts & Sciences	BC ID:
Majors:	1. Linguistics	2. Philosophy
Minors:	1.	2.

Local Address:	
Local Phone:	BC Email:
Permanent Address:	

I have recently changed my primary major from philosophy to linguistics, and in doing so ignited an intellectual fire in me I had no idea existed. It is with all the intensity of this new calling that I am requesting a grant to learn Walloon in Belgium this summer and begin compiling a collection of poetry, songs, and stories in the language.

Why Walloon? My interest in the language is twofold. My first motivation is an entirely academic, fiercely theoretical fascination with language and its structures. The prospect of learning a language that is classified as endangered—and whose linguistic tradition is, indeed, almost entirely oral—is both personally exciting and academically important. Like so many other dialects of the world today, Walloon has recently been the subject of efforts to preserve and revive its dying traditions. Without a diverse body of evidence, it becomes nearly impossible to conduct valuable cross-linguistic research; seeking to learn endangered languages preserves not only the cultures and identities associated with those languages, but also the invaluable richness of syntactic and morphological study that they provide.

Walloon is even more important to me because of my heritage. My mother is Belgian, and raised me to speak, read, and write French fluently. Yet while her mother knows Walloon, she herself was never able to pass it on to me; I cannot help but look upon this as a void in my cultural history. Learning Walloon would be of great value to me academically, allowing me to collect research for what will likely evolve into my senior honors thesis, but—perhaps more importantly—it would also bring an incredible new dimension to my cultural identity. I long to understand what my grandmother speaks with her sister, just as much as I long to understand why that very language should have its particular phonetic and syntactic qualities.

My proposed project is thus a six-week study into Walloon, during which time I will seek primarily to learn the language, focusing especially on phonetic structure and grammar. For this purpose, I have already contacted numerous individuals in Belgium, via email, who would be willing to help me. The first of these is Professor Françoise Lempereur, who is currently working on her doctoral thesis at the Université de Liège, studying the dialect of Walloon that

exists in a small community in Wisconsin. The second is one Jean-Marie Gervy, a member of a Walloon society who has already forwarded me some transcriptions of Walloon poetry and offered me lessons in Walloon, should I be able to travel to Belgium. The outpouring of interest and help from these two individuals—and several others, also members of small Walloon societies—has been astounding. The few speakers of Walloon who remain, it seems, are intensely proud of their language and wonderfully willing to share it with others.

Although my primary goal in Belgium will be to learn as much of the language as I can through the help of Mr. Gervy's tutelage, I also hope to begin phonetically transcribing the poetry and songs that make up Walloon's rich oral history. I intend to use both personal and professional connections in order to accomplish this part of my project: personal, through my grandmother; and professional, through Professor Lempereur. Both of these individuals have offered to put me in contact with Walloon speakers who would be willing to speak with me in and about their language. I have started the IRB Training course for this part of my project, since interviewing individuals qualifies as "interacting or intervening in any way with other human beings;" although I am not yet certified, I intend to be so within the week after ASG's deadline.

While in Belgium, I intend to find lodging through my extended family. I have several options open for this: an uncle who lives in the heart of Brussels, a great-aunt in Mons (where a dialect of Walloon is still spoken), and even a cousin living in Louvain-la-Neuve, a university town. All of these individuals would be willing to grant me housing during my stay in Belgium, and will most likely provide useful resources as well—access to a university library, for instance. However, regardless of which location I choose, I will need funds to take the train from one city to the other. Liege, Brussels, and Louvain-la-Neuve are all readily accessible by public transportation, which I will naturally have to take advantage of, since I cannot legally drive in Europe and would have, furthermore, no consistent access to a car.

This project fits perfectly into my academic plans; it will afford me the opportunity not only to learn a new language—something which is always welcomed by linguistics majors—but also to learn how to conduct serious academic research. I am thrilled at the idea of being mentored by Professor Lempereur, who has herself already traveled much of the path I am hoping to take. I feel that my plans for graduate study in linguistics will be strongly aided by this project, which requires not only intensive language study, but also the discipline and organization that necessarily comes with any self-made project. In addition, traveling to Belgium will not only grant me the opportunity to learn a language that is, for all intents and purposes, inaccessible in the United States; it will also give me the chance to be a part of a global movement to save dying languages across the world. This project is much more than a foundation for my senior thesis at BC. It is a personal exploration, a cultural learning experience, and a part of the greater race to save Earth's endangered languages.

Proposed Budget:

Roundtrip Airfare.....\$1,000

- Covers one round-trip ticket from Washington DC, to Bruxelles, Belgium sometime between early June and mid/late July
- Tickets range from \$950 to \$1,300, but my dates of departure are somewhat flexible

Train Fare\$720

- Covers one month of unlimited train travel in Belgium; necessary for commutes between cities
- Comparative price of two train tickets per day (=one round trip ticket) every day for one month: \$810

Housing and food\$400

- Covers reimbursement for relatives

Total Budget: \$2,120



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Last Name: Kennedy	First Name: Kristen	Initial: C
Title of Project: Intersection of State and Faith: Government Assistance to Faith-Based Non-Profit Organizations		
Select the category that is closest to the subject area of your proposal: <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Social Sciences</div>		
Faculty Sponsor: Prof. Kanji Hayao		Funds Requested: \$ 400

Your Class Year: 2011	School: Arts & Sciences	BC ID:
Majors:	1. Political Science	2. Theology
Minors:	1.	2.

Local Address:	
Local Phone:	BC Email:
Permanent Address:	

In the summer following my sophomore year, as I begin to connect the diverse range of my academic and extracurricular interests, I seek to employ my fascination with those areas in which religion and government intersect. With this ambition in mind, I propose a research project examining the effects of government assistance to faith-based non-profit organizations.

While I have long recognized my affinity for both government policy and faith-based social justice work, the recent confluence of these two interests has marked the beginning of an exciting journey in my academic life. I entered Boston College as a political science major, fascinated with the American political system and hoping to gain an ability to affect positive social change. By the beginning of my sophomore year, I had discovered an equal penchant for religious perspectives on ethics and social justice. I decided to add a theology major, and have since studied religious and ethical understandings in Hinduism, Christianity, and African Christianity. Outside of the classroom, I have volunteered with organizations ranging from the American Civil Liberties Union of Indiana to a faith-based hunger relief organization, all seeking to use government or religion for societal improvement. Recently, I have discovered that my greatest curiosities lie in those areas in which these two institutions come together. I have participated in activities, including the School of the Americas protest and the Student Advisory Panel of the Boisi Center for Religion and American Public Life, which use or examine the use of religion as a factor in policy-making. Academically, I am currently studying moral issues in American politics in the course American Culture War. I am also making plans to study state use of reconciliation theology during my time abroad in Uganda. My research this summer will continue to pull together these areas of interest, examining how government and religion and work together toward a single goal of community improvement.

The research project will be centered on the questions of how the state and faith-based organizations interact and how the organizations are impacted by this meeting. With the intention

of completing this project, I have committed to a full-time, unpaid internship at the state Office of Faith-Based and Community Initiatives (OFBCI) in Indianapolis, Indiana. The duties of my internship will include a comprehensive examination of the state's interactions with and assistance to faith-based and community non-profit organizations. I will study the functionality of the OFBCI and its relationships with non-profit organizations and other state offices. At the end of my internship, I will submit a report on my findings, including recommendations for reforming the Indiana state system related to faith-based and community organizations.

Outside of the internship, I will conduct research examining the effects of state assistance to non-profit organizations, focusing on how these organizations have changed in their effectiveness, clientele, and mission as a result of government funding and interaction with the OFBCI. I will conduct six case studies, traveling to multiple areas within Indiana to examine a variety of faith-based organizations in their local communities. I will interview leaders of these organizations and, where possible, collect data on their services and budgets in an effort to determine how these organizations have been affected by state policy and assistance. Of particular concern is whether government regulations and restrictions affect the organizations' ability to carry out the entirety of their mission, provide previously provided services, or fundraise effectively.

Working in Indiana presents an opportunity to study non-profit organizations that serve both the urban Indianapolis area and rural communities. I hope to make use of this diversity by examining three rural and three urban faith-based initiatives receiving government funding, each with different aims for community improvement. Thus far in my research process, I have made contact with two such organizations: a legal clinic and a tutoring program for homeless children, both in Indianapolis. In establishing other contacts, my status as an OFBCI intern will privilege me to information on and connections to the Indiana faith-based non-profit community.

Additionally, my eight years of experience in working with Indiana non-profit organizations, including a domestic violence shelter, an adult literacy program, and a hunger relief organization, provides me the advantage of pre-existing relationships that will aid me in completing my project. By the end of the project, I will have integrated the experiences of the internship and independent research into a far-reaching understanding of interactions between government and faith-based organizations.

The skills, knowledge, and experience gained from this research project will serve as an effective bridge from my past experience to my future ambitions. I will learn to apply methods of field research and data analysis essential to any serious study of government and social justice issues. Most immediately, these skills will be instrumental in completing a research practicum during my time abroad in Uganda and in researching for and writing my senior thesis, which I hope to write on state utilization of theology following a common experience of social injustice. Beyond graduation, I hope to shape government policy toward religious organizations and society in general, whether from inside the government or from a faith-based organization. The skills I gain from my critical examination of and participation in these institutions will be instrumental in helping me to achieve these goals.

My project fulfills an academic and extracurricular passion which exists at the intersection of religion and government, particularly where the two come together to address moral and social issues. While I do not yet know exactly what expression this interest will take in my future career, the skills I acquire in the course of this coming summer will certainly aid me becoming the researcher and policy-maker that I aspire to be.

Budget Summary

Transportation:

Daily transportation to and from internship with the Office of Faith-Based and Community Initiatives (30 mile round trip) for 15 weeks \$225

Travel to communities throughout Indiana to conduct research on faith-based organizations receiving state funding \$75

Lodging:

Hotel expenses for travel to communities of significant distance from permanent residence in Indianapolis \$50

Research Supplies:

Funding for supplies used to conduct interviews and gather data. May include items such as a tape recorder, tapes, notebooks, and printing and copying costs \$50



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Last Name: Panichello	First Name: Matthew	Initial: F
Title of Project: Computing the Experimentation of the Mind: Summer Study in the Computer Science of Cognitive Neuroscience		
Select the category that is closest to the subject area of your proposal: <div style="text-align: center; border: 1px solid black; padding: 2px;">Math / Natural Science</div>		
Faculty Sponsor: Hiram Brownell		Funds Requested: \$ 2,930

Your Class Year: 2011	School: Arts & Sciences	BC ID:
Majors:	1. Psychology	2.
Minors:	1.	2.

Local Address:	
Local Phone:	BC Email:
Permanent Address:	

I have always been intrigued by consciousness. It is strange to think humankind has explored the furthest corners of the earth and begun to probe the depths of space, but has only begun to scratch the surface of how the experience of self-awareness that defines our very being arises. I appreciate philosophy for its heroic wrestling with this topic, such as in Aristotle's *De Anima*, bio-psychology, and neuroscience in particular, holds a special attraction by allowing these once intangible questions to be examined empirically by the rigor of the scientific method. This summer, I propose to take coursework at Columbia University designed to provide an introduction to computer science and teach students the programming language MATLAB, while applying and expanding on this knowledge via an internship at the neuroscience lab of Dr. Tor Wager, honing scientific skills that will prepare me to tackle fundamental questions only a short time ago relegated to the philosophical realm.

Upon arrival at Boston College, I quickly discovered the neuroscience concentration in the psychology department, which combines my interests in hard science and the workings of the human mind. In addition, I was determined to take the Western Cultural Tradition course series, and successfully interviewed into the A&S Honors Program. Although I had resolved to be a science major, it was important for me to continue wrestling with life's great philosophical questions which had in fact inspired me to science. I firmly believe that I will be a better neuroscientist because I have studied the great thinkers of the past, scientists and nonscientist alike.

However, researchers do not live on abstract thought alone; all investigators must formulate concrete ways of putting their often abstract hypothesis to the test. I knew that it was important for me to gain research experience in the psychology lab of a faculty member; only then could I learn how the theories that I had studied in my introductory psychology courses had been practically examined and supported. Thus resolved, I applied to be a research assistant for faculty psychology professor Dr. Lisa Feldman Barrett. Since the summer following my freshman year, I have worked part-time at Dr. Barrett's affective neuroscience lab at Massachusetts General Hospital, gaining experience in all aspects of the research process, from screening participants using neuropsychological tests to learning how to process the complex output of the MRI machines used in brain scanning.

The single aspect of this work that has struck me the most is that practical challenges do not just share the floor with theoretical questions in science; they take up the lion's share of the time. This has not been a deterrent to my interest; researchers are only as good as the creativity and skill with which they are able to implement their research designs, and there is a certain intellectual satisfaction to learning how to use all of the latest tools and technology to test a

hypothesis or analyze data more effectively in a way not before possible.

It is this point which drives me to enroll in Columbia University's six week summer course, "Introduction to Computer Science and Programming in MATLAB," and to intern at Dr. Wager's laboratory. I have completed my introductory science courses at Boston College and will spend my remaining scholastic energies in upper level distribution and elective courses. However, I have just begun to gain exposure to array of the practical skills I will need to be an exceptional scientist through my research assistantship. Now is the perfect time for me to begin developing these skills at a more intense level as I simultaneously advance in learning the theories of my discipline through my coursework.

One such skill is becoming fluent in MATLAB, a high level computing language with far reaching applications in neuroscience. MATLAB is the basis for the computer program SPM (Statistical Parametric Mapping), a statistics and analysis package used to process data obtained using functional Magnetic Resonance Imaging (fMRI), Electroencephalography, and Magnetoencephalography, three workhorses of cognitive neuroscience. Most users of SPM are not fluent in MATLAB and thus do not even completely understand how the program manipulates their hard-earned data. By being able to understand and manipulate the code underlying this widely-used program, I will be able to understand, process, and analyze experimental data better than the average researcher working in the field. Additionally, MATLAB can be used to program computer-based experiments, a common component of neuroscience studies, in a more versatile manner than experimental design packages designed to be friendly for non-programmers.

The universal MATLAB skills I learn in the classroom will receive immediate reinforcement in an applied neuroscience setting via my simultaneous work in Dr. Wager's lab. Dr. Wager studies cognitive control using fMRI techniques, and is a leading innovator in fMRI analysis. During my time at Columbia, I will have the opportunity to immerse myself in the research of his lab. In addition, Dr. Wager has arranged for me to receive special training in how to use MATLAB to visualize fMRI data for presentation in publication, an exceptional opportunity simply not ordinarily provided to undergraduates, made possible only because Dr. Wager is a frequent collaborator with Dr. Barrett's Interdisciplinary Affective Science Lab. These skills will provide an excellent set of tools as I develop and execute a senior thesis, allowing me to design an experiment, analyze my data, and present the results with extreme sophistication.

Looking further down the road, the solid grounding in computer science my summer coursework will provide will aid in my goal of executing a Fulbright-funded stay with the lab of

Dr. Henry Markram at the Brain Mind Institute in Switzerland. Dr. Markram is combining intensive computational and biological techniques to create a detailed functional computer model of the neocortex, the portion of the brain thought responsible for higher thought. This project thus falls directly in line with my interest in the intersection of mind and brain. By cultivating a firm base in the principles of computer programming this summer, I will be better prepared to learn the computational methods practiced by Prof Markram's lab during my time there, as well as the countless other new software technologies that will emerge as the field continues to progress technologically.

Thus, this summer immersion in some of the key practical skills of neuroscience will be an unique and fruitful endeavor, acquainting me with the tools necessary to bring the abstract idea of consciousness analysis, while also allowing me to forge a relationship into the realm of experimental with a distinguished researcher in the world of neuroscience outside the realm of Boston College.

Proposed Budget

Columbia University Associated Costs:

Summer Session Tuition \$2,750

University Facilities Fee (required of all summer students) \$ 135

Travel:

Roundtrip Bus Fare (Greyhound bus to and from New York)..... \$ 45

Total..... \$2,930



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Last Name: Wheelwright	First Name: Katya (Katharine)	Initial: R
Title of Project: Disease Prevention Educational Program and Clinical Work in the Kibale National Park Region of Uganda		
Select the category that is closest to the subject area of your proposal: <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Medical / Health Care</div>		
Faculty Sponsor: Prof. Colleen Simonelli		Funds Requested: \$3,305

Your Class Year: 2012	School: School of Nursing	BC ID:
Majors:	1. Nursing	2.
Minors:	1. French (possibly)	2.

Local Address:	
Local Phone:	BC Email:
Permanent Address:	

Project Proposal:

From a young age, my parents made it clear to me that there was a whole world outside of the small, primarily white town I grew up in. They taught me to reach out to those in need, not only here in the United States, but also across the globe. With the Advanced Study Grant, I would be able to continue to make this possible by providing health care support and education to Ugandan schoolchildren, while developing skills as a nurse, a caregiver, and a leader.

In the Fall of 2006, I learned about the Kasiisi Project, a non-profit organization that supports schoolchildren living near Kibale National Park in rural western Uganda, East Africa. The money is used to build schools, fund scholarships, and promote education. Over the course of three years, I raised over a total of \$2,800 for the project. The first \$1,800 went towards a scholarship for a teenage boy, so that he could complete his final year of secondary school, and towards the construction of new school buildings. In my senior year of high school, I ran a book drive during which over 300 new and used books were collected and \$1,000 was raised.

This past June, I was given the opportunity to travel to Uganda, where I personally handed over the 300 books and an additional 700 books purchased with the money collected. I was able to meet the student I sponsored, and who I continue to sponsor with the help of my family, as he completes his university studies. During my three weeks in Uganda I volunteered at the Kasiisi Primary School for two weeks and went on a one-week safari, exploring this beautiful country.

The true beauty of Uganda, however, is not the wildlife. It is the people. Upon returning to the United States, I vowed to return someday and use my medical knowledge from nursing school to help care for these schoolchildren. The Advanced Study Grant would help make this goal a reality.

I wish to carry out a disease prevention educational program for the group of schools in western Uganda that the Kasiisi Project supports and that I visited this past summer. The basis of the program is disease prevention through basic health and hygiene education, which will include, but is not limited to, hand washing and basic first aid.

I am a nursing student in the Connell School of Nursing, and although I have not had any clinical experience yet, I have learned that nursing is not always about caring for the sick. It is also about helping to keep individuals healthy and preventing illness. For example, here in the United States the importance of hand washing and basic first aid is common knowledge, but in Third World countries, this is not the case. In Uganda, a lack of a convenient supply of clean water and the high cost of soap prevent hand washing from being the easy option it is in developed countries. Band-aids and disinfectants are too expensive for most families. With my

health education program, I will have the opportunity to teach rural schoolchildren two easy ways to prevent the spread of disease and infection: by washing ones hands after using the bathroom, using, if necessary, locally available soap substitutes such as ash, and by making sure to wash and cover wounds to protect them. By not washing ones hands, germs can spread quickly and easily, and fecally-transmitted diseases and parasites are a leading cause of death and failure to thrive in Uganda. Neglecting even the smallest cuts and abrasions can result in disabling infections that are potentially life-threatening. Making sure that wounds are cleaned and protected can help save a life. This program will teach these children the reasons hygiene is so important in a way that makes sense to them and will hopefully stay with them for the rest of their lives.

In order to maximize the success of this project, I will be working with a local clinic, which is involved in health education outreach as well as first-stage medical care. The program will include going into the school(s) and doing activities with the children. For the younger children, this will entail coloring activities and demonstrations. These methods will be most effective with this age group because of the language barrier. The children do not start learning English until our equivalent of fourth grade. These activities will work with the older children, but I can also add discussion to the program for them. The purpose of these activities is to teach these children about basic health and hygiene through games. While in Uganda, I would also be able to spend time working in the clinic. I would get the opportunity to see what medical care in a third world country is like. Over the course of three weeks, I would develop my nursing skills, as well as expand my medical knowledge. This experience would enable me to return someday and work for a full summer in the clinic.

I have already arranged for housing, transportation, and food through Elizabeth Ross, the director of the Kasiisi Project, who I have developed a strong relationship with through my involvement with the organization. I would be staying on a biological research field station just outside of Fort Portal and not far from the schools. The clinic is also aware that I may be coming. My work at the clinic would be under the direction of Professor Colin Chapman of McGill University.

Should I receive the grant money, I would be given the opportunity to develop the skills I need to be a better nurse. Learning to manipulate care to fit the culture of the patient(s) is an essential aspect of this profession. This is emphasized by Madeleine Leininger's cultural care and diversity theory. The experience would help me learn to deal with language barriers and individuals of very different cultural backgrounds. Carrying out my educational program would help me develop leadership skills and clinical, care-providing skills. My work in the clinic

would do the same.

Upon my return, I plan on sharing my experience with my peers. I think it is important that I use what I learn to help others become better nurses as well. The Advanced Study Grant would allow me to make a difference in the lives of many people and an incredible difference in my own personal and professional life.

Proposed Budget:

I. TRAVEL

- Roundtrip Airfare (tentative dates July 18 -Aug 9) \$ 2,065
(incl. taxes) Boston to Amsterdam, Amsterdam to Entebbe - Northwest Airlines
- Bus (from Entebbe to Fort Portal) \$ 40
- Boda'bodas (transport to and from schools) \$ 200 (\$15/day)
Note: This will most likely be reduced because some of the schools are within walking distance and because the clinic is within walking distance.

II. EXTRA COSTS

- Park Entry Fee \$ 100
This fee is required to enter into Kibale National Park.
 - Accommodation and food \$ 800 (\$ 40/day)
This is for housing and food on the field station.
 - Supplies (art supplies, hand sanitizer, adhesive bandages, antibacterial cream, toilet paper, medical gloves donations
- TOTAL AMOUNT:\$3305

Please note that I will need at least enough funding to buy my airplane ticket in order to carry out the project. Also, I may decide to extend my trip an extra week, should I find it necessary.

Kasiisi Project:
www.kasiisiproject.org

Prof. Colin Chapman's Kibale Health and Conservation Project:
<http://www.arts.mcgill.calantho/chapmanfiles/CWeb/Clinic/index.html>



BOSTON COLLEGE
UNIVERSITY FELLOWSHIPS COMMITTEE

ADVANCED STUDY GRANT

SUMMER 2009

APPLICATION COVER PAGE

Instructions:

- Fill in the information required, directly in this Cover Page document.
- Print the filled-in Cover Page.
- Staple the printed Cover Page to your application.

Last Name: Wimperis	First Name: Tedd	Initial: A	
Title of Project: <i>De Recuperatione Ptolemaidæ</i> : Translating a Poetic Narrative of the Third Crusade			
Select the category that is closest to the subject area of your proposal: <table border="1" style="margin: auto;"><tr><td>Language Study</td></tr></table>			Language Study
Language Study			
Faculty Sponsor: Michael J. Connolly	Funds Requested: \$ 700		

Your Class Year: 2011	School: Arts & Sciences	BC ID:
Majors:	1. Classics	2.
Minors:	1. Theology	2.

Local Address:	
Local Phone:	BC Email:
Permanent Address:	

Proposal and Description

The historical poem *Liber de recuperatione Ptolemaidae*, also known as *De Expugnatione Civitatis Acconensis*, is thought to have been composed between 1191 and 1194. Its subject is the Third Crusade, its scope spanning from Saladin's invasion of Syria in 1187 to the capture of Acre by King Richard I in 1191. As both an historical chronicle and a work of poetry, the *Liber* attracts interest on multiple levels: the events and dates described in it are remarkably factual, and the verse narrative is enriched by vivid accounts of the crusaders' experiences and the sweeping, panoramic treatment of its subject matter. Yet in spite of its merit, to the best of my knowledge the *Liber de recuperatione Ptolemaidae* has never been translated into English. Nor has it been the subject of any detailed study for more than a century. My proposal, then, is to prepare such a study, including both a full English translation of the Latin and a critical review of the historical and literary aspects of the work. The proposed edition would not only provide a modern appraisal of its place in the literature and history of the Crusades, but also open up the poem to a much wider audience through translation.

The *Liber* consists of 896 Latin hexameters divided into sets of four rhyming verses. The poem has come down to the present day through three manuscripts which vary in their completeness, and present some discrepancies that would call for editing on the part of the translator. Owing to the passage of time or its apparent lack of translation into the vernacular, the poem has unfortunately fallen into obscurity. Even Christopher Tyerman's recent *Eyewitness History of the Crusades*, a comprehensive collection of contemporary accounts from the period, does not mention it, let alone include it. Yet in every source I've found that discusses the poem, its quality has been praised, and my own reading of it has, in my mind, only confirmed its value.

My desire to work on this poem stems first from my passion for Latin literature. In high school, I started to take an intense interest in Roman history and philosophy, and began studying

Latin in order to read my favorite authors in the original. As I gained proficiency, I found it immensely rewarding to interpret and understand the actual words of the writers in their own language. I felt as though it brought me as close as possible to the authors' own times and circumstances, and the work of translation became a sort of communion with the ancient past, just as it is for me today.

I continued my study of Latin into college, becoming a Classics major. Last semester I took an advanced reading course in Cicero, and Christian Latin with Professor Michael Connolly. During this last year, as my study of Latin became more advanced, I felt an increasing desire to undertake a project that would reinforce and take further what I learned, and had the idea to prepare a full translation of a large Latin work. I had already done a similar project to retain my knowledge of German with an epic on Cyrus the Great from 1759. I spent time in first semester looking for a possible subject, and over Winter Break I discovered a brief write-up about the *Liber de recuperatione Ptolemaidae* in F.J.E. Raby's *History of Secular Latin Poetry in the Middle Ages*. From there I located a copy of the full text.

As I started studying the *Liber*, it immediately appealed to me. I have always had a keen interest in the Crusades era, which I find not only fascinating and exciting on its own terms, but also increasingly relevant to our time. Additionally, on the literary side, I am especially interested in the genre of historical narrative poetry, specifically the ways in which such works capture the intersection of poetic imagination with historically momentous events.

Undertaking this project would offer many ways to increase my experience and knowledge. Preparing a full translation of a Latin work is a sure way to further my ability with the language itself, as well as to acquire critical reading skills that will be valuable both within my major and in independent study. Additionally, since most of my experience up to now has been with Classical Latin literature, the *Liber* presents me with a chance to gain more familiarity with

Medieval Latin, and to explore all of its unique features and challenges. Also for academic purposes, I look forward to being able to sharpen my research skills and facility with reference and source materials. Preparing the edition I have in mind would involve tracking down several texts, processing the information they contain, and synthesizing all of my findings; for future academic pursuits both inside and outside of the classroom, proficiency in these areas would be invaluable.

I plan to work on this project primarily at my home in Connecticut, as it will require no cost to stay there. It is also within driving distance of places where I plan to do additional research, especially Boston College and Yale University. My intention is to work throughout the summer, devoting a significant amount of time to the project each day with an eye to completing it by the summer's end. In terms of budget, expenses are expected to fall under two categories: materials I will need to purchase, and travel expenses involved in acquiring resources and conducting research at libraries away from home. The largest single expense will be a comprehensive Latin dictionary essential for translating. Other anticipated expenses are fuel and meals when traveling, costs for lodging during extended stays in Boston to do research, and the last in-depth study of the *Liber*, published by Paul Riant in 1865.

To undertake this effort would be a dream come true, as it combines the majority of my interests into one project that would be ideal both in the short and long-term. Good luck in all of your decision making, and thank you for your time and consideration.

Proposed Budget

Material expenses:

Although I will be using more materials than just these two books, I can obtain the rest from libraries at no cost.

-Oxford Latin Dictionary.....\$280
-Riant's *De Haymaro Monacho*.....\$70

Traveling expenses:

These estimates provide for three trips to Boston and two overnight stays.

-Fuel and Meals.....\$200
-Lodging (2 nights).....\$150

Total Cost: \$700