A. Thesis Topic and Outline

1. Thesis: China continues to gain global power and influence and has become a hotspot for international business. Yet China is culturally unique and many foreigners believe there is an art to networking, negotiating business transactions and cooperating with Chinese businesspeople. Popular business literature identifies common complaints and issues that arise in Chinese-foreign business interactions and instructs foreigners how to handle these interactions successfully. How well does this literature describe the real situation that people experience in China, both in networking experiences and in the workplace? How do the perceptions of Chinese and foreigners compare and how does each group understand the adjustments and efforts being made by both sides?

2. Brief Outline:

   a. Chapter 1—Introduction: The purpose of this chapter is to describe my own motivation and reasoning for choosing this topic and to explain why I feel it is a very relevant and critical topic. I also will introduce the questions that my thesis will ask and answer.

   b. Chapter 2—Chinese Corporate Culture: What Are Foreign Businesspeople Being Told?: The purpose of this chapter is to identify common complaints and issues that come up in popular business literature about doing business in China. I will give a brief review of this literature and will discuss the need for and abundance of such instructional materials.

   c. Chapter 3—Formal Chinese Social Networking Practices and The Role of Foreigners and Foreign Organizations: The purpose of this chapter is to describe formal, face-to-face Chinese social networking practices, how they are unique, and how foreigners adapt to and are incorporated in those practices. It also will analyze how the American Chamber of Commerce operates in Shanghai and how it has adapted to Chinese culture. I also will discuss my own experience with social networking in China.

   d. Chapter 4—Comparing Perceptions: Chinese vs. Foreigners: In this chapter, I will analyze and compare Chinese and foreign perceptions of the issues involved in working with one another. I then will evaluate each side’s understanding of the adjustments and efforts being made by both parties in order to communicate effectively and conduct business successfully.

   e. Chapter 5—Conclusion: This chapter will answer my initial research question of how well the literature on business culture and doing business in China actually describes the real situation. I also will analyze how well the literature fits with the perceptions of Chinese working with foreigners and of foreigners working with Chinese. Finally, I will discuss possible implications of my research for foreigners working in or with China.

B. Sources, Research, and Courses

3. Key Sources: As the starting point for my research, I will read popular business literature about doing business in China. I will use this literature as the standard against which I judge real experiences. Much of my information will come from first-hand experience
and interviews conducted during my summer research project in Shanghai, China. I have included a bibliography of some preliminary sources for my advisors.

4. IRB protocol: After consulting with Dr. Fairley, my IRB faculty sponsor, I already have submitted my research protocol for my summer research project to the IRB review board. My application has been exempt from further review. My research during the 2010-2011 academic year will be based entirely in literature so no further IRB protocols will be necessary for my thesis research.

5. Summer plans for research and reading: Using funds awarded by the Dean Rusk International Studies Program and the George L. Abernethy Endowment, this summer I will spend eleven weeks in Shanghai, China conducting independent research. I will explore the impact of cultural differences on the social interactions between Chinese and foreign staff within a specific corporate culture and will analyze their perceptions of these differences and interactions. My research has two distinct parts. First, I will work with two foreign companies in Shanghai in order to examine the cultural interactions that take place and to see how Chinese corporate culture influences the companies. This opportunity to study two companies for several weeks each will allow me to investigate the interactions between foreign and Chinese corporate cultures within each one and to converse with both Chinese and foreign employees about their perceptions of these interactions. Second, I will investigate formal, face-to-face social networking practices in Shanghai and will conduct more interviews with both foreign and Chinese people working there. I will study the American Chamber of Commerce in Shanghai (AmCham Shanghai) and will explore the types of events it holds and promotes, the demographics of its membership base, and the resources it provides for its members and for the general public. I will visit AmCham Shanghai frequently and will attend all possible events. By making myself a constant presence, I hope to both observe and personally experience the networking that the organization facilitates. I hope to meet a number of people through this process and to set up individual meetings with them to learn about their experiences and perspectives. I also plan to read some popular business literature while in Shanghai in order to identify the common issues and complaints of foreigners working in or with China. This reading will help me to better understand the relevant issues and to narrow my interview questions.

6. Fall 2010 Courses:
   a. CIS 495 Thesis
   b. POL 332 Chinese Politics
   c. SOC 242 Globalization and Social Change
   d. CHI 401 or ECO 211 Introduction to Accounting

Spring 2011 Courses:
   e. CIS 496 Thesis
   f. ECO 211 Introduction to Accounting (if not taken during Fall 2010)
   g. Other course selections depend entirely on course offerings.

On my honor I have discussed this document and these plans with my CIS advisors.

Virginia A. Boone
Organizational Collaboration and Addressing the Health Needs of Latinas in DC

Thesis of my Thesis:
The lack of organizational partnerships among healthcare-based non-profits can cause problems when trying to address the health needs of Latinas in Ward One of Washington, DC. Organizational collaboration is a comprehensive way to help communities identify what needs to be done to reduce health disparities.

A Specific Aims
1. Discover the nature of collaborative relationships among selected organizations.
2. Measure which contributing factors of organizational collaboration are strongest/weakest.
3. Compose a document of recommendations on how to improve collaboration relations among the organizations in order to better address the health needs of Latinos in this community.

Outline of Thesis
1. Background and Significance
   a) Latina Health in DC vs. The US (major illnesses/ causes of death)
   b) Significance of Latina Health on the future
      -Demographics: Increasing Latino population
2. Factors affecting the health status of Latinas
   • Immigration policy
   • Uninsured status
   • Impact of economic downturn on non-profits providing health-related services
3. Organizational Capacity
   • What is it?
   • How it is measured
   • Using organizational capacity for health promotion
4. Scientific Questions/Hypotheses
   • 50% or more respondents of the survey will “agree” with the organization’s mission and purpose (Questions #3).
   • 50% or more of respondents of the survey will agree with the statement that “by working together members have coordinated activities to avoid duplication of service and efforts” (Question #5).
   • The more that each respondent collaborates with other organizations the more they will be likely to have strong community relations.
   • The more that each respondent collaborates with other organizations they will be more likely to have strong financial management.
   • The more that each respondent collaborates with other organizations the more they will agree with the community health assessment question.
   • At least 50% of organizations will do any political lobbying.
5. Research Design and Methods
   • I plan to mail a survey in May 2010 to 13 physical/mental health clinics serving the Latino community. These are represented among the Latino Federation of Greater Washington and a list of health organizations given by the District of Columbia Mayor’s Office of Latino Affairs. In order to ensure an adequate response rate I will pick up the surveys in-person and include a Staples gift card incentive once the survey is complete.

6. Results
   • Description of the sample
   • Descriptive statistics of the items in the survey
   • Correlations to address specific research questions

7. Discussion

8. Conclusion
   • Significance of Results
   • Ideas for future research

Part B.
This publication provides an overview of Latino health in Washington, DC. This publication is a result of “the first collaborative and community-based effort to gather and present comprehensive baseline data on D.C. Latinos’ health status, knowledge and access to care as an important toward improving Latino health in the District of Columbia” (2005, 1). There is abundant information on certain health issues that apply to Latinos as well as a section about how community-based organizations are helping to address the health needs for Latinos.

2. James, Cara V. et al ed. (June 2009). Putting Women’s Health Care Disparities On The Map: Examining Racial and Ethnic Disparities at the State Level. Kaiser Family Foundation. This publication details all of the health disparities that plague women the United States on the state and national level. This is important to my research because it gives up to date statistics for Latina health for Washington, DC compared with the rest of the United States.


4. De Vita, Carol J. and Fleming, Cory, ed. Building Capacity in Non-Profit Organizations. The Urban Institute, April 2001. This document provides a basis for the organizational capacity portion of my research. According to De Vita and Fleming, the five main factors of capacity building are “vision and mission”, “leadership”, “resources”, “outreach”, and “products and services” (De Vita and Fleming, 17). De Vita and Fleming explain how each of these factors is important and not exclusive of each other when trying to build capacity in an organization.

I have talked with my CIS advisors about IRB approval. I have obtained IRB exempt status since our last discussion. I plan to send out the survey to the organizations for my thesis research in the summer 2010. Upon completion, I will pick up the surveys in person at the corresponding organizations in order to start analyzing data. I will continue to read and prepare for thesis work in the fall. I plan to complete the literature review and start on the annotated bibliography. I have received the Kemp/Bank of America and Abernethy grant funding for my research.

Fall ’10: CIS 495 Thesis, CIS 397 American Health Care System, SPA 375 Latin American Women Writers, SOC 360 Medical Sociology

Spring ’11: CIS 496 Thesis, SPA 390 Special Seminar in Spanish, ECO 211 Intro to Accounting

On my honor I have discussed this document and these plans with my CIS advisors.

Brianna Butler
Paired-Pulse Stimulation of Entorhinal and Septal Afferents to the Dentate Gyrus

Thesis of my Thesis: The septum and the entorhinal cortex each exhibit afferents to the dentate gyrus (DG) of the hippocampus proper. The majority of septal afferents to the DG arise from the medial septum and terminate in the DG to form the septodentate (SD) pathway. In the intact brain, the majority of entorhinal afferents to the DG project ipsilaterally to form the perforant pathway; however, a small amount of entorhinal afferents project to the contralateral DG to form the crossed temporodentate (CTD) pathway. SD and CTD afferents have been observed to proliferate following the loss of perforant pathway afferents to the DG. My thesis will explore the interaction of the entorhinal afferents and septal afferents in their target, the DG, using a paired-pulse paradigm.

Outline:

The thesis will adhere to the following format: In the first portion of my thesis, the product of my research will be prepared according to the APA guidelines for a manuscript to be submitted to a peer-reviewed journal. The “manuscript” section will be written with the aim of addressing fellow members of the scientific community, specifically those colleagues in the field of neuroscience. The second portion of my thesis will be composed of a series of appendices that complement and supplement the “manuscript” portion. These appendices will provide supplementary scientific information relevant to the research conducted, explanations that make the “manuscript” portion more accessible to individuals outside of the scientific community, a description of the research findings’ relevance to the human condition, and further supplementary briefs that address the interdisciplinary nature of the thesis.

Title Page
Table of Contents
Preface and Acknowledgements

Manuscript Portion

I. Abstract
II. Introduction
III. Methods
IV. Results
V. Discussion
Appendices

I. Anatomy of the hippocampus and septal nuclei
II. Paired-Pulse paradigm
III. Neural plasticity
IV. Relationship of study to learning and memory
V. Interdisciplinary appendix – possibilities

Key sources: The primary source for most of the information presented in my thesis will derive from two years of research in the Ramirez laboratory on a project encompassing the majority of the data presented in the manuscript portion. The majority of the data will be obtained by me; however, the laboratory environment necessitates the involvement of other laboratory members at all levels of the project. Additionally, the results described in section a. of the manuscript results section were largely obtained prior to the start of my research; however, I did contribute to this data set and it largely forms the foundation for the comparisons I will be making in my thesis.

For the appendices, the majority my sources of information will be a synthesis of the peer-reviewed literature relevant to the topic.

Approvals: Care of rats and all procedures involving the animals was approved by the Davidson College Institutional Animal Care and Use Committee (IACUC) and will be conducted in accordance with the guidelines of the Animal Welfare Act.

Summer Research and Funding: The Davidson Research Initiative has provided $2,000 ($1,000 for 2009; $1,000 for 2010) in support of this project (in addition to a personal stipend). Additional funding for my research has been provided by NIH grant MH60608 and the Howard Hughes Medical Institute.

Coursework:

Fall 2010
1. CIS 495: Thesis
2. CHE 361: Biological Chemistry
3. LAT 201: Intermediate Latin
4. MAT 113: Calculus II

Spring 2011
1. CIS 496: Thesis
2. BIO 332: Functional Neuroanatomy
3. PSY 302: Psychological Research-Behavioral Pharmacology
4. ???
Callan Elswick
Latino Studies Major
Advisors: Matt Samson and John Wertheimer
May 5, 2010

Junior Year Outline Notes

For a General Academic Audience

1. My research is on the unionization of Latino farmworkers and their access to health care. My thesis will explore the experiences of Latino farmworkers, particularly migrants, from the 1940s to today, and document various ways in which American labor and health care policies have affected those experiences through the stories of laborers and volunteers. I consider these experiences through the lens of social history, particularly the histories of civil rights, immigration, social welfare policies, and labor movements of the 1960s and 1970s. By reviewing the mutual economic interdependence between the U.S. and Latin America and the impact of this interdependence on Latino workers (both documented and undocumented), I hope to understand how institutions such as labor unions and public health clinics have affected the identity, rights, and living conditions of Latino laborers in the U.S. during the past several decades.

2. My thesis will be structured into four sections:
   a. Bracero Program (1942-1964)
   b. Chicano Movement, United Farm Workers (UFW), and Medicaid (1964-86)
   c. Post-Immigration Reform and Control Act (1986-2001)
   d. Post-September 11 and Health Care Reform (2001-present).

For my Advisors and the Director

3. The key sources that I plan to use include the UFW and the Farm Labor Organizing Committee (FLOC) papers located in the Walter P. Reuther Library of Labor and Urban Affairs as well as interviews with members of FLOC and Campaign for Migrant Worker Justice (CMWJ). In particular, I plan to interview Baldemar Velásquez, president of FLOC. By gathering the narratives of past and present laborers, I will expose the present experience of Latino farmworkers as well as report the changes in American
labor and health care reform. I will also use the archives at the Walter P. Reuther Library of Labor and Urban Affairs in Detroit, Michigan, in my research.

4. I have applied for HSIRB approval of my ethnographic research at the CMWJ and the FLOC. I plan on gaining oral consent before conducting tape-recorded interviews as well as participant observation and more informal, semi-structured interviews that will reflect the farmworkers’ experiences in the fields and their access to health care.

5. I have received an Abernethy grant to conduct ethnographic research at the CMWJ and the FLOC in Toledo, Ohio in addition to archival research at the Walter P. Reuther Library of Labor and Urban Affairs in Detroit, Michigan. For eight weeks this summer, I will serve as an intern at the CMWJ, a nonprofit organization that aids FLOC in several outreach programs including the Migrant Mobile Clinic which visits designated migrant camps in the areas around Toledo. In addition to assisting in the management of the Migrant Mobile Clinic, I will engage the farmworkers in social dialogue and initiate public health programs.

To supplement my ethnographic research, I will also be engaged in oral history interviews and archival research at the Reuther Library, the largest labor archive in North America. Through interviews with FLOC volunteers and laborers, I will learn about the historical relationship between unions and farmworkers’ health care.

6. For this upcoming fall semester, I have registered for ANT 389: Borderlands, Identity, & Rights; HIS 466: Migration and Immigration Latin America; MAT 113: Calculus II; and CIS 495: Thesis. During the 2011 spring semester, I plan to take HIS 361: History of Mexico-OR-Independent Study with Dr. Wertheimer; POL 473: Seminar in Mexican Politics; REL: IS Liberation Theology; and CIS 496: Thesis.

On my honor I have discussed this document and these plans with my CIS advisors.

Callan Marie Elswick
Junior Thesis Outline

A. OVERVIEW

“THESIS OF MY THESIS”

As Alzheimer’s disease incidence and prevalence increase, improved animal models of disease pathology and the hippocampal sprouting response may assist in drug therapy development. To aid the establishment of future transgenic, entorhinal cortex lesion (ECL) models, I am collaborating with Pfizer to quantify baseline synaptogenesis in mice subjected to unilateral perforant path transections. If synaptic reorganization and synaptogenesis are occurring, we would expect to see increased ipsilateral-to-contralateral density ratios for synaptosome-associated protein (SNAP-25), growth associated protein 43 (GAP-43), synapsin, synaptophysin, and acetylcholinesterase (AChE) in the post-lesion dentate gyrus.

BRIEF OUTLINE

I. Introduction
   A. Brief anatomy overview
   B. Animal models of Alzheimer’s disease & synaptogenesis
      i. EC rat models
      ii. Transgenic mouse models
   C. Purpose/ hypothesis
   D. Biomarkers of synaptogenesis

II. Methods
   A. Subjects
      i. Strain, age, and gender of mice
      ii. Number of subjects, experimental & control group, time-points
      iii. Pfizer’s IACUC approval, handling, & sacrificing of mice
   B. Perforant path transections & shams
   C. Densitometry
   D. Length measurements
   E. Ratios
   F. Statistical analysis

III. Results
   A. Length ratios, raw density ratios, corrected density ratios

IV. Discussion
   A. Possible explanations for lack of relative synaptic increase in 28 dpl cases
   B. Earlier time points
   C. Future directions

V. References

VI. Appendices (Extension of information in introduction)
   A. Anatomy
   B. Rat entorhinal cortex lesion models
   C. Mouse transgenic models
   D. Biomarkers
**B. SOURCES, FALL COURSES, & SUMMER PLANS**

**KEY SOURCES & EXPERIMENTS**

In collaboration with Pfizer, we have analyzed shrinkage-normalized densitometric ratios of seven synaptic biomarkers in mice following unilateral perforant path transections. My literature review will encompass sources in rodent hippocampal anatomy, current rat and mouse models, and the implications of unilateral denervation for each of the seven biomarkers. We have modeled our ratios after the study by Champagne et al., (2005).

**RESEARCH APPROVAL**

Pfizer has approved my involvement in this project. In our collaboration, Pfizer scientists handle all living subjects, precluding any IUCAC requirements for the Ramirez laboratory. Dr. Ramirez has verified the irrelevance of IUCAC regulations with Dr. Case.

**SUMMER PLANS**

**Reading & Writing**

This summer, I plan to complete the anatomy portion of my appendices in fulfillment of an independent study requirement. This will entail the use of 40 to 50 literature sources, for which I will compile annotated bibliography entries.

**Research**

I have completed the core laboratory component of my thesis through extensive work during the past academic year. My summer research at Princeton will focus in molecular neuroscience. Although this research lacks direct relevance to my thesis, it will strengthen and expand my basic laboratory skill set.

In the fall, I may choose to examine Pfizer’s limited mouse tissue sections from earlier post-lesion time points. This study would provide a qualitative, preliminary indication of synaptic density restoration and clarify directions for future research.

**FALL & SPRING COURSE SCHEDULING**

Assuming successful web tree registration, my fall courses include the following:

- **BIO 341** - Biostatistics and Experimental Design
- **CIS 495** - Thesis
- **ENG 110** - Literature and Medicine
- **PHY 220** - General Physics II

In the spring, I plan to complete the following courses, in addition to an English course:

- **CIS 495** - Thesis
- **PSY 324** - Functional Neuroanatomy
- **PSY 231** - Abnormal Psychology (or alternative psychology course)

On my honor, I have discussed my outline and plans with my CIS thesis advisors. Signed.

Erin J. Feeney
Part One

A. The Thesis of My Thesis: Poverty does not adequately explain the high prevalence of child malnutrition in indigenous communities in western Guatemala. Nor is it nuanced or appropriate to attribute this malnutrition to K’iche’ Maya “culture.” Instead, I argue that what is necessary is a more complete understanding of K’iche’ Maya mothers’ conceptions of child-rearing and weaning diets, as well as local knowledge and perceptions of food in general. This sort of specific, contextual knowledge will elucidate the real determinants of childhood malnutrition in these communities and hopefully point to practical and context-based approaches to tackle malnutrition.

B. Outline

I. Introduction
   A. Personal Background
   B. Definitions
   C. Tell a story/paint a picture
   D. What is it about Guatemala?
   E. Thesis

II. Background/Literature Review
   A. Health in Guatemala
   B. Technical Nutrition Stuff (breastfeeding, weaning diet, complementary foods)
   C. Social/Political/Historical Context of Guatemala in General
   D. Social/Political/Historical/Cultural Context of K’iche’ Maya in Cantel

III. Methods
   A. Participant Observation
   B. Observation of Nutrition Classes
   C. Semi-Structured Interviews

IV. Cultural Conceptions of Food
   A. Narrative discussion of research
   B. This section’s organization will depend on the results of this summer, but will probably include:
      1. Familial consumption
      2. Child’s consumption
      3. Specific foods given/not given and why
      4. Impact (#3) has on nutrition/health outcomes
      5. Transmission of knowledge about child-rearing (grandmother-mother-child)
      6. Impact of the larger cultural, political, social context
   C. Conclusions to be drawn from this information

V. Implications
   A. For development
   B. For programming
   C. For nutrition education
   D. For the communities and their kids

VI. Conclusion
Part Two
A. Key Sources
Key sources will be the interview data that I will collect this summer, as well as the material I already have from my research last summer. I also expect scholarly sources on nutrition, international development, and Guatemalan history, culture, and politics—particularly as relates to the Maya population—to be helpful.

B. IRB Approvals
I have just received IRB approval for my research in Guatemala for this summer. I have been approved to interview K’iche’ mothers in Cantel about their attitudes, perceptions, and practices as relates to diet and food consumption for young children. The data generated from this summer project will complete my fieldwork for the thesis. I have discussed the IRB process as it relates to my larger project extensively with my advisers.

C. Summer Plans
See above. Specifically, I have received a Davidson Research Initiative grant and a Dean Rusk travel grant to spend seven weeks doing fieldwork in Guatemala and five weeks on campus working with and synthesizing the information gathered in the field. I will also be doing further scholarly literature review.

D. Fall Course Schedule
1. CIS 495: Thesis
2. HIS 466: Migration and Immigration in Latin America
3. SPA 375: Latin American Women Writers
4. MAT 108: Exploring Math and Politics (hey, I need to graduate).

E. Spring Course Schedule
1. CIS 496: Thesis
2. ANT 253: Peoples and Cultures of Latin America
3. Elective

On my honor I have discussed this document and these plans with my CIS advisers.

Grace Fletcher
1. Thesis Summary
   My thesis will explore the consequences that have developed through a failure to reach a permanent status agreement on Jerusalem that addresses the property rights of Palestinians in East Jerusalem, and specifically in Sheikh Jarrah. My thesis will review the history of sovereignty claims over East Jerusalem, describe the failure of past negotiations to settle on a permanent status for Jerusalem, and present the debate on the current status of Jerusalem. It will also analyze Israeli land policies in East Jerusalem since 1967 and their effects on Palestinian residents, as well as summarize important statements made by the media, the government of Israel, international bodies and civil society movements regarding land rights in East Jerusalem.

   Within this context I will present the case of Sheikh Jarrah, where former Palestinian refugees, settled in East Jerusalem by the UNRWA in 1956, face the threat of eviction by members of the Sephardic Community Committee and the Knesset Israel Committee, whose pre-1948 land ownership claims have been upheld in Israeli courts. My thesis will analyze the land dispute in Sheikh Jarrah, addressing the way the dispute has been handled in Israeli courts, the way it has been presented in local and international media, and the way Sheikh Jarrah has become a symbol of the battle for land rights in East Jerusalem and a site of frequent protest.

   Through my thesis I hope to understand the nature, roots, dynamics and implications of the current controversy over land in Sheikh Jarrah. I will do this within the context of the Palestinian struggle for land rights in East Jerusalem, and I will explore what effect this controversy will have on future negotiations regarding the permanent status of Jerusalem.

2. Thesis Outline
I. Introduction
II. History of sovereignty claims in East Jerusalem
   a. British Mandate, 1948 division, 1967 reunification
III. Negotiations on the status of Jerusalem and Palestinian refugees
IV. The legal status of Jerusalem
   a. United Nations, Israeli law, Palestinian perceptions, US and Europe
V. The status of East Jerusalem in practice
   a. Leadership, demography, land grabs, social services
VI. The housing crisis in East Jerusalem
   a. Demographics, building permits, evictions, court battles, house demolitions
VII. Perspectives on land rights in East Jerusalem
   a. Media, municipality, civil society, international pressure
VIII. Case study: Sheikh Jarrah
   a. Historical background, UNRWA housing project, changing sovereignty
   b. Ownership dispute, court cases, evictions, protest movement, media reporting
IX. Analysis of case study and implications
X. Conclusions

B. Research Materials
   I will be using the detailed report, “A Neighbourhood Divided: The cases and stories of Sheikh Jarrah” by the Civic Coalition for Defending Palestinian Rights in Jerusalem, as well as a series of reports on Sheikh Jarrah and statistical data about housing evictions and demolitions in East Jerusalem by Ir-Amim, ICHAD, and the JCPA. I will be using The Jerusalem Question and
The Battle for Property Rights in East Jerusalem

The Resolution: Selected Documents by Ruth Lapidoth and Moshe Hirsch, and the “Jerusalem Master Plan 2000,” the most current proposed municipal plan, yet to be approved. I am reading a number of comprehensive books on the subject, including, Separate and Unequal: The Inside Story of Israeli Rule in East Jerusalem (1999), Discrimination in the Heart of the Holy City (2006), Access Denied: Palestinian Land Rights in Israel (2003), City of Stone: The Hidden History of Jerusalem (1996), most of which were written by people working for the Jerusalem Municipality or closely involved. I will be surveying news coverage of the evictions and court cases in Sheikh Jarrah in Haaretz, the Jerusalem Post, Arutz Sheva and the New York Times and I will be conducting site visits and interviews with Sheikh Jarrah residents and lawyers.

4. HSIRB Status

I have received IRB exemption for my interviews. The interviews I conduct with the residents of Sheikh Jarrah will primarily be for the purpose of “fact checking” and keeping up-to-date on current events in the Sheikh Jarrah neighborhood. The evicted residents have been interviewed numerous times, and the Civic Coalition for Defending Palestinian Rights in Jerusalem has documented and published these interviews. My interviews will be free of choice and open ended. Participants may choose what information to share and when to conclude the interview. My interviews will not put participants at any greater risk.

5. Summer Research

I began my research this spring while I was taking courses at Hebrew University in Jerusalem. I have collected a large amount of secondary source material and also some important primary documents, both of which I have begun to read and annotate. I have also begun to interview some of the residents of Sheikh Jarrah, observe the weekly protests and attend some local meetings related to my topic. I plan to explore the archives at the Jerusalem municipality and interview some of the lawyers involved in the Sheikh Jarrah eviction cases.

I will continue to be in Jerusalem during the summer, working with Seeds of Peace on regional programming. I hope to lead a workshop with the former campers addressing the issue of property rights in Jerusalem, taking them on a site visit in Sheikh Jarrah, and discussing their perspectives and experience. In my free time, I will continue to collect sources, keep up with the news, and make site visits and interviews.

I received a Dean Rusk grant for $3,000 to cover the cost of my Hebrew language program, the cost of attending a Peace Education Workshop led by the Israel-Palestine Center for Research Initiative and Seeds of Peace Seminars, as well as to help subsidize local transportation and living costs so that I could conduct my research during the semester. I will be receiving a $1,000 “spiritual exploration” grant from the Chaplain’s Office for my work with Seeds of Peace this summer, which will also help subsidize my living costs while I continue my research.

Fall Courses:
ANT 289 Borderlands, Identity and Rights
ARB 101 Elementary Arabic I
HIS 335 Genocide in the 20th century
CIS 495

Spring Courses:
ARB 102 Elementary Arabic II
Natural Science/Math requirement
REL/POL/HIS class TBD
CIS 496

"On my honor I have discussed this document and these plans with my CIS advisors."
Kaela A. Frank
   In what ways have the International Criminal Tribunal for Rwanda (ICTR) and gacaca courts handled the representation of competing narratives in post-genocide Rwanda? How might these treatments of competing narratives affect peacebuilding in the country? Do these two courts perpetuate the idea of a dominant, domineering narrative?

2. Outline of the Thesis
I. Introduction: The Propaganda of Pain
   *Rwanda 1994* (French graphic novel used in middle school classrooms) and *Hotel Rwanda*: both are pop-culture narratives that educate or re-educate. These works are shadowed and twisted by Western guilt: what are their consequences?

II. Innovative justice: the narratives of gacaca courts and the International Criminal Tribunal for Rwanda (ICTR)
   A. Introduction to gacaca and the ICTR
      a. Legal foundations and supporting traditions; what precedent?
      b. Structure of the courts
      c. Operation (personal observations of gacaca courts, footage of ICTR)
   B. Trials as drama, law as literature
      a. Law as literature: the “script” of the ICTR (from Hague archives)
      b. Trials as cathartic drama: the “improvisation” of gacaca
   C. Critiques of the courts
      a. The West looks at gacaca (Human Rights Watch and Avocats Sans Frontières critiques)
      b. Rwanda looks at the ICTR (Kagame polemic, popular opinion)

III. Whose justice? Competing narratives within the courts
   A. The narrative of Hutu “victimization”
      a. Belgian colonial myth of ethnicity
      b. Habyarimana’s propaganda
      c. Prison interviews
      d. Refugee camp interviews
   B. “The genocide of the Tutsis”
      a. Police state today: censorship and propaganda
      b. “Kwibihoro 15”: ceremony of remembrance (personal observations)
      c. Personal observations of the Kigali Genocide memorial
      d. Re-education camps for Western scholars
   C. “We turned our backs”: the role of white guilt
      a. “Hotel Rwanda” syndrome
      b. ICTR: legal narrative penance for the West?

IV. What justice? Comparative case studies
   There will be two to three of these, selected from prisoner interviews conducted in Kigali Central Prison (supported by case files on gacaca from the Avocats Sans Frontières archives) and contrasted with two to three cases from ICTR case files

V. Beyond justice: the re-personalization of narrative
   A. The power of personal narrative
   B. “As we forgive” and the place of religious narrative
   C. The potential of collaborative re-writings of the genocide’s history
3. Sources

Theory
- Michel Foucault, *Surveillir et Punir*
- Jacques Le Golf, *Mémoire et Histoire*

Works pertaining to perpetrator studies
- Christopher Browning, *Ordinary Men*
- Jean Hatzfeld, *La saison des machetes*

Works pertaining to Rwanda:
- Jean Hatzfeld, *La saison des machetes* and *Dans le nu de la vie*
- Filip Reyntjens, *The Great African War: Congo and Regional Geopolitics*
- Johan Potier et al, *Re-imaging Rwanda*
- Alison Des Forges et al, *Leave None to Tell the Story*

Primary sources:
- ICTR archives: trial transcripts, defendants’ dossiers, case files, and film footage of select parts of the trials
- ASF archives: brief summaries and transcripts of gacaca trials, human rights reports of gacaca proceedings
- Interviews conducted with ICTR officials in Kigali and the Hague
- Interviews conducted with ASF officials in Brussels
- Interviews conducted with prisoners convicted by gacaca courts of genocide and incarcerated in Kigali Central Prison (all come from Muhima secteur)
- Interviews conducted with gacaca officials and participants
- Observations made during visits to gacaca courts in Muhima secteur of Kigali
- “Pop culture” sources: *Hotel Rwanda, Beyond the Gates/Shooting Dogs, Sometimes in April*, and “Rwanda 1994”, a widely-read French graphic novel

4. Protocols necessary for research
   a. Summer 2009- IRB protocol approved for interviews. All permission given verbally, and all interviews separated from their subjects’ identity.
   b. Summer 2010- IRB protocol currently in approval process.

5. Summer research plans, past and present
   a. Summer 2009- Interviews with perpetrators and survivors of the 1994 Rwandan genocide in Kigali, Rwanda and with officials at the ICTR Prosecution Headquarters in Kigali. Consultation of gacaca court archives in Kigali. Funded by a Dean Rusk grant ($3000), a Kemp Scholarship ($3000), and an Abernethy grant ($350 approx.)
   b. Summer 2010- Interviews with ICTR officials in the Hague and officials at Avocats Sans Frontieres in Brussels. Archival work in the ICTR and ASF archives. Funded by an Abernethy grant ($1500 approx).

6. Courses for fall 2010. All are at 400 level.
   a. CIS - Thesis
   b. POL-Peacekeeping and Peacebuilding- Menkhaus
   c. ENG- Literary Criticism- Kuzmanovich
   d. HIS- Legal History- Wertheimer

"On my honor I have discussed this document and these plans with my CIS advisors."
- signed, Kimberly H. Larkin
Ian Mangum
Junior Year Outline
Major: Environmental Studies
Advisors: Dr. Padhy and Dr. McCarthy

**Thesis of the thesis:**
Despite their similar levels of economic and political development, Germany and America exhibit varying levels of environmentalism. Germany’s government and citizens demonstrate a much larger commitment to environmental issues, particularly recycling. Why are they so different, what made them this way, and what can we (Americans) do to be better (more like them)? I believe certain historical events (namely Chernobyl Disaster) and the sustained presence of the German Green Party are highly responsible for their heightened sense of environmental awareness. I will analyze cultural (Examples: literature, rise of environmental films, movements) and political (Examples: rise of the Green Party, birth of the EPA, Duales Deutschland System) history of both America and Germany in order to understand what has lead both countries to where they are now. The importance of this historical data is the impact it has had on the shaping on my main focus, the recycling culture of both countries. Germany’s system is far more prevalent in their society than America. Additionally, I want to identify what can help America strengthen its own system. Do we need a major cultural shift or can we simply do it with policies?

**Breakdown:**

I. Introduction:
Where we are today
- Germany’s Environmental Culture/ Major Policies/ Attitudes
- American Environmental Culture/ Major Policies/ Attitudes
Recycling
- Where

II. Culture and Politics Comparison
History
- Germany
  - Green Party
  - Chernobyl Disaster
  - Prevalence of environmental
- America
  - The 1960’s
  - Creation of the EPA

Recycling
- Germany
  - Gruene Punkt- Duales System Deutschland
  - Prevalence in Culture
  - Recognizable Success
- America
EPA commitments
Growth and Research of the late 80’s early 90’s
Failed programs

III. Where are we going?
Prospects for American Recycling
Cultural Changes
Political Changes
Taxes
Required Recycling

Sources

• Why Do We Recycle? : Markets, Values, & Public Policy Frank Ackerman 1996 Island Press
  This source is an economic analysis on the strength and motivations of recycling in America.
  This book details the history of the Green party, specifically its place in culture and society as a shaper and motivator, starting at its roots in the 1960’s.
  The source details the environmental policies of the Red-Green Coalition, the ruling coalition that involved the Green Party
• Blumberg, Louis, and Gottlieb Robert. War on Waste: Can America Win its Battle with Garbage
  This source analyzes the pitfalls, success, and prospects of American recycling from a cultural and political perspective.
  Simply another one of my sources provides an insight into the environmental values of Americans. I plan working with this one to branch away from the sources that I am currently using.

Summer Plans:

The bulk of my research will come from independent readings that I have accumulated over the year. The majority of the research details German history as well as . The above list is a small portion of sources that I have gathered. My saved bookshelf on ebrary represents a larger selection of sources.

Courses:
Pol 335 Comparative Environmental Politics
Ant 360 Development and Sustainability
Religion 272 Introduction to Islam
CIS 495 Thesis
Thesis Summary

Title: An In-depth Analysis of the Chinese Concept of Face within the Workplace

Thesis Statement: China’s explosive economic development has gained the attention of the entire world. But what is it about China that has allowed such rapid growth? While critical political decisions, economic reforms, and international support have all contributed to China’s rise to power, I argue that Chinese culture has played the largest role in getting China where it is today. From the Communist institution of socialist emulation drives to the maintained practice of guanxi, culture has been present in every level of Chinese infrastructure. By analyzing Chinese business I hope to determine the depth of Chinese culture, specifically mianzi, within the ground level institutions that comprise China’s overall economy.

Research To Be Discussed
1. How have Chinese business practices shifted over time (the last 30 years)?
2. The importance of social capital within the Chinese context
3. Business management structure
5. What is guanxi? What is mianzi?
6. How does the Chinese concept of mianzi differ from western idea of “face?”

Methodology: Interview Chinese businessmen of all different social classes. Get the managerial perspective as well as the worker perspective and anything in between. Witness interactions between businessmen. Read pertinent literature on presence of mianzi in the workplace.

Structure of Argument: The first chapter will serve as an introduction to Chinese culture. It will cover the basics of mianzi and what it entails as well as other core ideologies with which foreigners might be unfamiliar. The next chapter will give a brief history of China’s period of reform and economic development. The following chapter will delve into the significantly culturally influenced facets of the economic world, such as socialist emulation drives and danwei. It will also cover research on State Owned Enterprises (SOEs) and the presence of the Chinese government within the business world. The fourth chapter will tackle social capital and importance of guanxi and mianzi in the business setting. Chapter Five will begin to relate China’s situation to that of the western world’s, more specifically the U.S.’s. This will be done to give the reader some perspective. In my conclusion I will draw upon my fieldwork, using it as an affirmation or negation of my literature research.
Sources: The following sources will prove instrumental in constructing my argument that mianzi or “face” does exist and influence employee interactions in the work place. Some sources approach face from a broad and generalized perspective. Others directly address Chinese mianzi. Supplementary sources will provide a comparison of the Chinese and western concepts.


IRB: I have successfully received IRB approval to perform interviews as part of my research. As any information I include in my research discussion will not be linked to any particular individual or company in a negative fashion, the results of my research will not harm any of my subjects. I have discussed with my advisors the relevance of IRB approval to my work.

Summer Research: I will spend 5 weeks this summer performing field-study research in China. This research will entail interviews with businessmen, managers, and employees. I will be asking detailed questions to get first hand knowledge of the perceived presence and effect of different Chinese cultural practices, specifically mianzi, on business. To make this research possible, I have applied for and received Dean Rusk and Abernethy Research awards, $1,800 and $1,200 respectively. As for literature research, I have been cataloguing articles and books throughout the semester. I intend to read through these sources as well as continue to expand my collection of relevant articles and data.

Curriculum:

**Fall**
- CIS 495: Thesis
- CHI 401: Advanced Chinese III
- POL 332: Chinese Politics
- REL 280: Chinese Religions

**Spring**
- CIS 496: Thesis
- ANT 265: Contemporary Chinese Society and Culture
- POL 478: Rise of China

On my honor I have discussed this document and these plans with my CIS advisors.

Ross Pfenning
I. Defined Thesis Statement
My thesis centers around a new area of interdisciplinary research, termed “Biological Mathematics,” which harnesses biological molecules and living cells to solve mathematical problems. Motivated by a certain class of mathematical problems, called NP-complete problems, and the novel field of DNA Origami, my thesis focuses on finding a solution to an NP-complete problem using the structural properties of DNA. The NP-complete problem I will attempt to solve in my thesis is the Scramble Square puzzle, an example of which is pictured to the right.

One characteristic of the Scramble Square problem, and all NP-complete problems, is the inability to efficiently find a solution when the number of squares increases. By utilizing inherent properties of DNA and the principles of DNA Origami, I will attempt to find solutions to larger Scramble Square problems.

II. Thesis Outline
I propose that my final thesis structure will have four chapters, including an introduction. The general layout of the chapters will be as follow:

I. Introduction
• Discuss the general purpose and basic motivation
• Outline the interdisciplinary field of Biological Mathematics
• Declare thesis statement

II. Motivation
• Define and outline in detail NP-complete problems
  o Prove why Scramble Squares are NP-complete problems
• Describe DNA computing, including examples, advantages and why one would use DNA to solve a mathematical problem

III. DNA Origami
• Why this new field inspired my thesis work
• Discuss specific “tools” I studied and need for my thesis work
  o Holliday junctions

IV. Mathematical Modeling and Lab Research
• Outline mathematical modeling and computer programming that was done prior to wet-lab research.
• I do not know how the rest of this chapter will evolve because I do not know what I will encounter in the lab, but this chapter (and most likely two chapters) will be devoted to the actual lab findings, problems and different techniques used to create and solve Scramble Squares using DNA.
III. Important Sources

I spent the Spring 2010 semester reading a plethora of resources surrounding NP-complete problems, DNA Origami, and DNA computing. Below is a brief list of the main sources I will refer to frequently. The following list is by no means exhaustive, but is simply a list of major important sources.


IV. Summer Plans

I received a Davidson Research Initiative Grant ($7,000) to focus on research for my thesis this summer. I begin work Monday, May 24th for 10 weeks and will be working with another student investigator (Linda Kleist). We plan to spend the first 6-7 weeks modeling the constructs and brainstorming potential problems and obstacles. During the final 3 weeks we hope to begin wet lab research to execute the core purpose of my thesis: solving the Scramble Square problem using DNA. Based on a conversation with my primary advisor, I do not need IRB approval because my research does not deal with humans.

V. Fall Courses

Fall 2010 Schedule

- CIS 495 “Thesis”
- MAT 220 “Combinatorics and Graph Theory”
- ENG 110 “Literature and Medicine”
- REL 256 “Religion, Ethics and Medicine”

Spring 2011 Schedule

- CIS 496 “Thesis”
- BIO 306 “Developmental Biology”
- Two other “free” classes, most likely a religion and history.

"On my honor I have discussed this document and these plans with my CIS advisors."

Pledged Electronically: Katherine Richeson
I. Thesis
   a. A Comparison of Ethical Decision Making with Regard to Two Medical Conditions Affecting Newborn Infants
      i. How do the approaches to treating a condition with a 0% survival rate (anencephaly) no matter what treatment is offered and a condition with a 0% survival rate if surgery (a very risky one) is not performed differ?
      ii. Why?
      iii. Is this right?

II. Describing Anencephaly
   a. Medical explanation
   b. Prevalence
   c. Treatment

III. Describing Hypoplastic Left Heart Syndrome
   a. Medical explanation
   b. Prevalence
   c. Treatment
      i. Risk and Success Rate

IV. Description of Levine Children’s Hospital
   a. NICU in context - Carolinas Medical Center is the Regional Perinatal Center, with the largest neonatal intensive care nursery in the Carolinas, as well as the only ECMO (heart/lung respiratory assistance) system in the region.
   b. Technology Available

V. Legal Perspective
   a. Laws
      i. EMTALA, BAIPA, CAPTA, Baby Doe Regulations (struck down)
   b. Parental Rights
   c. Doctors Rights
   d. Case History (Baby K, Baby Teresa, etc)

VI. Ethical Perspective
   a. Guidelines for Perinatal Care in the NICU
   b. Perspective of CMC Ethics Committee
   c. Doctor’s Personal Opinions

VII. Economic Perspective
   a. Cost of keeping babies on life support
   b. What else could that money be used for?
      i. Preventive Care

VIII. Differences in Ethical Attitudes Toward Anencephaly and Hypoplastic Left-Heart Syndrome
   a. Why?
   b. Care vs. Cure
Key Sources

The opportunity for formal interviews with both physicians and patients (mothers) may arise, but at this point I do not have anything definite arranged. I anticipate shadowing at the hospital and conducting independent research for a few weeks, and from there I will determine if I need to speak with anyone specific in order to learn more or obtain specific information.

IRB Protocol

I have discussed this issue with both of my advisors and we have concluded that it is not necessary for the purposes of my research at this time. If I decide to conduct formal interviews, we can re-evaluate at that time.

Summer Research Plan

With the help of Dr. Stell, I have arranged to stay in Davidson this summer and conduct research at Levine Children’s Hospital in Charlotte (part of Carolinas Medical Center). I will be granted full access to the hospital and plan to be there at least four days a week shadowing physicians and researching in the library. I have already established a relationship with the administrative coordinator for the Neonatal Intensive Care Unit, Rita Gross, through my shadowing experience there this semester.

Fall 2010 Courses

REL 256 Religion, Ethics and Medicine
CIS 495 Thesis
CIS 397 American Health Care System
COM 101 Introduction to Printed and Oral Communication

Spring 2011 Courses

CIS 496 Thesis
PSY 241 Child Development (Not related to major, but personal interest)
POL 2** Public Policy

I will only be taking three classes in the Spring semester because I have enough AP credit to meet graduation requirements and I would like to devote the extra time to my thesis.

On my honor I have discussed this document and these plans with my CIS advisors.

Sydney Rockwell
Part A.

1. Thesis of My Thesis
I began my work in Dr. Lom’s lab investigating the effect of the pesticide malathion on the development of a subset of spinal neurons in zebrafish (*Danio rerio*). The transgenic zebrafish strain I use selectively expresses green fluorescent protein (GFP) in these secondary spinal motoneurons. GFP expression enables the fluorescent cells to stand out in comparison to normal cells when imaged with a confocal microscope. My previous research demonstrated that refreshed doses of malathion lead to a significant reduction in the number of GFP+ spinal neurons. For my CIS thesis, I will investigate the potential mechanisms of this observed reduction in the number of GFP+ neurons. Specifically, I will examine reduced neurogenesis and apoptosis as potential mechanisms of malathion-mediated inhibition of zebrafish spinal motoneuron development. Delayed differentiation and necrosis are two other potential factors. Gaining a better understanding of the pesticide’s effect on nervous system development has both environmental and neurobiological implications. I predict that delayed neuronal differentiation stands out as the most significant factor reducing the number of GFP+ neurons in the presence of malathion, as a recovery of GFP+ neuron count was observed when malathion exposure was not refreshed; however, I am addressing the question of neurogenesis because it is foundational for nervous system development.

2. Thesis Outline
I. Title Page
II. Acknowledgements
III. Table of Contents
IV. Abstract
V. Introduction
   A. Zebrafish as a model organism
   B. Background on Malathion:
      - Environmental perspective (pesticide)
      - Neuroscience perspective (acetylcholinesterase inhibitor)
   C. Previous Research Findings:
      - Malathion compromises zebrafish neurogenesis (Kelli Carroll, ’09)
      - Repeat malathion exposure increases its detrimental effects (Summer 2008 research)
   D. Current Thesis Question:
      - Statement of Purpose: determining mechanism explaining previous findings
      - Proposed mechanisms and their means of study:
         - BrdU labeling: reduced neurogenesis
         - TUNEL staining: apoptosis
V. Methods
   A. Zebrafish:
      - *Islet* strain & GFP fluorescence
      - Housing conditions
      - Breeding
   B. Imaging:
      - Confocal (z-stack)
   C. BrdU labeling:
      - Protocol
      - Data analysis
   D. TUNEL staining:
      - Protocol
      - Data analysis

VII. Results
   A. BrdU
      - General effects on cell proliferation
- Specific effects on spinal motoneurons

B. TUNEL

VIII. Discussion
A. Interpretation of results
B. Implications:
   - Environmental
   - Neuroscience
C. Future research

IX. Figures
X. References

Part B.

3. Key Sources
Carroll, K. Zebrafish neurogenesis is compromised by early exposure to the pesticide malathion. Thesis, Davidson College, Davidson, NC (2008). Kelli’s thesis comprises a substantial portion of the foundation for my research; therefore, her research results and interpretation are important to incorporate into my thesis, as well as to gain a broader perspective on malathion and zebrafish.

Menelau, E. & Svoboda, K. R. Secondary motoneurons in juvenile and adult zebrafish: axonal pathfinding errors caused by embryonic nicotine exposure. The Journal of Comparative Neurology 512, 305–322 (2009). This paper discusses the effect of nicotine on zebrafish development, demonstrating that nicotine exposure during developmental stages leads to apoptosis. Nicotine enhances acetylcholine at the synapse, the same net effect as malathion. Menelau et al. also detail secondary motoneuron morphology and genetic information regarding islet zebrafish.

Mirkes, P., McClure, M. E., Heindel, J. J., & Sander, M. Developmental toxicology in the 21st century: multidisciplinary approaches using model organisms and genomics. Birth Def Res 67, 21–34 (2003). This article discusses the importance of developmental toxicity research, as well as why zebrafish serve as ideal model organisms for such studies. The explanations offer a resource for detailing the importance of my research from a developmental and environmental perspective.

4. Approval
The islet zebrafish I will use for my research are housed in IACUC-approved living conditions. With no human subjects, IRB protocols are not necessary.

5. Summer 2010 Research Plans
I was awarded a Davidson Research Initiative (DRI) grant to continue my research this summer. The DRI grant includes a stipend of $4,800 for ten weeks, as well $1,200 for housing and $1,000 for supplies and travel. I will use the portion of the grant for travel to attend the annual Society for Neuroscience meeting in San Diego in November 2010, during which I will present my research results from the summer.

6. (Tentative) Senior Year Course Schedule
Fall 2010: BIO 351: Light Microscopy; PSY 310: Psychological Research: Design and Analysis; PSY 276: Cognitive Psychology; CIS 495: Thesis

Spring 2011: PSY 324: Functional Neuroanatomy; BIO 306: Developmental Biology; CIS 496: Thesis; (Fourth class TBD)

On my honor I have discussed this document and these plans with my CIS advisors.

Kayla Swart, ‘11
Thesis of my thesis:

A significant purpose for scientific research is to advance knowledge through discoveries that will inform humanity. Clear, written communication of scientific progress to a general audience is crucial to fulfilling this purpose. There are many challenges to translating scientific research into simple discourse that the public will want to read. In this thesis I will investigate examples of good and poor quality science writing to determine effective methods of translation. I will then try to implement these methods locally by learning about research conducted in the town of Davidson and translating the research information into publications intended for readership by members of the Davidson community.

Outline:

Title Page

Table of Contents

(i) Prologue – In this section I will include a brief history of my personal interests in and experience with science writing. I want to include how my four summers spent in research labs coupled with my science education influenced my decision to pursue my major.

(ii) Background information on Science Writing: The background information will explain what the genre of science writing is. Ideally it will include a history of science writing noting when the genre came about and how it has evolved.

(iii) Significance: This section will highlight why it is important to write about science for the public. It will elaborate on the purpose of translating research into public discourse.

(iv) Analysis of Popular Examples: The analysis section will discuss examples of science writing that I have read and analyzed with my advisors. I will determine what strategies make the pieces effective or ineffective. I also want to know what message the document is conveying to general readers in order to compare this message with the original research findings to determine accuracy. In addition, this section should include information on any biases in science writing that I encounter.

(v) Description and Reflection of Personal Attempts at Science Writing: I believe this section’s title speaks for itself.
Conclusion and further Questions: This section will include what I have learned from my thesis project and information on how I look forward to further applying newfound knowledge.

Key Sources:

(i) Books: Books about science writing as well as those that illustrate science writing will be important to analyze. Examples include The Best American Science Writing 2009 by Natalie Angier (about the genre) and Silent Spring by Rachel Carson (an example of the genre). A reading list separate from this document will consistently be revised throughout my thesis project.

(ii) Periodicals: There are many articles that will be important to review. One example is the Connor and Greene piece from USA today, which evaluates translating findings from the laboratory to material for the media.

(iii) Experiments: There are a number of exciting research projects on campus that will provide material to write about. Dr. Karen Bernd and Dr. Cindy Hauser are measuring ozone levels and are taking their samples in the town of Davidson

(iv) Other: DavidsonNews.net will be a helpful medium through which I can practice writing science for the community.

Approvals: Currently I do not foresee any necessary approvals or required protocols that need to be met for this thesis project.

Summer 2010: For Summer 2010 I will be working with Dr. Shireen Campbell on the revision of her medical memoir, Frogheart. I will be paid on an hourly basis and anticipate a maximum payment of $3,200 for my work.

Scheduled Courses:

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
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<tbody>
<tr>
<td>CIS 495: Thesis</td>
<td>CIS 496: Thesis</td>
</tr>
<tr>
<td>PSY 310: Research and Design Analysis</td>
<td>COM 201: Introduction to Communication Studies</td>
</tr>
<tr>
<td>ECO 122: Intro to Health Care Economics</td>
<td>ENG 301: Writing Non-Fiction Prose</td>
</tr>
<tr>
<td>SPA 201: Intermediate Spanish</td>
<td>SOC 360: Medical Sociology</td>
</tr>
</tbody>
</table>

“On my honor I have discussed this document and these plans with my CIS Advisors.” Cathryn Rose Westra