THE NANOVIC INSTITUTE
FOR EUROPEAN STUDIES

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Preface

Our Mission

The Nanovic Institute for European Studies is committed to enriching the intellectual culture of Notre Dame by creating an integrated, interdisciplinary home for students and faculty to explore the evolving ideas, cultures, beliefs, and institutions that shape Europe today.

This booklet demonstrates the wide range of research and internship activities undertaken in Europe by undergraduate and graduate students during the breaks in the academic year and during the summer. Included are reports from undergraduates who earned special recognition as recipients of The R. Stephen and Ruth Barrett Grant for Best Proposal, The Katie Murphy McMahon Grant for Russian and East-Central European Studies, and the Charles C. Price Memorial Grant for East-Central European Studies.

Our institute takes pride in giving students the opportunity to elevate their academic work and connect with the history and culture of Europe in an intense, productive way. Their educational experience becomes much more sophisticated as they learn how original research is actually done. Each student writes a detailed proposal and includes a budget to justify why he or she wishes to travel to Europe to undertake research or an internship. Some work one-on-one with faculty members on their term papers, senior theses, and articles for publication.

After they think through intellectual issues and complete their independent projects, our recipients take particular delight in sharing their experiences with classmates. We frequently hear from students’ faculty advisors that these travel experiences contribute greatly to the excellence of senior theses or dissertation development. Given their sincere quest to engage in travel and research, and their desire to enrich their educational experience at Notre Dame, we are pleased to send these students abroad as ambassadors for Notre Dame and their country.

For More Information

The opportunities represented in this collection were supported by the friends and benefactors of The Nanovic Institute for European Studies.

If you would like to learn more about our programs, please visit our website at http://nanovic.nd.edu or call us at 574-631-5253.

A. James McAdams
Director, Nanovic Institute for European Studies
William M. Scholl Professor of International Affairs
The Motives and Reception of Frank Wedekind’s Theater

Monica Grzesiak  
Senior Honors Thesis in German

Recipient of the R. Stephen and Ruth Barrett Family Grant for Best Undergraduate Proposal

This summer I was able to do research on the work of German playwright Frank Wedekind in archives in Munich, Germany and in Aarau, Switzerland, searching for newspaper articles dating back to the beginning of the twentieth century and sorting through Wedekind’s writings in journals collected throughout his life. I have returned with binders full of copies and notes, and I will spend my senior year working through these documents to formulate an honors senior thesis.

My work this summer enabled me to experience the scholar’s life. I established contact with archives in Germany and Switzerland and learned the protocol for dealing with original documents. I was fortunate enough to have very positive encounters with archive staff, who provided me with all the materials I requested. The experience required patience and an ability to work independently, and I found that diligent attention often led to fascinating discoveries in the texts I encountered.

Being in Munich gave me not only access to original documents relating to Wedekind’s work, but also a chance to experience the playwright’s city and explore the effect he had on it. I visited the places in Munich where he lived while he was a student, working writer, and an established playwright for the last ten years of his life. I also visited the theater where he worked as a dramaturge, and his gravesite.

I was surprised to find that with the exception of one intersection named Wedekindplatz and one epitaph near his last dwelling, Wedekind did not seem to have left a significant impact on Munich, at least not in comparison to the role he had had in scandalizing the public at the beginning of the twentieth century. His main impact remains on the theater stage, however, where his works continue to be reinvented.
and performed.
I was able to attend a performance of Spring Awakening, his best-known work, in Vienna. This performance was a well-executed and emotional portrayal of the key themes in Wedekind’s play. The show was successful in representing the lives of the young, arguing for the independence, freedom, and passion that characterize the yearnings of youth. The performance was an unusually accurate representation of these themes.

I am exploring the possibility of converting my thesis into a comparative literature project that would compare Frank Wedekind’s influence to other writers of the beginning of the twentieth century who were also moved by the current of Nietzsche and Freud. I am supplementing my thesis with a class on German Modernism as well as a graduate class on the concept of world literature.

My work has only begun, and I look forward to the experience of seeing this project through from start to completion, including reading through significant amounts of material in order to create a thesis that is original and well-focused on the question of morality in the works of Frank Wedekind.

I would like to thank the Nanovic Institute for making this summer of research possible for me. This first attempt at independent research has been very valuable in experiencing the life of the scholar, and I have returned more confident than before that my next step will be to enter graduate school for literature.

Reinterpreting Gothic Architecture in Paris, Chartres, and Rouen

Scott Varian
Major in Architecture, Minor in European Studies

This past summer, the Nanovic Institute gave me the opportunity to travel to France to visit its great Gothic cathedrals and to utilize its superlative national libraries and academic resources. During the trip, I was able to complete all of my intended goals as well as take advantage of several opportunities that arose throughout its course.

My topic of research concerned the foundations and interpretation of Gothic architecture. I explored the extent to which the style was actually ‘classical’ and the extent to which it was innovative for its time. Furthermore, I wanted to explore the theological and sociological factors that contributed to its inception.

I arrived in Paris on May 10th of this past summer. I completed this research in conjunction with two French classes I took through the auspices of Notre Dame. So during my one-month stay, I was able to visit Notre Dame de Paris and its treasury numerous times. As intended, I was also able to take excursions to Chartres, Saint Denis (north of Paris), and to Rouen. In the case of Chartres and Notre Dame de Paris, I had the time to make detailed sketches of the buildings and their structural elements.

![Figure 2: The cathedral in Rouen, by night.](image)

The excursion to Rouen was particularly beneficial, as it was the prime example of a medieval, provincial French city. Its city center was well preserved and more importantly was rife with medieval Gothic structures. I was able to visit, in the short time I was there, the Cathedral itself and the churches of Saint Ouen and Saint Maclou. Rouen was a case study as to the role and importance of the physical church structures in the medieval city. The churches really
On the more academic side, I was able to visit the Bibliothèque Nationale, the Bibliothèque François Mitterand, as well as numerous bookstores in the city. I left Paris with notes on my topic as well as three books that I had considered useful to buy (two in English and one in French).

There were also two great opportunities I was given that I had not planned at the beginning of the trip and would have otherwise not experienced if it were not for the generosity of the Nanovic. First, I was able to travel to Bordeaux, in Southern France, as a friend’s friend in the Paris program offered to house me for two nights. In Bordeaux, I was able to visit the Cathedral of Saint André and Le Tour de Pey Berland, a large bell tower removed from the main Church structure. The cathedral was particularly interesting as it was begun in the Romanesque style and finished in the Gothic. In this way, it was a transitional building and one that was very pertinent to my research.

The second opportunity was to travel again to Southern France to stay for several days with Benedictine monks in their Romanesque monastery, Saint Marie de la Garde. This was incredibly beneficial in two ways. In a more practical sense, we were able to talk about the architecture of their monastery as well as the architecture of their brother foundation, Le Barroux, and other prominent monasteries in France like Solesmes and Fontevraud. One of the monks was also able to show me the plans for Saint Marie de la Garde and its proposed renovation. Much more importantly, I was able to experience the type of lifestyle that had produced the Gothic in France. In many ways, the Benedictine Rule they had followed was indicative of a certain mysticism that mirrored itself in the transcendence and radiance of the Gothic style. This experience had put a face on my project and I was very happy to seize it as an opportunity.

Overall, I had a very successful trip to France. It is one thing to read about the great Gothic structures; it is another to experience them. What made my trip to France this past summer so invaluable is not solely that I researched and not solely that I saw the great cathedrals, but that I was granted the ability to conduct the two enterprises in parallel.

Since my trip, I have composed my research into an essay that uses the Basilica of Saint Denis as the springing point for my inquiry into the foundations of the Gothic style. I would like to again thank the Nanovic Institute for its generosity and the opportunity it had made available to me this past summer.

Os Lancados: Tragic Figures of Portuguese Expansion

Marcus Gatto
Senior essay research for the Minor in European Studies

The Nanovic Institute’s Senior Research and Travel grant allowed me to travel to Lisbon, Portugal, where I conducted research for my thesis entitled, “Os Lancados: The Tragic Figures of Portuguese Expansion.”

The term lancado is, in fact, an all-encompassing term for those Portuguese settlers and explorers who traveled and established themselves in the frontiers and borderlands of Portuguese rule in a semi-legal or illegal manner during the period of Portuguese Colonial Expansion (1500’s) and onward. Os Lancados were primarily convicts and exiles, whom the crown enlisted as explorers and settlers on expansionist sea voyages. In many cases these figures defected and became involved in black market enterprises and the slave trade.

To this point in Portuguese imperial studies, the figure of the lancado has been largely overlooked in the sense that, because of their repeated deployment and employment for various enterprises, the lancados and their individual stories constitute a phenomenon. This phenomenon has, over the years, come to constitute a sensation in the collective colonial memory, especially so in that of the African continent. For example, francophone writer Maryse Condé evokes them in a recent publication as illustrative of the
During my time in Portugal, I was able to visit the Biblioteca Nacional de Lisboa (Lisbon National Library), Torre do Tombo (Tower of Tombo National Archive) as well as many other small institutes, faculties and libraries including the Instituto do Ultramar (Overseas Institute). I found materials both in original form and from scholars who were interested in these figures and was able to speak with professors from the social studies institute of the Universidade de Lisboa (University of Lisbon).

In my studies, I was finally able to explore these figures in the depth that a thesis merits and to gain a perspective and vision that I had not been fully able to conceive with the limited materials available to me in the United States. In a more holistic aspect, nothing could have ever compared with the experience of being in Portugal for, in many ways, Portugal is a nation in between identities: one of its old colonial past and the other of its modern status as a member of the European Union. Everywhere around me were the vestiges of a rich colonial history alongside a strong desire for progress.

Because of the results of my research while in Lisbon, I have added a new dimension to my thesis in which I explore how the phenomenon of the lançados can be considered part of a larger, primordial black market system of individuals who live within the state or its borderlands but simultaneously work outside its laws for individual fortune.

I truly feel that this grant from the Nanovic has allowed me to reach a new level in my scholarship at which I have begun to collaborate with my professors, in particularly professor Isabel Ferreira Gould, outside of the classroom and more importantly outside of the inroads of scholarship paved by other researchers. With her help as an advisor, I have been able to explore entirely new subject matters and areas of research that one would be hard-pressed to find in any existing textbooks.

In my current work as a student, I have learned not simply to pass over material but to stop and immerse myself in it and to explore what I find therein. Part of this process in relation to my thesis involved my research trip to Lisbon, and the invaluable resources I came upon while there. Again, I would like to thank...
the Nanovic Institute whole-heartedly for its support, encouraging me to chase after history and literature by my own design and in opportunities which simply aren’t provided in any classroom, only in Europe herself.

The Impacts of Lope de Vega in Madrid and Antonio Gaudí in Barcelona

Alyssa Novak
Senior essay research for the Minor in European Studies

The Nanovic Undergraduate Travel and Research Grant afforded me the opportunity to carry out on-site research for my senior thesis project, “Legacies of the Golden Age and Modernist Art Movement in Contemporary Spain: A Study on the Impacts of Lope de Vega in Madrid and Antonio Gaudí in Barcelona.” With the funding from this grant I was able to travel to Madrid, Spain, and Barcelona, Spain, to study each of these figures.

I spent most of my time in Madrid combing through the Barrio de las letras, the writers’ quarter, where Lope de Vega lived along with many of his contemporaries. I visited the house where Lope de Vega spent the last thirty-five years of his life—the Casa-Museo Lope de Vega. The house has been restored in the period style and is only open to visitors by appointment. This neighborhood is also home to the famous Teatro Español, a historic theater where generations of the Madrid public have come to see Lope de Vega’s works performed. At the time I visited the theater the Colección del Museo Nacional del Teatro presented an exhibition about fashion and the classic plays of the Spanish theater. Most of the costumes on display were from Lope de Vega works.

While in Madrid I also visited the Museo de la Ciudad (Museum of the City) to learn more about Madrid during the Golden Age in which Lope de Vega lived. To my surprise, there was also a special exhibition called Madrid literario, ‘Literary Madrid’. The exhibit explored the dynamic relationship between the city and its writers, past and present. Special attention was paid to Lope de Vega, and overall the exhibit was a valuable resource for my project. Another resource I utilized during my time in Madrid was the Biblioteca nacional de España, Spain’s national library. The Biblioteca nacional has a special collection on the theater of the Golden Age with an extensive amount of useful material. I also attended a special lecture at the library’s museum about Lope de Vega’s work, el Arte nuevo de hacer comedias, which was the library’s featured literary work of the month.

I was in Madrid at a fortunate time: two area theaters presented performances of Lope de Vega’s plays. I had the opportunity to see a performance of one of the plays, La estrella de Sevilla, which was reinterpreted for a modern audience. This performance was great evidence that Lope de Vega’s legacy is still present within Spanish culture today.

The rest of my research time was spent in Barcelona, Spain, studying the famous architect Antonio Gaudí. While in Barcelona, I fulfilled my intention to visit as many Gaudí sites as possible, several of which are
UNESCO World Heritage sites. One of these sites was the Casa Milà, popularly known as la Pedrera (or in English, the Quarry). It earned this nickname from its peculiar façade, which looks like it has been carved out of rock. The Espai Gaudí, which is actually the building’s attic, doubles as a UNESCO museum exhibition. This exhibition provided a comprehensive overview of Gaudí’s works through models, plans, objects, designs, photographs, and videos, all of which were beneficial to my research.

I also visited Gaudí’s Casa Batlló, another of the UNESCO World Heritage sites. This house is probably one of the most famous of Gaudí’s works because of its unique rooftop that looks like a dragon’s scaly back. Another world-famous Gaudí site I visited was the Park Güell. The former home of Gaudí, now transformed into a museum, is also located on the park grounds. The Sagrada familia church, probably the most iconic of Gaudí’s works, was an important stop on my research trip. This church has been under construction for over 200 years, and architects are still unsure when it will be finished. The effort to construct this church according to Gaudí’s vision is a living testament to his legacy in Barcelona. Among some of Gaudí’s lesser-known works that I visited were Casa Calvet, and lightposts designed by Gaudí in the Plaça Real. I also visited the Palau Güell, but unfortunately most of its interior was under restoration.

Just as I ran into some unexpected opportunities in Madrid, in Barcelona I stumbled upon a special exhibit called Parla Gaudí, hosted by the Diocesan Museum of Barcelona. The exhibit coupled blueprints, models, and historical photographs of Gaudí’s works with his own reflections on his passion for art. I was able to bring home with me a book containing not only the items presented in the exhibit, but also filled with critical essays on Gaudí which I am sure will be invaluable to my project. I would not have found this resource if I had not traveled to Barcelona.

I knew while planning my itinerary for Madrid and Barcelona that unexpected research opportunities would most likely arise as I established myself within the areas I was studying. This could not have been truer about my on-site research. Overall, it was the unforeseen opportunities I discovered in Madrid and Barcelona that really made my research endeavors worthwhile. Even on the flight back to the United States I was confronted with an article in the in-flight magazine about Antonio Gaudí and the Sagrada Familia, so my research really has followed me home!

The Nanovic Institute’s Undergraduate Travel and Research Grant gave me the opportunity to create a more insightful, profound, and unique senior thesis project, and for that I am extremely grateful.

La monarchie humaine : La vie intime de Louis XVI

Allison Lang
Senior term paper in French Language and Literature

The French Revolution of 1789 was full of political turmoil and strife emerging from the growing independence and power of the bourgeoisie. Many of the political players of the ancien régime, such as Marie Antoinette and Louis XVI, have their personalities molded by historians; however, there is often another side to the history books. Le Cimetière de la Madeleine, by J.J. Regnault-Warin, presents Louis XVI as a loving father and devoted husband, despite the accusations of his lack of interest in his country and his political passivity. Why was Louis XVI portrayed in such a manner? Regnault-Warin wrote this novel a few years after the death of the king and his wife and must have been influenced by the culture at the time.

Preliminary research led me to Jean-Baptiste Greuze, a genre painter of the eighteenth century who focused on the portrayal of the family and the father as the head of the family. The relationship was undeniable: portrayals of Louis XVI in his final moments with his family seemed to have been based on certain Greuze paintings. Unfortunately, resources on Greuze, his paintings, and the relatively unknown Regnault-Warin were scarce in the United States, and I decided I needed to go to France to fully define the...
relationship between the artist and writer. I decided to apply for a Senior Travel and Research grant from the Nanovic Institute of European Studies in order to fund my research trip. The week in Paris was essential to my research and allowed me the opportunity to analyze the genre paintings of Greuze in person, further explore the personal life of Louis XVI at the extensive Bibliothèque nationale de France, and practice my foreign language skills orally, as well as in reading and writing. My research first took me to Versailles, in order to understand the lifestyle of Louis XVI. I found many portraits of the king and his family, often seen smiling happily together. The motives behind these commissioned paintings have faded with time, but the importance of the family to Louis XVI was obvious.

From there I moved to the Louvre to examine the works of Greuze, which are visually stunning when seen in person. The paintings are large and detailed; it was absolutely necessary to see them presented in such a manner. I spent hours in front of the paintings, analyzing the members of the family, their actions, and the setting. Though reproduced in books and online, the original paintings were necessary to gain the full meaning of them. Artistic subtleties cannot be seen anywhere but in the original works.

At the Musée Carnavalet, I found an entire floor dedicated to the French Revolution of 1789 and an entire room of just the execution of Louis XVI and Marie Antoinette. Again, there were many paintings of the king and his family. In particular, one painting showed the family arranged around Louis XVI in their last visit with him. I was stunned; this painting was the exact scene out of Le Cimetière de la Madeleine. Regnault-Warin seemed to influence other artists just as he was influenced by them, despite his relative anonymity.

The resources available at the Bibliothèque nationale de France were more varied and specialized than anything at Notre Dame or online. The organization of the BNF allowed me to quickly pull various works analyzing the life and events of Louis XVI and how they shaped him as a person. History textbooks can only say so much about a figure in history and these additional resources were absolutely essential to learning more about Louis XVI.

Without the Nanovic, I would never have gotten the insight and comprehensive research on Louis XVI, Jean-Baptiste Greuze, and J.J. Regnault-Warin. Learning outside the classroom is essential to both academics and research and I thank them for giving me the opportunity to pursue my senior term paper research.

The roman noir: A Revolution in Fiction

Catherine Davis
Senior term paper in French Language and Literature

I received my Senior Travel and Research Grant to
travel to Paris during the fall break of my senior year, in order to do research for a term paper that I was writing for my French class at Notre Dame: “A Revolution in Fiction.” The trip was incredibly helpful to me: not only did it offer me several new ideas and approaches on my topic, “Louis XVI and the Gothic Family,” but it allowed me to search for materials that would support or influence my thesis while being immersed in the bustling and exciting whirlwind of culture, history, and language that is Paris.

First, I went to the Bibliothèque Nationale de France in order to search for books on the French Revolution, the royal family of Louis XVI, the English gothic novel, and the French roman noir. I found several helpful books to which I referred while writing my paper, such as Louis XVI & Marie-Antoinette: un couple en politique by Joel Felix, which is about the king and queen as a political couple during their reign.

I also went to the Louvre to see more paintings of the royal family, and other important art pieces from the era, such as some paintings by Élisabeth-Louise Vigée-Le Brun and Jean-Baptiste Greuze. Then I walked along the Tuileries Gardens to the Place de la Concorde, both places mentioned often in the texts we have been reading in class. Being in the actual places described so often in those contemporary texts was incredible, and it really made the stories come alive. I also went to the Madeleine church, which is part of the setting of the four-volume text on which I wrote my paper, Le Cimetière de la Madeleine. It was much bigger and more awe-inspiring than I thought it would be. I even attended Sunday Mass at the church to really immerse myself and get the full experience.

The Musée Carnavalet was another place that I visited in order to look through its extensive rooms with displays on the French Revolution. I saw paintings and a model of the Madeleine. It was all fascinating to look at, and I did find a room solely devoted to paintings of the royal family, such as Marie-Antoinette en veuve, au temple by Alexandre Kucharski, Louis XVII séparé de sa mere by Jean-Jacques Hauer, et Les Adieux de Louis XVI à sa famille by Jean-Jacques Hauer. I spent a lot of time studying the paintings and their descriptions, taking pictures, and taking notes on how the depictions of the royal family demonstrated a personal view of the artist or the society at that time.

I also traveled to Versailles for one of the days, because we have spent a significant amount of time in class discussing the importance of Versailles especially before and during the Revolution. I walked through the grounds to get a feeling of what it must have been like historically, and made my way through the palace to see new, more modern art juxtaposed with the furniture, artwork, and accessories of the eighteenth century. It was a wonderful way to get a feeling for the time, and it was very striking to physically be in the place that was such a politically central spot during that time of turmoil.

Being in Paris itself was a very important experience for me. I did not study abroad in France during my sophomore year like most of my other classmates, and my speaking and writing skills are therefore not
as well developed as they could be. However, being in Paris for ten days—taking the metro, shopping in the markets, and going to café’s—raised my confidence level immensely. I spoke French nearly the entire time I was there, even with the two classmates who accompanied me. By the end of the week, I found myself understanding much more of the conversations I heard around me, and I was also much less afraid to speak out myself. It was thrilling to speak in French to a native French speaker and to hear them respond to me in French, accepting the fact that we could communicate. This experience made it easier and more enjoyable for me to write my paper, and I felt much closer to being fluent upon return.

Working Class Literacy in Revolutionary France

Rachel Santay
Senior term paper in French Language and Literature

With the Nanovic Senior Travel and Research Grant, I was able to travel to Paris, France, during fall break to conduct research for my term paper, “The Shifting Balance of Reading and Literacy in the Working Class in Revolutionary France: ‘Le Falot du peuple’ as Exemplary Text,” for my senior-level seminar course, “A Revolution in Fiction.”

The research that I completed at the Bibliothèque Nationale de France was invaluable to my paper. The library contained many books on the history of reading and reading practices during the French Revolution that are simply not available at Notre Dame. While they were not rare books nor part of a special collection, the great number of books available opened up my topic considerably, and allowed me to engage in it more deeply, so giving me the opportunity to write a much more precise and thorough term paper. In a strictly academic sense, then, my proposal for Senior Travel and Research Grant was met with success: my paper, as it is now, could not have been written without the research I was able to conduct in Paris.

My research proposal also included a visit to the Musée Carnavalet in Paris, a museum that deals with the history of Paris itself, to see how reading practices during the Revolution were depicted in visual images. While I was unable to include this research in my paper, my visit to the museum was important in shaping my perception of the Revolution as a whole. What particularly struck me here was a large painting of the Déclaration des Droits de l’Homme et du Citoyen—the Declaration of the Rights of Man. As I discovered in my research in Paris, this official proclamation of human rights by the revolutionary government was key in effecting a change in the reading practices of the “classes populaires,” and it is the very embodiment of the utopian ideals that would eventually lead to a sense of political legitimacy among these classes. A series of illustrations from the revolutionary era portrayed women joining to form a reading club for revolutionary literature, confirming exactly what the Déclaration imagined: a nation of informed citizens, each considered free and equal to others, exercising their rights as outlined in the document. My visit to the museum served to cement, in a way, the importance of what I researched at the library and the importance of its foundational document.

Finally, being able to spend a full week in Paris, thanks to the Senior Travel and Research Grant, gave...
I was given an opportunity to see and experience the city in a way I was never able to before. I attended Mass at Notre Dame cathedral and at l’Église de la Madeleine, browsed the Louvre, visited la Sainte-Chapelle, and even walked through the grounds of Versailles as an (albeit temporary) resident of Paris instead of as a tourist.

Even after having spent a year in Angers, I have never visited Paris for more than a weekend. Having the time to take the Metro to the Louvre, wander out into the jardins des Tuileries and to the Place de la Concorde, and climb the steps of l’Église de la Madeleine to finish the evening confirmed above all my desire to spend time in Europe after graduation, whether it be as a Fulbright teaching assistant or French government teaching assistant.

I am now confident that I will be able to flourish for a year, or more, away from home and without the safety net of a study abroad program. My language skills have also improved after my week’s stay in Paris. I feel that I have regained some of the oral fluency that I lost upon my return to the US after my year in Angers, and that I have refreshed my ability to understand rapidly spoken French. The Nanovic grant has not only allowed me to write the best paper possible for my senior-level seminar, and gain experience in conducting original research, but has given me a new sense of confidence in my plans for the future, and helped me regain confidence in my language ability that is no doubt necessary for a possible future in Europe.

Finding Mr. Gill

Erin Dolan
Class of ’10, collaborative research with Notre Dame faculty

From May 18 to June 1, I was in England for an archival research trip with Professor John Sherman entitled, “Finding Mr. Gill.” The purpose of the trip was to help develop content for The Gill Archive at Notre Dame.

We researched Eric Gill (1882-1940), an engraver, sculptor, typographer, and writer who lived and worked in Ditchling, England. Gill started the Guild of Saints Joseph and Dominic, a community that based its ideals on medieval guilds, with a special focus on living simple Catholic lives. The Guild was located at the top of Ditchling Common, a fifteen-minute walk from the village downtown. The commune was arranged with a physical focus on Catholicism; a small chapel was at the center and the workshops encircled it. The Guild members included a printer, painter, stone carver, carpenter, silversmith, and weaver. Our trip to Ditchling was a way to immerse ourselves in Gill’s world, to better understand his perspective, influences, and background. Over the two weeks, we explored Gill’s Ditchling in many unique ways.

Figure 8: Eric Gill, 1882-1940. Sculptor, typeface designer, stonecutter, printmaker. We were given a unique tour of Gill’s home and saw

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Brian Marley’s (the current owner) personal Gill collection which included things he found in the house and in his back yard. In particular, Brian showed us a written consecration that each member of the Gill family signed and that Eric hung next to the entrance that dedicates the house to “the most Sacred Heart of Our Lord Jesus Christ.” Brian also showed us letter carvings he found buried in his backyard that Gill and his apprentices used for practice. We met Jenny KilBride, daughter of Guild weaver Valentine KilBride, and the only female member of the Guild. We sat down with Jenny and discussed life in the Guild as a child. She shared family photos of Saint Dominic’s Day, and even showed us a prize she won that was hand made by Joseph Cribb, one of Eric Gill’s apprentices. Most importantly though, she talked about the simplicity of life in the Guild and how much that simplicity was valued amongst and focused on by the Guild members. They respected their crafts, each other, and God. We also interviewed Ewan Clayton, Jenny’s nephew, renowned calligrapher, and one of the last members of the Guild. We discussed the Guild’s importance overall as a rare example of a successful communal society and how that was achieved.

The majority of our time was spent at the Ditchling Museum where we had full access to the museum’s Ditchling Collection as well as their newly acquired Evan Gill Collection. We not only got to see Gill’s works in the museum, but also were able to explore pieces that few people know exist, let alone get to see and handle themselves.

As a business major, what personally interested me while in Ditchling was the Guild as a place of commerce. I investigated how the Guild was able to survive as a business, how people knew about the Guild, and how the Guild members advertised themselves. I found that for the most part, what promoted the Guild as a business was word of mouth through Catholic churches. Once a church was in touch with one of the craftspeople, they were referred to another crafts-person to take care of their other needs.

Attending the Pen to Printer Conference rounded out the experience by showing us the modern practical applications of trade skills, such as stone carving and letter making. We listened to presentations on typography, watercolor, calligraphy, and stone carving and we interacted with people who carry out the Guild’s legacy making a living by their trade today. We saw how the tradition has carried on as well as how it has changed since Gill’s era. We even tried our hand at carving slate.

The conference tied the whole experience together, integrating the past and present legacy of Gill and his Guild of craftspeople.

Ditchling turned out to be much more than a place where Gill lived and worked. It became an endless web of people and connections that extend as far as the United States and Notre Dame. With the generosity and kindness of the people of Ditchling and the proprietors of the Ditchling Museum, we were able to completely delve into Gill’s world and successfully learn about his perspective and influences. This experience could not have occurred without the generous funding of the Nanovic Institute for European Studies. I thank you for the opportunity and the endless memories that came from this trip.

Fascist Propaganda in Spain and Germany, 1933-1945

Laura Srebro

Preparing a senior Honors Thesis in History

The Undergraduate Initiatives Grant from the Nanovic Institute made it possible for me to take advantage of a premier research collection at the University of California, San Diego. The UCSD library is home to the Southworth Collection of primary documents from the Spanish Civil War.

Over the course of three days I was able to locate over one hundred documents that will serve as the backbone for my History Honors Thesis. The Southworth Collection is composed of thousands of documents that are preserved in the special collections library and on microfilm in the archives. I primar-
Women’s Memoirs from the Siege of Leningrad

Mary Ann Barge  
Class of ’09, Double Major in Russian and Classics

The Siege of Leningrad was one of the most horrifying experiences of World War II in Russia. The Siege was experienced mostly by women and children in Leningrad, since most of the men had by that point been sent to the front to fight. These women were charged not only with the task of survival, but also were responsible for composing the city’s workforce and essentially taking over every aspect of life in the city that had traditionally been assigned to men. In consequence of this, a majority of the first-hand accounts we have, in both diaries and memoirs, are from a female perspective. They recall a time of life in which women adopted the traditional roles of men in society, while maintaining their cultural place as women. Because of this, and despite this, in the recent literature of the war, especially the post-Soviet publication of memoirs from the time, there is an overwhelming trend to portray the Siege of Leningrad as an exclusively female experience, which at times has unfortunately

WOMEN’S MEMOIRS FROM THE SIEGE OF LENINGRAD

Figure 9: Francisco Franco’s troops entering a loyalist area in Spain, ca. 1936.

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reduced the memory of the experience to culturally-assumed stereotypes about gender.

With the support of the Nanovic Institute, I was able to travel to St. Petersburg over Christmas break and further explore the phenomenon of this very gendered portrayal of the Siege. I had intended and hoped, as a part of this project, to read the complete memoirs of Valentina Gorokhova, which are housed in the Museum of the Defense of the Siege of Leningrad. However, despite my success in contacting the museum and securing permission to view the memoirs prior to departure, upon my arrival in St. Petersburg I was denied access to them. Instead, I was able to spend my time extensively studying the actual museum itself, as well as the museum and memorial for the Siege near Victory Park, on the far end of town. I found this to be an enlightening and fascinating experience, because this both confirmed some of the ideas I had had about the representation of the Siege, and challenged others.

Most significantly, I was led to reconsider my ideas about Soviet representation of the event. I had, in my work, been so involved with the literary aspects of it, that I had almost neglected to think about where the literary aspect, as a whole, and in particular, the memoirs I had been studying, took place in the overall ideas presented about the Siege. And what I discovered was very interesting. Not only was civilian life very under-represented as a whole in both museums, but in particular, female life was very downplayed. The emphasis was clearly on the war that was being fought outside the city, with a secondary focus on the defense within the city. Though this defense was largely carried out by women and children, there was little in either museum to indicate that. The war aspects were embellished with paintings of life on the front lines and other masculine objects and images, such as uniforms themselves, etc.; however, nothing expressed that the women were the ones inside the city, carrying out defense and duties there. It was such a blatant disregard that I was rather shocked by this. Furthermore, almost every aspect of the Siege was included, with the exception of the life at home, which is, of course, the aspect that all survivors had in common, and is the focus of most Siege memoirs.

These factors made me realize that there is more underlying my original thesis topic than I had realized. I began to think that the feminine experience as a whole has been underplayed in the representation of the Siege; furthermore, because of the desire to make everything about the Siege evoke ideas of patriotism and heroism, there seems to be a repression of the very prominent suffering that was endured by the women in the city.

Because of this realization, I began to research how Soviet censorship had played a role in minimizing women’s participation and perception. Indeed, though the Soviet era was meant to be a time of “equality,” and this was realized in areas like the workplace, it happened at the cost of repressing the idea of the female. And the further I looked and the more I researched, it became clear that this was not only a Soviet-era trend, but was a general taboo within Russian culture. In fact, memoir seems to be one of the only media through which the female voice has been able to be heard throughout Russian history.

Thanks to the grant I received from the Nanovic Institute, my senior thesis has come to take on more meaning, and I have learned about an issue that has gone widely unconfected throughout Russian history. I am now examining the taboo of women in Russian and Soviet culture, particularly through the context of Siege memoirs. I am very interested to...
see how these were suppressed initially by the Soviet government, and then how this trend continued culturally, even past the thaw of heaviest censorship standards. This addresses larger issues, such as why women have been relegated to this secondary position, and why Russian culture is seemingly uncomfortable with women. I hope to see how this cultural trend has changed over time, and if it has, in fact, improved at all since the end of the Soviet era. I would like to thank the Nanovic Institute and its sponsors for giving me the opportunity to expand my knowledge and research in such a rewarding way, which I believe will have further impact on my future academic career.

Filming On Location in England: Almost Evening

Joseph Gleason
Senior project in Film, Television, and Theatre

Mr. Gleason’s is the first film by a Notre Dame student shot entirely on location in a foreign country.

Before I begin, I want to thank you for the enormous gift you’ve given me through the Undergraduate Travel and Research grant. It has been one of the most exhilarating, most challenging, and most blessed experiences of my life. Thank you.

My short film, Almost Evening, which evolved from the original working title, The Return of the Prodigal Son, tells the story of a young British soldier, Danny, returning home on leave in late June, 1944, to discover that his sister, Rose, has decided to become a nun. The film follows the aftermath of this revelation, exploring both Danny’s and Rose’s mindsets towards God, religious vocation, personal freedom, and the nature of love and friendship. It is a story about siblinghood on the tail end of youth grappling with the necessary but often painful transition into adulthood. Hence, the title reflects this transition: the interval between late afternoon and evening, the end of one beautiful part of the day and the beginning of another.

The pre-production planning was arguably the most difficult task I have ever undertaken. Trying to secure multiple location releases, automobile insurance for actors, and liability waivers—and all of this overseas—proved to be much more complicated than I could have imagined. For starters, having written a script which was set entirely out-of-doors, I realized how very vulnerable the shooting schedule was to the infamous temperamental weather of England’s spring. Furthermore, almost half of the film is set in a period convertible automobile, which meant that the weather quickly became one of my greatest anxieties. It also meant that I needed to find a period convertible which we could not only shoot on film, but drive as well. I sent over fifty emails to different car club members across the whole of Great Britain, but it wasn’t until three days before we left for England that I finally secured a car for the shoot, as well as an alternate closed car in the event of rain. God was enormously kind to us, however, and no drop of rain fell during our shooting days. (It poured the morning after we finished.)

Rather than take the risk of auditioning university actors on location in England, I chose to pay for my originally intended actors to come to England out of my own pocket. In order to keep costs as low as possible, I served as director and actor alongside fellow actors Claire Holovaty and Jonathan Gapp, and I was...
assisted with the camera work by my good friend and former co-worker Kevin Daly, along with our host, John Elliott.

The film opens at a railway station, and through my research, I settled on Winchcombe Railway Station. I contacted the station’s financial and commercial director who granted me a location release and informed me that, by a happy coincidence, the station would be closed to tourists on the very day that we planned to shoot. (The reason for the temporary closing was that the Hogwarts Express train from the Harry Potter films was being brought in as a tourist attraction. I was able to include a shot of the train in my filming.) This coincidence hugely benefited our first shooting day, freeing us from the inconvenience of bustling tourists, extra noise, and modern cars in the parking lot.

I originally planned to shoot part of the film at Waverly Abbey in Wales, but upon further research, I discovered Hailes Abbey, which was not only much closer to Cheltenham, but significantly less expensive for securing a location release. Thus, the scene at the abbey ruins was filmed at Hailes Abbey instead.

A brief vignette of the film shoot: During a scene in the car, the characters in the film discuss some children who are now living in their house to avoid the London bombings. The owner of the car was on site on that particular day of shooting, and he was visibly moved by this section of the script. He explained to us that he himself had been shuttled out of London as a young boy by his parents and how his own parents were killed in the war. He had never returned to London since.

I learned more through this experience than I am able to express in words. This was by far the longest and most complex script I have yet undertaken to write, and both my acting and directorial skills were put to the test. As a director working outdoors on a very limited timetable, it was essential that I use our time extremely responsibly, but also work at a pace which enabled the actors and crew members to feel both relaxed and focused. It was a crucially educational experience for me to learn what it is like to be on all sides of the camera; I think that my skills in all areas of filmmaking were stretched and strengthened.

Perhaps the greatest blessing of all was the beauty of the British countryside. What an honor it was to come to England as a film artist: it gave me not only the license but the responsibility to see the beauty of the land and attempt to capture it. I was on more than one occasion moved to tears by the sheer simplicity of the beauty of the land: fields full of wild flowers, ancient stone archways, entire hills covered in brilliant shades of ochre. I wanted to capture it all.

Upon my return, I have spent the remainder of the summer editing the film, and I will be completing it this semester under the direction of Bill Donaruma.

Thank you, thank you, thank you for this opportunity. It was my first experience abroad, and I finally understand why people describe it as life-changing. It was.

German Military Involvement in the Yugoslavian Crisis

Thomas Dudro

Senior thesis research in History and German, Recipient of a Katie Murphy-McMahon Grant for Russian and East-Central European Studies

My summer experience in Berlin researching for my senior thesis was remarkable and memorable. Thanks to the generosity of the Nanovic Institute, I was able to conduct foundation-laying research on my topic of the German military involvement in the Yugoslavian Crisis, particularly the deployment of Bundeswehr troops to Bosnia. Not only was I able to spend a large amount of time in libraries and archives gathering otherwise inaccessible information, knowledge, and sources, but I was also able to experience one of the great capitals and cultural centers of Europe. Additionally I employed and improved my language skills. This trip was an incredible opportunity and the ability to conduct this re-
search will undoubtedly improve the quality of my thesis project.

I arrived in Berlin on July 8, having left my home in San Francisco on July 7. I stayed at a pension in Mitte, about a half-mile from many historical landmarks and points of historical and cultural interest, such as the Reichstag, the Brandenburg Gate, the Staatsoper (State Opera), Checkpoint Charlie, parts of the Berlin Wall, the German History Museum, and the Berlin Lutheran Cathedral. This was also the government quarter, and so there were many embassies, various bureaucratic departments, and the representative consulate buildings of the various German Länder (states). I was also close to the libraries and archives were I did much of my research, which was very convenient. It was a perfect location for someone interested in European history and politics, and I relished the fact.

Figure 12: German Bundeswehr troops in Bosnia, 2002.

I began my research in the libraries of the Osteuropa and Zeitgeschichte Institutes at Frei Universität Berlin. Here I found some good secondary sources that put me on track to continue my research in other directions, such as newspaper articles, which I would pursue later. I also found some interesting primary sources, such as analyses and accounts written by government officials who had been active in determining Germany’s role in the Balkans. I also contacted and met with Dr. Helga Haften-horn, a leading scholar on modern German political science and history, who gave me some further direction. I spent several days at FU, and then took what I had learned to my next phase of research at the Deutsche Gesellschaft für Auswärtige Politik (German Organization for Foreign Policy), a think-tank institute that specializes in German foreign policy in the 20th and 21st centuries. Their library holds over 70,000 volumes, periodicals, journals, and various other sources including both older and recent publications on present and past German foreign policy issues. Here I found a large amount of sources and material dealing with my topic, far more than I had anticipated after the preliminary research I had done here at Notre Dame. At first it was a bit overwhelming, but I soon began to find very good primary and secondary sources from government publications, Bundestag records, academic journals, and a plethora of translated (into German and English) pieces from Serbian, Bosnian, and Croatian sources. Additionally, I was able to create a list of specific newspaper articles, dates of major speeches and debates, and the specific parliamentary records dealing with the Bosnian conflict.

The final week and a half of my trip I spent mostly in the newspaper archive of the Staatsbibliothek zu Berlin (Berlin State Library). Here I found the articles I had previously identified as important sources, primarily from the Süddeutsche Zeitung and Frankfurter Allgemeine Zeitungas (the two most important German newspapers), as well as many more that covered the course of the Yugoslavian conflict and the increasing debates and decisions regarding Germany’s role in the region. I was also able to find some secondary sources in the library as well, dealing particularly with the perception of the war by German journalists and what they saw in the Balkans, in addition to their reception by the various groups in that region, outlining the historical background from a more individual perspective.

My time in Berlin, although primarily dedicated to my research endeavors, also allowed me to experience the incredible city of Berlin. I visited the major landmarks and locations within the city, including the German History Museum, Reichstag, Tempel-
hof Airport, various different neighborhoods, and Potsdam. I also partook in some of the nightlife in Berlin and met many students from around the world, which was a really great experience. Overall, the trip was truly amazing, and an unbelievable opportunity both to expand my research for my thesis and my appreciation for the German capital. I cannot thank the Nanovic Institute enough for this chance to visit Berlin and pursue my academic project.

Preventive Cold War Logic in the British National Archives

Daniel Krcmaric
Senior thesis research in Political Science

I received a Senior Travel and Research Grant from the Nanovic Institute to conduct research for my political science senior thesis examining nuclear proliferation and preventive war logic during the early phases of the Cold War. The United States emerged from World War II with a monopoly on nuclear weapons, but American policymakers were concerned with the Soviet Union’s aggressive post-war foreign policy. There was widespread fear that Soviet aggression would escalate to an intolerable level after they developed nuclear weapons (this eventually occurred in 1949).

American and European policymakers and intellectuals, including the United States Air Force Generals, Bertrand Russell, John von Neumann, and Winston Churchill expressed an ardent desire to take advantage of the United States’ brief nuclear superiority and launch a preventive war against the Soviet Union. However, the United States never initiated a war. The conventional wisdom suggests that basic morals and international norms prohibited the United States from acting. In my thesis, I provide an alternative explanation of the American decision not to initiate a preventive war. Namely, the United States, despite an early nuclear lead, never possessed a clear advantage in the overall balance of power.

With the help of the Nanovic Institute, my research led me to the British National Archives located outside of London, England. Prior to my travel, I identified a number of British and NATO documents that closely pertain to my thesis. During my time at the Archives, I had the unique opportunity to examine these original documents. They include: reports on and statements of Soviet foreign policy, political repercussions relating to the use of the hydrogen bomb, warhead delivery systems in NATO, and the United Kingdom’s policy on the use of nuclear weapons. Examining these documents undoubtedly will contribute to the success of my senior thesis, and they will certainly be cited and prominently featured in the footnotes of my final product.

The trip to the National Archives was significant for another reason. I applied to start doctoral programs in international relations in the fall of 2009, with the goal of eventually becoming a university professor.
Archival research is an essential component of research at the graduate and professorial level, and this trip gave me a sampling of what I will experience at that level. I learned proper etiquette for archival research and how to properly handle original documents that are often very old and frail. Also interesting, I was surprised when the documents I examined were generally not neatly typed reports, but instead mostly consisted of handwritten notes between upper-level statesmen in the British and American governments. Thank you for making this great experience possible!

The Construction of Rural Irish Identity: Connemara Pony Shows

Claire Brown
Senior thesis research in Anthropology

Connemara pony shows are a unique cultural experience in which local politics coalesce with centuries of breeding to reflect the past and present complex social relationships of western Ireland. The Nanovic Undergraduate Travel and Research Grant gave me the opportunity to spend a portion of this summer in western Ireland researching the significance that the Connemara breed and the show culture plays in the larger sphere of regional Irish heritage.

I entered into this research with a focus upon the Connemara breed’s impact upon Ireland’s agricultural sphere and rural lifeways of the western region in an effort to understand the breed’s role in the construction of regional Irish identity. My experience in western Ireland provided me with an invaluable opportunity in which I became integrated into the Connemara pony community, thus experiencing this intricate social phenomenon first-hand.

An integral component of the research for this project was my involvement at the Errislannan Riding Academy. I essentially worked as a volunteer hired hand from June 28 to July 17, 2009, at the riding school, which provided endless opportunities for casual interviews regarding pony shows and the Connemara breed in general. This experience allowed me to have discussions with individuals at every level of the show process: trainers, breeders, participants, and judges. From these informal interviews, I gained an insider’s point of view into the social significance that these shows possess.

The Connemara pony shows are a surprisingly divisive subject within this community that is entrenched in local politics. Several individuals indicated that the show results are not entirely fair, with the winning pony often chosen based upon personal connections with the judges rather than a winning conformation. Others showed faith in the judging process and contended that the most important judge is oneself. Community relations are a subterranean force that underlies every aspect of the Connemara breed, as social bonds are created and broken through the breeding connections that drive the shows. My acceptance into this show world through my participant observation at Errislannan allowed me to become party to these local politics, of which I would be completely unaware without the personal experience of living in this community.

I embarked upon the second component of my research plan, a study of the Connemara breed as a historical foundation of agricultural and regional heritage, through visits to two leading horse museums.
Disability Studies in Edinburgh, Scotland

Caitlin Booth
Senior thesis research in Sociology

Upon my arrival to Edinburgh, I was nervous about small things (buses and getting lost), but I mostly excited for meeting who would be my community for the next week. I was staying with the L’Arche community in Leith. L’Arche is an International Federation made up of ecumenical communities around the world where people with and without learning disabilities share life, many living together in family style homes.

The Edinburgh community comprises three homes (Skein, Creelha, and an apartment), an office staff,
and outside members. The UK has a unique position in the L’Arche Federation, as they are some of the oldest and most evolving communities. L’Arche Edinburgh was of specific interest for me because of the Overseas Development Fund, which supports the communities of Uganda and Zimbabwe. My time in Edinburgh was filled with interviews and participant observations in order to investigate the care in L’Arche homes and how they live in community. I investigated the regulations in Scotland that L’Arche follows and how this impacts their mission and then focused on L’Arche Edinburgh’s role in the development of L’Arche communities in East Africa.

The L’Arche Edinburgh community first opened their doors to me at the Skein house, a two-story home with three core members, three live-in assistants, and a live-out house leader. We shared stories and talked about what L’Arche was doing in the next few weeks. L’Arche Edinburgh is an active community, core members horseback riding, assistants traveling, and all together sharing in very full and busy lives. I was able to spend two nights with the Skein house, visiting, praying, sharing in activities, and interviewing all of the live-in assistants. After a couple days, I moved my things to Creelha house, a larger home that is home to four core members, three live-in assistants, one live-out assistant and a live-out house leader. At Creelha I spent four nights, sharing meals, watching a movie, and getting to know community members.

To complement my time doing participant observation I also conducted seven semi-structured interviews and one group interview (with three assistants). During these interviews I was searching for reflections on community, on the type of personal care given at L’Arche, and other topics based on the person’s individual position in the community. While these interviews were very informative, time was limited.

One of my original goals was to begin to determine the different cultural and governmental structures within the UK that affect the perception and the operation of L’Arche communities, as compared to the USA L’Arche communities. This goal was accomplished in many ways, as just being in the homes and surrounding communities gave me a sense of the societal perceptions. But for more scientifically grounded evidence, I looked into the Scottish Care Commission and the regulations that L’Arche abides by in Scotland, to better understand how adults with disabilities are perceived in society.

L’Arche has two homes in Edinburgh which qualify as “care homes.” The Regulation of Care (Scotland) Act 2001, known as ‘the Act’ set up the Scottish Care Commission; the care commission is a regulatory branch of the Scottish government, which registers and inspects all the services regulated under the Act, ensuring care service providers meet the National Care Standards and work to improve the quality of care. Scotland’s system of registration and regulation of care homes includes announced and unannounced inspections. The most recent report available for L’Arche homes was an unannounced inspection in November 2007 of the Creelha house. It reports positively on the view of the core members (service users), the regulations (fire, safety, etc.) met in the home, and the knowledge of the assistants about policies and procedures. The Skein house received ‘very good’ and ‘excellent’ quality grades in all areas of inspection from their August 2008 announced inspection.

Exploring disability in the UK was enlightening and eye opening for many aspects for my senior thesis. It gave me a chance to see how much progress has been made in policy and how policy manifests it-
self on daily basis. The UK’s policies are very forward, seeking to support all people, but what does this mean for the majority of adults with disabilities? Will the new regulations empower their choices and improve their quality of life? I will use my personal experience to complement primary resources and explore dynamic changes in the relationship between UK society and adults with disabilities, as compared to the standards, communities, and perceptions in the US. After exploring this relationship I will be able to see how these approaches are translated to the East Africa communities.

Urban Theatre Design in Bath and London

Aimee Sunny
Senior Thesis Project, School of Architecture

This past summer, I was fortunate enough to spend time traveling around the United Kingdom studying urbanism and architecture. My specific goal was to study theatres, theatre complexes, and the urban spaces adjoining these theatres. London particularly is world-renowned for its theatres and theatrical performances. I was sure that I would be able to find many precedents through research in a city that is so well known for its theatrical arts. However, as my trip progressed, I was amazed at the number of amazing examples that I found elsewhere in England, particularly in Bath and Oxford.

In order to gain useful information, I produced many analytical drawings and sketches of theatre conditions, and specifically of the urban areas around theatres. In preparation for my thesis project, I sought to understand the composition of urban space, the uses that might be appropriate in a given context, the style of buildings that have been, and are currently being built, and also the reasoning behind the way spaces are put together. Even on a very general level, American city planning and urbanism has taken a great deal of its character from English cities. Although, just as much as we’ve taken their examples, we’ve also completely forgotten the importance of those examples, and how they should be applied in new developments. The ideas of “sustainable design” and “new urbanism” are words that are thrown around fairly often in the news and media. Most people forget, however, that these words aren’t really new. They are practices that have been established long before the term “new urbanism” was coined.

Although the United States has forgotten the importance of the city as an actual entity, rather than a network of roads, the places that I was fortunate to visit in England still remember what it means to be a destination, rather than a thruway. This is one very important lesson that I learned from my research; that in order for an area to be successful, it must be an attractive destination. Simply locating a theatre on a street doesn’t necessarily make people flock to it. However, creating an event, or a space, where people feel comfortable to gather, walk, and inhabit provides a livelier atmosphere in the theatre and also draws much larger crowds. Although the design, size, shape, and of course performances of a theatre do dictate the clientele present, the architecture of its surroundings plays a far larger role in attracting people to the area. One key idea seems to be that if you can get people to the space near the theatre, the offerings of the theatre can pull them inside.

Figure 16: London theatre district.

Thus in this project, it is extremely clear that these ideas cannot function independently, but rather, must work together in order to achieve greatness. In
addition to good architecture and urbanism, I was extremely impressed and encouraged by the amount of preservation and restoration work that was occurring in England. In the midst of a huge energy crisis, preserving the buildings that we already have is far more economical than demolition and new construction. Particularly as this study relates to South Bend, Indiana, it is very important to note the difference in philosophy as to whether or not to preserve a building. The areas in English cities that have been restored seem to be the liveliest and attract the largest number of visitors, as compared to stark new buildings without any urban context and relation to the surrounding city. These are valuable lessons to experience first hand, rather than to read about in a textbook. Specifically important is the idea that living in a dense urban area, in a culture that respects history, helps to create the ideal environment for establishments such as theatres to encounter great success.

I would like to thank the Nanovic Institute for their generosity and support for my trip, and also for their continued support of students who seek out alternative learning opportunities. Without this support my trip would not have been possible.

Basque Cinema and Cultural Representation

Javi Zubizarreta

Preparatory research for senior thesis in Film, Television, and Theatre

To study the cinema of the Basque people is truly to enter into the larger quagmire that is Basque sovereignty, to carry the burden of the debate, to weigh the many opinions held, and dodge around the serious issue of ETA’s violent attacks—all while the camera continues to shoot frame after frame.

However, as one approaches the light at the end of the tunnel (or perhaps the light upon exiting a darkened theater) the study of Basque Cinema can offer new insight into the issue of Basque independence. For as the camera shoots its frames, the Basque people can further define their culture and truly their own race through entirely peaceful terms. Furthermore, from the cooperation of Basque and Spanish filmmakers, producers, writers, and actors can only come greater artistic and even cultural understanding as Basque and Spanish audiences share in the cinematic apparatus of their local theaters.

Figure 17: Basque country.

How does one study Basque cinema? As the previous description should hopefully make clear, the question over Basque cinema’s existence is one that takes place in the present tense. Accordingly, to properly study the cinema of the Basques one must seek out the frontlines of Basque production and speak with the directors, producers, writers and scholars who are actively defining the Cinema with each new project. Such was my plan of attack upon arriving in Spain and the Basque Country. To begin, I traveled to Valencia to attend the Cinema Jove International Film Festival. Presenting a retrospective of his work was Basque director Enrique Urbizu. Additionally, several Basque short films were shown. I spoke with both Urbizu and the festival’s director to learn about the reception of Basque films by Spanish and international film festivals. According to Urbizu, “Film speaks an international lan-
guage—subtitles or not.” Maluenda echoes the positive reception: “Basque films frequently win at our festival. There are many stories for the Basques to tell, and we are happy to hear them.” In fact, two of the Basque short films presented at the festival went on to win awards.

The importance of studying the wider reception and perception of Basque Cinema cannot be stressed enough. As Urbizu says, “There are three million Basque people in Spain. They cannot pay for my film by themselves.” Basque filmmakers must tap into the larger Spanish and European markets that promise larger returns. The effects of the search for larger markets can be seen in the predominance of Basque films shot in Spanish. Euskera—the Basque language—is seldom used in films geared for a wide release. Consequently, Euskera can no longer be considered a requirement for a film to be “Basque.” The cultural ramifications of films shot in Euskera aside, the ability Basque films have to shape the international perception of the Basque people is extremely important in the ongoing debate over Basque independence. Screenwriter Joanes Urkixo says, “Yes there are Basque terrorists, but I am not a terrorist and neither are you. We need to let the world know that.” To examine the international reception of Basque films is a truly insightful and inspiring process, and to do so in the setting of an international film festival is especially unique and rewarding. One would hope, both as a young film student and filmmaker, that it would be the first of many festival opportunities.

I then went to the Basque country myself, splitting my time there largely between Bilbao and Donostia (San Sebastian). Beginning in Bilbao, my mission in this steel town was to meet with the many Basque directors, writers and producers who call Bilbao home. Here I met with screenwriter Joanes Urkixo, director Aitor Zabaleta Alberdi, director Algis Arlauskas, his wife and actress Marina Shiman- skaya, short film director Pedro Fuentes, and President of the Association of Basque Producers (APV) Carlos Juárez.

The majority of funding is provided through the Basque Government and Euskal Telebista, the Basque public television station. Receiving funding from such bureaucratic organizations has its benefits and its pitfalls. While the government’s desire to fund a Basque cinema certainly defines the cinema as one with a mission (to preserve Basque Culture), the government’s ability to fund the cinema is an even greater defining factor. Films are costly, even the most low budget of art house fare, and in times of economic recession, funding films can all too easily take a back seat. Fuentes describes the situation best: “Without money, there is no Basque Cinema.”

Having seen the day-to-day affairs of Basque filmmaking, I traveled to Donostia (San Sebastian) to gain a greater historical perspective on Basque cinema. Donostia has long been the cultural center of the Basque country. It is home to some of Europe’s greatest restaurants (food being perhaps the greatest component of Basque culture) as well as the internationally acclaimed San Sebastian Film Festival. Donostia is also home to the Euskaladiko Filmategia. The facility houses several thousand films, all preserved and archived for future generations of audiences and scholars alike. The director of the filmategia, Peio Aldazabal, views the preservation of especially the homemade Basque films as a crucial argument for Basque people: “Under Franco, the Basques were denied their culture. It was outlawed. Today, the Spanish government ignores our culture. It tells us that we don’t have a culture. Well, look, here is our culture, it is on 16mm in color with sound. You cannot deny it anymore.”

With that powerful statement in mind, I began viewing as many Basque films—features, documentaries, home movies, and shorts—as I could. With each film I watched it became clear that Basque cinema is incredibly varied with all genres represented. After watching a sampling of the many films Basque cinema has to offer, it becomes clear that Basque cinema is filmmaking that asserts the existence of the Basque people and their ancient culture while pushing that culture into the modern world. It proves that with or without an independent nation, the Basque people can exist peacefully as an independent people with an independent culture and an independent cinema.

The Nanovic Institute for European Studies: Student Grants 2008/09
My past summer was full of highlights: conducting first-hand political research in a foreign language, viewing the Running of the Bulls in Pamplona, and visiting the remarkable monastery of Montserrat. These three opportunities along with more personal growth and development than I could have imagined would not have been possible without the aid afforded me by the Nanovic Institute for European Studies.

Before my study abroad experience began in Toledo, Spain during the spring semester of 2009, I knew I wanted to extend my time in Spain. After four months in the Notre Dame program, I set off to Barcelona for the summer of 2009. I applied for and received an Undergraduate Travel and Research Grant which provided me the funding to live in Barcelona for three months and to conduct primary research for a senior thesis.

My Spanish studies began many years ago but not until I arrived at Notre Dame did I begin to seriously consider the significance of studying a second language. The program in Toledo developed my reading, writing, and speaking skills but it was not until my summer in Barcelona when they dramatically improved. Living alone in a new city is, for me, the definition of outside of my comfort zone. I landed in Barcelona on April 28th knowing a total of three people - my landlord and the two professors with whom I was to research. My first days in Barcelona were eye-opening. Unlike the Notre Dame program, it was not guaranteed that I was going to speak English to anyone on any given day. A few days after arriving I met with my advisor, Dr. Robert Fishman, and we began to narrow my thesis topic as well as discuss by what methods I would conduct research.

After having matched my interests with my surroundings in my application to Nanovic, I decided to investigate the incorporation of immigrant students into the public school system in Catalonia.

This region of Spain provided an interesting lens to research because the north-eastern area of Spain not only contains a nationalist movement but also speaks a different language that is mandated in the schools. Dr. Fishman and I decided that the richest resource for my investigation in Catalonia were the people. Throughout the summer I conducted seventeen personal interviews (which I tape recorded for records) and gained and strong grasp on the situation and the direction I wanted my senior thesis to take. I interviewed eleven primary school teachers for their insight and personal experience on the situation. I encountered teachers who taught classes whose immigrant student population exceeded 75%.

The reactions from the teachers were wide-ranging. Several educators appeared open and eager to instruct immigrant students and felt that every student is entitled to the same fair education regardless of origin. On the other hand, other teachers were more hesitant in their support of immigrants in Catalonia’s school system. Their primary concern was the loss of Catalonia’s unique culture and heritage that is distinct from other countries and even dis-
tinct from Spain in general. Reactions were mixed, which I view as beneficial in my research. Thus, I am able to compare and contrast points of view from different teachers in different areas in Catalonia. I also interviewed six representatives from immigrant organizations. My intention was to view how different, or similar, they examined the situation regarding the education of immigrant students in the Catalonia school system.

The information I gathered in Spain is invaluable to the foundation and progress of my senior thesis. My experience in Barcelona was unique in numerous ways, yet one I found to be unlike most others. In Barcelona I genuinely felt integrated into the society, the culture and the lifestyle. They may seem like simple aspects of life but for me they were fundamental. I had Spanish friends, I went grocery shopping alongside Spaniards, I ate dinner every night at 10:30pm and, yes, a couple nights on the weekends I stayed out until 9:00 am. Spanish life is very different than the American life I live! Without the Nanovic grant, I would not have been able to appreciate the cultural differences to the degree that I am now able to.

After three and a half months in Barcelona I experienced more than I could have imagined. I grew professionally, academically, personally, and socially, and still continue to grow today. As I commence the writing of my senior thesis I appreciate the fact that the uniqueness of my topic and my research were available for me to investigate due to the grant. Part of me will always remain in Barcelona as I developed a strong love for the city. One day I will return.

Politics of the Tramway in Angers, France

Andrew Polich
Major, Political Science

I arrived in Angers, France on Tuesday, December 29th. I stayed with my mom’s French host family, the Le Lirzins. They were kind enough to offer me breakfast, lunch, and dinner every day. At each meal, we would discuss issues such as religion, family, culture, and even projects in Angers such as the Tramway. All of these discussions showed me the strong differences in American identity and French identity that I had not noticed during my first stay in Angers in 2006-2007. I was also more attentive because since that stay, I had switched from Biology major to Political Science and French. These differences, which I will describe below, were crucial to my research.

As for the research, I originally had wanted to study the reaction of the Angevins to the Tramway. However, I realized that reaction was not such a novel concept because people were for or against it for political and personal reasons. However, the reaction of Angevins, especially the Le Lirzin’s showed me four factors that made up Angers’ identity: environment, local democracy, a high level of government involvement, and a desire to coordinate between Angers’ historic side and modernization.

I conducted several forms of research in order to bolster this theory on a relation between the Tramway project and Angers’ identity. First, I went to the Municipal Library and read all 2008 articles concerning the four identity factors in two newspapers, the Courrier de l’Ouest and Ouest-France. The number of articles I found showed me that the factors I had chosen were priorities at least in the newspapers.

Second, I went around town studying the actual installation of the Tramway. I took photos of construction sites, advertisements for the tramway, new buildings being erected along the future first line, new parking garages, new delivery systems, and even a bus that the city had provided to accommodate individuals whose transport was affected by construction. These observations showed me how involved the city is to ensure the smoothest installation. I also took pictures of other city projects like the new theatre and new “green” neighborhoods close to the train station.

Third, I conducted interviews with people working in close relation to the Tramway project. I interviewed Mickael Fairand, the representative for press
Restructuring the Pinacoteca Nazionale di Bologna

Pamela Johnson
Senior essay research for the Minor in European Studies

My research focuses specifically on the Guido Reni room of the Pinacoteca Nazionale di Bologna (National Gallery of Bologna), and the ideological and practical problems in its organization. I had requested this grant to get a first-hand look at the space and to understand the visitor’s experience. I also looked forward to using the Museum’s library and speaking with Museum staff to best understand their motives for giving the gallery its current organization.

Upon my return to the Pinacoteca, I was welcomed with open arms by the staff of the Technical Office, where I had interned during the spring and summer before my senior year. They were more than happy to let me use all of the resources of the museum, including taking photographs of the galleries. My first day in the Museum was spent almost entirely photographing the Guido Reni room, its antechamber, and finding other examples of problems in other rooms that would be relevant to my paper. I was very fortunate to have the gallery completely to myself as the Museum is closed to visitors on Monday. I began working with the staff of the Art Image Library at Notre Dame before leaving for Italy.
and was instructed in the best way to take photos of the gallery. Without other visitors in the room, I was able to take photos from all angles and will be able to reconstruct the space from these photos for the readers of my essay.

While taking these photos I found that the lighting of the gallery was a major problem. There is a large skylight in the room, but on the gray rainy day I was taking photos, there was little light added from that source. The lighting elements within the gallery did not completely light each painting, leaving dark spots in some locations and severe glares in others. Since the room is so crowded with paintings and viewing areas are small, there is not much space for the visitor to move about trying to see the painting without a glare. I noticed that for some of the larger paintings it was literally impossible to avoid an obstructed view unless the work was viewed from a different room. Although I had visited this space before, it was only through the close observation of the space that I noticed the magnitude of this problem for visitors.

Returning to the Pinacoteca Nazionale and seeing the space in person quickly reminded me of all the problems faced by this overcrowded museum. The museum continues to adhere to the chronological organization created two centuries ago because its space doesn’t allow for a major overhaul. Construction has occurred on the lowest level of the Pinacoteca for temporary exhibits, which forced the removal of a connecting hallway between two wings of the galleries, and thereby destroying the continuity of the Museum. Now visitors proceed through the Medieval works to the Renaissance, but must retrace their steps and arrive in the Guido Reni room before they must walk “backwards in time” to see the works from the 1500s. They must then walk back through the Guido Reni room and proceed through the galleries from the 1700s to the Main Hall, where the over-sized works of the 16th through 18th century are kept.

The Pinacoteca’s historic setting as a monastery and church explains the poor design—it was not planned as a gallery at its inception—and now makes for a confusing visitor experience. I was able to watch as visitors entered the Guido Reni room looking confused, as if they had taken the incorrect path through the museum, and saw them hesitantly take the stairs up to the works of the 1500s. They could tell a system was in place, but arriving in this particular room of the Museum did not fit the scheme and required an explanation they were never given. I can recall my own confusion the first time I visited this Museum in the Fall of 2008 when I myself went immediately to the Guido Reni room looking more than half the collection! Observing visitors while in the gallery showed me how their confusion may contribute to spending less time in the gallery, or not appreciating the works in the same way because of their surprise.

The most important advantage of my research trip was an interview I was granted with the Director of the Pinacoteca Nazionale, Dr. Gianpiero Cammerota. Since I had last visited the Museum he had removed certain pieces and changed the organization of the Guido Reni room, so my questions about the organization of the space were extremely pertinent. He explained to me why certain pieces were removed from the space, and why the newer pieces were more important to be displayed. Another topic we discussed in detail was the visitor’s experience, and how the Museum was trying to improve it through didactic materials. I learned of the Museum’s plans in that area and other specific information that I could have
only received from the man in charge of the Museum. I had not expected to be able to speak with him, since he is a very busy man and does not always work in the Bologna office, but through my former boss I was able to get an appointment. He granted me full access to the library of the Pinacoteca, and I was able to complete my work there using specific resources. This library was fully equipped with information about each painting and its provenance in Bologna, which can be difficult to find from abroad.

This research trip was extremely successful and left me very prepared to complete my analysis of the Guido Reni Room in a complete way. Nothing can quite compare to being in the physical museum space, and understanding its problems first hand. I noticed things I hadn’t seen before, and discussed the problems of the gallery with the individuals who work there daily. My MES Capstone Essay will be much richer for having had this experience.

Education and Reconciliation in Bosnia-Herzegovina

Barbara Vi Thien Ho
Class of ’10, Double Major in History and International Peace Studies, Recipient of a Katie Murphy-McMahon Grant for Russian and East-Central European Studies

The Nanovic Research Grant allowed me to explore my interest in the role of history telling, memory and education in post-conflict Bosnia-Herzegovina.

Before going abroad, I worked hard to prepare for my research, establishing contacts and securing the basic necessities such as accommodation, looking for a translator and contacting locals about how to conduct research in an ethical and respectful manner. The high quality expected by the research proposal, while challenging, really helped me understand the thinking and planning necessary to a successful research project. As a result, I arrived in Bosnia-Herzegovina feeling prepared to hit the ground running.

During my four weeks, I conducted interviews with over sixty individuals including high school and university students, professors and organizations. I traveled to Novi Travnik, Banja Luka and Sarajevo to ensure a more well-rounded interview pool. The diverse primary sources and interviews I conducted helped me to understand how varied the opinions and attitudes were - even in small country like Bosnia-Herzegovina. Before conducting my interviews and observations abroad, I already understood from my reading and research the negative impact of segregated education. Because of my ability to go abroad to talk first-hand to locals, however, I realized just how challenging it would be now to try to reform the education system and can only imagine the protest that would come as a result.
driven force. Clearly, reconciliation is barely beginning in the country.

At the time, the Dayton Peace Accords seemed like the only possible solution to ending the war. Even though the international community established the power sharing government and the two entities to be a temporary solution, the accords have made divisions so deeply embedded in society that it may be too late to push for integration now. The Serb-dominated Republika Srpska holds autonomy. Thriving economically, there is no incentive for the Republika Srpska to give up its independence and centralize. With the exception of big cities, most towns are ‘ethnically clean’. Aside from traveling for business or school, there is no need or desire for individuals to explore outside the boundaries of their towns. In consequence, Serbs, Croats and Bosniaks could live all their lives without meeting each other. Zubic expressed his disheartenment about the social situation, reflecting that “it’s a crime for the kids” never to be able to meet each other. Fifteen years after their parents’ war, a new generation of Bosniacs has grown up separate and fed with talk only of war, hatred and the bitter past.

In Bosnia-Herzegovina, while education could have served as a powerful tool for reconciliation and peace building, it has reinforced nationalism in a new, young generation and contributed to the absence of national pride and identity. In Bosnia-Herzegovina’s case, by splitting the country into entities, the Dayton Accords unintentionally promoted segregation in cities and in the education system. As Lietaer expressed, amidst the countless tasks after the war in 1995, political leaders easily put off education. Rather than establish a firm ground in which sustainable peace and reconciliation could take root, international and national leaders focused on what would immediately end the warfare and appease all sides. By hastily pushing for a formal, legislative peace agreement, however, the international community failed to uncover the roots of the conflict and bring forth true peace and reconciliation. As a result, political leaders have used education as a tool to sustain nationalistic tensions. In the delicate time following a country’s transition from a war zone to a post-conflict area, education is nothing short of absolutely critical.

I know that this experience is just the beginning. This grant has opened a number of doors for me and reaffirmed my conviction to work for post-conflict reconciliation and peace. It has allowed me to realize just how wide-reaching and interconnected history can be, touching upon my interest in peace studies and gender studies as well. I know that my experience in Bosnia-Herzegovina this past summer is only the beginning of both my research and growth toward becoming a stronger scholar and historian.

The experience the Nanovic Institute for European Studies has given me is immeasurable. By providing me with the funding and support to conduct my research, the institute allowed me the opportunity to pursue my interests all the while growing as a researcher, historian, scholar and student of international development.
Undergraduate Internships & Service

DePuy, Inc., Cork, Ireland

Melissa Braganza
Class of ’10, College of Science

Stepping off the plane into Ireland for the first time filled me with excitement at the prospect of immersing myself in Irish culture, seeing breathtaking sights, and learning about global businesses.

My internship projects helped to strengthen my communication, interpersonal, and computer skills and knowledge. Working in the Finance department of DePuy, Inc., I embraced the opportunity to become familiar with royalty agreements between DePuy Ireland and their business partners. Organizing important information from these contracts onto spreadsheets and creating a website to make electronic copies of these agreements available helped to facilitate communication between different sectors of DePuy around the world. I also organized Research and Development information, and this project taught me more about the engineering side of the manufacturing process.

Touring around Cork and the nearby towns gave me an appreciation for the uniqueness and charm of Irish towns. The Irish towns I saw were a beautiful combination of enchanting architecture, rolling hills, and sparkling blue rivers. The architecture is not only stunning but gives one a glimpse into the rich history of the city. Throughout Cork, I observed many monuments paying tribute to soldiers from Irish wars for independence. Also, churches were prevalent in all the cities I visited, hence the prefix “kill” in many street and town names. Each church had ornate sun glass depicting scenes of saints, miracles, and Jesus’ life. But by staying in Ireland long-term, I learned about much more than just about its history and monuments; I learned about its language, culture, and people.

Figure 22: Cork (Corcaigh, ‘swamp’) is the second largest city in the Republic of Ireland.

Everything from television to just walking around the city exposed me to Irish language. Watching Irish television and listening to Gaelic and then the translation to English was enlightening. Even simple things like reading “bruscar” on the public trash bins gave me an appreciation for Gaelic even though most people around me spoke English. Walking through University Cork College and looking at many of the building inscriptions in Gaelic and then translated in English showed me how Irish language has endured through today.

Several times during my visit in Ireland I was posed the question, “So, how is college? Is it just like the movies with fraternities and sororities?” Then of course I had to explain Notre Dame’s unique resi-
I never thought that working as a summer intern in a foreign country—let alone in Europe—was possible!

Not only looking for the position, but also finding where to live and how to afford it, seemed too difficult. When I applied to work as an intern with Robert Adam Architects, I thought it was a long shot. Behold, five months later I was in the middle of the beautiful countryside of Hampshire, England. Everything had fallen into place, and I realized really anything is possible.

Winchester is a quintessentially English town complete with thatched-roof cottages, Georgian red-brick homes, and a downtown with Tudor-style architecture. My favorite spot and frequent location during lunch was in a tree-lined grassy field in front of Winchester’s beautiful 11th century Gothic Cathedral, where one can find Jane Austen’s tomb. I immediately appreciated the quaintness of the town, its existence being overshadowed by London and unknown to many tourists today. The town is an ideal location to practice traditional architecture and town planning, and as a student, everyday I became more inspired by my surroundings to learn.

Robert Adam Architects, Hampshire, England

Nicole Bernal-Cisneros
Class of ’10, School of Architecture


While working at the architectural firm, I was immersed in good design principles that were based upon traditional building practices. My first project was to help design an extension for an historical estate in Dorset. This experience taught me a lot about caring for existing historical structures on or nearby a proposed site. I was able to help document the estate and realize ways of preserving it, before actually designing the addition. I was also involved in drafting many preliminary designs for converting barns into private residences throughout England. This project was most interesting because it showed...
me that an old barn can be readapted for a new use. Most barns can have significant architectural character, and I found that the conversion into a home to be a sustainable solution to maintain them. With this new experience, I obtained a new and inspiring perspective on the craft of the architect: both as a designer of new construction and also as a preservationist.

Not only was I able to pursue a passion of mine in traditional architecture and to apply it to the professional realm, but I was able to experience a new culture, in a country I had never been to. The firm arranged for me to stay with a young English intern who had studied architecture in Southampton, England. She and I became fast friends, and together we traveled to different cities including Oxford, London, and Bath. With her as my companion, I experienced much of England as a local would. I experienced some of the unique English traditions such as having a cream tea and watching a cricket match. I also learned a lot of English phrases, including how to properly use the term “Cheers!”

Spending a summer away from my family was not as hard as I thought it would be; my summer experience was well worth it. I cannot express how fortunate I felt to be working as an intern with one of England’s leading Classical architecture firms for two months this summer 2009. The connections that I acquired, the experience I gained, the places I traveled, and the people that I met made for a unique opportunity that I am glad to have done. None of this could have been possible without the funds provided to me by the Nanovic Institute for European Studies. I am extremely thankful to them for their support. This past summer has been one of my favorite experiences, and I will continue to be an advocate in encouraging other students to research and travel through Europe as well.

Politics in British Parliament

Elizabeth Bierman  
Class of ‘10, College of Business

Although both the United Kingdom and United States are modern democracies, differences between the institutions are many. The role of their respective legislatures (Parliament and Congress) is an illustrative example. Where the US requires a separation of powers and checks and balances on the three branches of government, the UK is very much a unitary state exercising parliamentary sovereignty. Parliament is supreme: the executive branch’s ministers must be selected from Members of Parliament (MPs) and Parliament’s legislation is final and therefore not subject to a Supreme Court’s review. Because Parliament, specifically the House of Commons, exercises so much power, control of the Commons is essential to policymaking and is the parties’ main objective. Consequently, partisanship is prominent in every facet of the UK political system as parties vie for a Commons majority and the right to form Government.

Within Parliamentary parties, there exists a high but decreasing degree of loyalty. In order for any MP candidate to even stand for election—let alone win the seat—the candidate must be selected by the party to represent it on the ballot. So from the start, UK politicians owe more to their party than US politicians. Once elected, loyal MPs are rewarded with everything from a position as a Cabinet minister or Parliamentary Private Secretary to a deluxe location in the office buildings across from Westminster Palace. At the same time, rebellion from the party is punished through dreadful select committee assignments and possibly removal from the party.

During my internship with Labour MP Shona McIsaac, I designed several leaflets and campaign materials for her next election. I was continually amazed that the pro-Labour message was a higher priority than the pro-Shona message. Shona McIsaac was “your Labour MP” not just “your MP,” and I had to focus on Labour’s, not Shona’s, accomplishments. Shona McIsaac has been in office since 1997, and she is clearly hoping her Labour loyalty will be rewarded through promotion.

Parliament’s whip system is much stronger than Congress’ because it has these powers over MPs and because of the tradition of partisanship. Rebel votes
are, generally, rare. In the last few months, however, Labour MPs have more confidently rebelled. Shona McIsaac, recently rebelled against Labour Government and voted to give the Gurkhas, Nepalese veterans who fought for the UK, the right to settle in the UK. Labour’s increased rebellions have been attributed, not to deviation from the party, but to diminished support for Gordon Brown. If there is a change in leadership, intra-party loyalty may again increase.

In my internship, I worked extensively on voter mobilization within the constituency, and for several days I canvassed on behalf of the Labour candidate for the local council. Even at the local level in the UK, partisanship was extremely important, and many voters I spoke to agreed their decision essentially reduced to party identification. Candidates in my own hometown’s election generally run as independents. Local policy, they believe, should not conform to national party ideals but is best designed according to local needs.

The importance of the party in British politics compared to American politics was a critical observation made during my research. Yet in addition to my observation and involvement in a foreign government, the internship also afforded valuable public relations experience. I was constantly corresponding with constituents, writing press releases for Shona’s website, and campaigning. Honed communication skills coupled with an understanding of British policymaking will significantly improve my contribution to both classroom discussions and my career after graduation from Notre Dame.

The Herrly Internship in Paris

James Ogorzalek
Class of ’11, History and Political Science

This summer I had the opportunity to participate in the Herrly Internship Grant thanks to the generosity of the Nanovic Institute. The grant gave me the opportunity to live in a suburb of Paris, work alongside many leaders in French business and military, and to sharpen my French language skills. The varied nature of the work ensured that I would be consistently stimulated with the actual functions of the internship. Similarly, the natural beauty and historical significance of the location prompted me to explore the world more than I would have had I participated in almost any other internship.

Saint Cloud, situated immediately to the West of Paris, is a gorgeous and affluent town that allows easy access to Paris while remaining just far enough away to have moments of peace and quiet. While there, I had the opportunity to act in various functions that allowed me to expand my French language skills as well as to expand my knowledge of French culture. I had the opportunity to complete such tasks as organizing lectures and serving as a translator while still finding a little bit of time to explore Paris and the surrounding regions.

In Paris, I lived in the residence of Mr. Peter Herrly along with his wife and two children. Mr. Herrly, a Notre Dame alum and retired Army Colonel, holds a variety of positions and has numerous responsibilities that allowed me to explore Paris in a variety of ways. Living with his family in Saint Cloud also allowed me to experience Paris while still having the support of an American family. The children, who were both raised in France, served as invaluable help in my French cultural education, continually helping me understand the differences between the two.
countries. This stable and comforting base allowed me to participate fully in the internship without the distractions that are caused by merely being dropped into a different culture to work.

My first task while in Paris was to organize a lecture given by Lieutenant General Theodore Stroup (Ret). LTG Stroup currently acts as the Vice President of the Association for the United States Army (AUSA), a non-profit educational organization that works to support the Army and its members (active, inactive, retired, civilian, and family members). Before retiring, LTG Stroup served in a variety of high-profile positions within the Army, becoming an expert in the process by which the Army’s budget is created. As such, he was invited to speak at the École Militaire in Paris to a small group of French officers who would benefit from an expert analysis of this process. Because of Mr. Herrly’s work with AUSA, I was afforded the opportunity to work with the French military to arrange this lecture. I communicated by email, by telephone, and in person with many administrative members of the French military to successfully organize this event.

Along a similar line, I worked on the larger and more complex lecture given by Lieutenant General Thomas Metz of the US Army. LTG Metz is currently the head of The Joint Improvised Explosive Device Defeat organization (JIEDDO). He stopped in Paris on his way back to the United States from visiting Iraq and Afghanistan for JIEDDO. While in Paris, he gave a lecture to French military and business elites regarding the current efforts to fight IEDs and what the French military and business world could do to aid the effort. Through my time working on this lecture, I was able to explore deeply the world of French business. I had the opportunity to coordinate the lecture with one of the largest defense manufacturers in Europe, literally working alongside former French generals and businessmen. In doing so, I gained valuable insight into the way in which French companies operate as well as first-hand experience dealing with French business protocols.

The final major task I was given during this internship was that of on-site translator for a “Battle Staff Ride” of Normandy. While two American historians provided about forty high-ranking American officers with a guided tour of Normandy, I served as the link between this English-speaking group and the French people who welcomed us throughout the week. Not only was I given the once in a lifetime opportunity to experience the history of the Battle of Normandy from two experts, but, through my work as translator, I was able to experience the French culture beyond Paris. This was a valuable experience as most of my traditional education in French language and culture has come from teachers and professors who were trained in Paris. This week in Normandy opened my eyes to the part of France that is not as easily explored in classes, due to the monolithic position of Paris in France’s cultural heritage.

The Herrly Internship Grant offered me the wonderful opportunity to experience Paris and France firsthand. Not only was I given the opportunity to live and explore the city and country, but I was also given the challenge of working alongside French businessmen to create two lectures as well as to further expand my French language skills by working as a
translator in Normandy. As I will spend the 2009/10 academic year in Paris through the Office of International Studies, this internship also helped to give me a wonderful introduction to the place that I will call home. I had seven weeks to become acquainted with French life and culture, and the Peter Herring Internship Grant allowed me to do so on a personal level and on a professional level.

Styles Architects I, Paris, France

Deirdre Connell
Class of ’10, School of Architecture

Nearly every day this summer, I left my office and went around the corner to picnic in the backyard of a queen. Her name was Maria di Medici, and she was the wife of Henry IV of France. As honored as I felt to be there, the invitation was not exclusive. In fact, each day, the whole of Paris is welcomed to these grounds, now known as the Luxembourg Gardens. The park lives in my memory as a vivid example of the comfortable beauty I found in the vast, history-steeped city. In these gardens, as well as in the streets, museums, boulangeries, and tiny apartment courtyards, I discovered Paris.

With the eyes of an architecture student, I sought to decipher what it was that made Paris the remarkable city that it is. Over the two months I spent there, I came to believe that the essence of the city lay in its combination of architecture, age, and people. These three aspects formed a profoundly humane place and a living artifact.

My internship was with an architecture firm called Styles Architects in the 14th arrondissement. Along with two of my classmates I joined the office of Maurice Culot, Paul du Mesnil, and William Pesson, architects with an impressive amount of knowledge and easily as much personality. Our first project entailed the renovation of a 17th century home on the southern edge of Paris. We performed a site visit to the now dilapidated building, which abutted a Roman aqueduct. As I took pictures and measurements, I saw glimpses of the home’s history. In the original massive wood beams, the World War II newspapers pasted to the walls, and the abandoned 1980’s kitchen appliances, I was told pieces of the building’s life story.

Less romantic, but equally important tasks also occupied me throughout the internship. I improved my Autocad dexterity, built models of underway projects, and gained insights into the economics of the business. I studied colombage, the half-timbering technique prevalent in the region and implemented it in a design. My supervisors were approachable and passionate about their work. My favorite times with them were heading in and out of the office, when they would point out buildings, quizzing us on what decade they were built and discussing the genius (or incompetence) behind the designs.

As much as I gained from the internship, I could not avoid being taught just as much by the city itself. In my daily life there, I truly came to understand architecture’s public role. In a place like Paris, a building provides more than the function for which it was built. It may be an autonomous unit when entered, but along with its neighboring structures, it is part of a greater system. The spaces between buildings become rooms and corridors, the facades the decorated walls. The most important buildings—the Notre Dames, Sacre Coeurs, Opera Garniers—stand out from the masses like sculptures in the landscape. The better this is done, the more
beloved is the city.

Paris was used and enjoyed unlike anything I had previously experienced. Tables spilled from corner cafes, dances were held along the Seine (organized and impromptu), and a cascade of people could always be found on Montmartre’s hill, listening to music over the expansive view of the city. The parks may have been for me the city’s greatest attribute. Walled and verdant, they were the havens of the city. Completely public and un-commercial, they were used incessantly; for reading, jogging, gatherings of friends, chess games, pony rides. They proved that just as a city requires density and shelter, it also needs pockets of green and open sky.

From all of this, I realized that no architecture is solely private. In Paris, the Louvre is yours. The long lines of white Haussmann buildings, in part, belong to you. They are the elements that form your city, and when so much living is done outside your flat, the city is your home.

Every Thursday after work I would go to the Musée d’Orsay, the art museum converted from a grand old train station. I was happy to walk the forty minutes to and from, and I know why: it was the combination of architecture, people, and time that contributed to my journey and to my destination. All along the way, architecture provided art before I even reached the museum. The French people created these buildings and lived among them. I enjoyed watching the Parisians as I walked, asking them directions, and stopping in their shops for a pain au chocolat. The Paris I wandered was the product of ordinary and extraordinary people living intimately with their surroundings. Time enriched the relationship creating layers and memories, and ultimately the Parisian identity. This centuries old way of life continues, and for one summer, I was a part of it.

I want to sincerely thank the Nanovic Institute for making this experience possible. My trip allowed me to look critically at the subject I study, and in the end, reinforced my Notre Dame education. I am very grateful.

Styles Architects II, Paris, France

Ernesto Gloria
Class of ’10, School of Architecture

My internship was at an architecture firm that has chosen to continue the tradition of architecture found outside its own doors. When we were stuck on a project, we would simply walk outside for inspiration.

Styles Architects practice the art of creating space by using time-tested materials and designing according to the region. I felt at home: my traditional and classical architecture education at Notre Dame would be valued and used extensively. Over a span of eight weeks, I worked on a large scale model of a seventeenth century faisanderie, a large building that was to be turned into a modern home. I continued on the design of the roof structure, a kitchen, and stairway. I was then assigned to create an architectural vocabulary for a large housing development. I used AutoCAD for the majority of the work, but I was also able to watercolor some of the firm’s proposals. Two of the paintings were of social housing and the two others were perspectives for a future development in Romania. (The latter was assigned to me when they found out about my recent trip to Transylvania, a trip funded by the Nanovic Institute.)

![Figure 27: A café in Paris, one of close to ten thousand.](image-url)
This internship would have not been complete without living among the Parisians. For one summer, I was part of an urban community. I participated in the local traditions of sidewalk cafes, markets, and boulangeries. I also became keen on the traditional Parisian apartment house: a five or six-story type with courtyards and shallow, naturally well-ventilated apartments. The spaces within were quite small, but one could not care less when life was waiting outside the door.

After work and during the weekends, my walks became a serendipiter’s delight. I did not just use the guides but put myself at the mercy of the city, going into neighborhoods, following my instincts, and almost always handsomely rewarded. I noticed how the scale changed while moving from one place to another: from small alleyways, to metro-station, to wide open plazas, and then a palace, then a park. My relationship and proximity to the buildings was constantly changing—whereas here in America, the walking experience is just a big parking lot and a building. Being a pedestrian was exciting again! But at its core, it was the human interaction I experienced in the architecture of Paris that made it much more memorable.

Therefore, for my fifth-year design thesis, I will communicate my understanding of how architecture can facilitate a sense of community. I will stress the importance of urban quarters at the pedestrian size and the necessity to build ‘polycentric’ cities. I will transform a dead shopping mall into a richly-varied urban neighborhood. Undoubtedly, my experience of working and living in Paris will inform my design.

Truthfully, it is very hard to concentrate now, because every time I glance at my postcards from Paris, it’s as if I am opening up over-stuffed suitcases and watching my memories fly out uncontrollably. When I am at my desk, sketching away façades, plans, and perspectives, I think about how people might experience them in real life. It seems that my best creative ideas come from that suitcase of memories. And for that I thank you, the Nanovic Institute, for providing yet another source of life-long inspiration.

Improving Concrete in Aachen, Germany

Kevin Godshall
Double Major in Mechanical Engineering and German

My project was part of RWTH Aachen’s Institute for Joining and Welding (ISF), a subdivision of their Mechanical Engineering department. The purpose of my summer project was to investigate the relationship between the concrete and the textile that it was reinforced with, specifically how the spalling effect takes place between the roving and the concrete as a result of the Poisson Effect on the roving under tension. By creating concrete test specimens on rovings and subjecting them to tension with a tensile testing machine, and then filming the spalling off of the concrete using a high-speed camera, it is possible to make important observations about how the spalling occurs and how the individual cracks develop. With this knowledge, it may be possible to reduce the amount of spalling that occurs in textile reinforced concrete, and thus make it a more efficient and practical tool of construction.

The purpose of textile reinforced concrete is to create a type of concrete that is capable of withstanding greater tensile forces than those of traditional concrete by reinforcing its structure with a form of textile mesh composed of rovings, which are in turn made from numerous individual filaments that are wound around one another. The textile mesh is a layer a fabric that is placed within the concrete itself before it has fully dried, and thus it is considered ‘impregnated’. Concrete itself has a very limited amount of flexibility, thus its failure strain is very low, especially in comparison to malleable materials such as steel and other metals. This is the reason why cracks will develop on concrete so easily. Once a crack has developed, the concrete looses its strength dramatically. At this point the textile in the textile reinforced concrete takes over and begins to carry the load, preventing failure of the material. The relationship between the concrete and the textile that it is impregnated with forms the basis of this research.
Overall, I thought the entire experience here in Germany was very positive and beneficial for me as a student. In addition to learning, I was also able to meet new people and have new experiences, as well as develop new skills. I have been very pleased with the program itself, its objectives as well as structure, organization and activities. Through the program I gained insight into how research is organized and conducted by participating in hands-on activities with co-workers and fellow students. Everyone I worked with and participated in the program with was very helpful and encouraged me.

Besides these more general ideas, I also gained specific knowledge both in German and in fiber-reinforced concrete. Because of the language course offered I was able to maintain and even improve my German language skills over the summer, a period when it is easy to forget such things. In addition, my internship gave me the opportunity to improve my knowledge of technical German, specifically the vocabulary.

Besides learning parts of the German language useful to my professional area, I gained a significant amount of knowledge of fiber-reinforced concrete, what it is, how it works, how it is manufactured and how it fails. I believe this knowledge has the potential to help me in the future, as such topics may come up again during the course of my studies or even career.

I spent six weeks in Siena, Italy, during which time I took a language class and interned at the Oncology and General Surgery Department at the University of Siena.

My summer was a great experience. I was able to absorb the culture and meet people with different backgrounds. At the same time, I was able to practice my speaking and comprehensive skills in Italian. I took classes at the Dante Alighieri Society. I had been taking Italian for three years before coming to Siena, but I definitely felt that there was a lot I could improve upon. Although I felt comfortable understanding Italian in conversation, I still did not feel confident speaking the language, and often times I would hesitate or be reluctant to speak. The classes definitely helped me improve my speaking and comprehensive skills, and it was a good was to prepare me for my internship in the hospital, where I would be exposed to the language completely.

My internship was difficult but rewarding. I was able to shadow Dr. Alfonso de Stefano and his team of residents in the Oncology Department, and I was also able to shadow him in the operating room as well. He was very helpful in pointing out important procedures during the surgery, and if I had any questions I was able to ask. The difficulty with the internship was that I spent most of my time with the residents, who were not as friendly or helpful as Dr. De Stefano. At times I found that they were dismissive, and they assumed that I did not understand what they were saying or what they were doing because my Italian was not fluent. It was frustrating for me because I was throwing myself into a situation that I was not necessarily comfortable in, and they did not make it any easier for me.

With that said, however, interning at the hospital was a great clinical experience. I was able to take vital signs on the patients, and I did the rounds with
the residents and documented patient history. It was a great way for me to bring together two passions that I have developed at Notre Dame, both medical science and Italian language and culture. While learning about medicine and procedures at the hospital, I was also able to practice my Italian, and I think that my time at the hospital really improved my language skills.

While in Siena, I stayed with a host family. They were incredibly nice, and my favorite part of each day was dinner time, when everyone would gather around the table and tell the stories of the day. My host mother would always make a point to ask how my day was and what I did. She wanted to make sure that people were nice to me at the hospital, and really acted like a mother figure during my stay. My host grandmother would chat with me and cook me the best dinners, and I really practiced my speaking and understanding skills with her. She encouraged me just to speak, not hesitate, and she would correct me if needed be. I also had a host brother and a host sister who were entertaining and made me feel at home. I still stay in contact with my host family, through Facebook and through letters, and I hope to visit them some day if I ever go back to Italy.

I think that when learning a foreign language it is important that you fully immerse yourself in the culture. As I learned while in Italy, while classroom studies prepare you well, it is not the same as when you live in the country, meet the people and interact with them. It is only upon interacting and constantly speaking that you can attain a higher level of speaking and comprehensive skills. In the end, you learn a lot from other people, and you take things away from them that become important to you as well.

Figure 29: The University of Siena, founded in 1240, is one of the oldest in Italy.

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Pier Carlo Bontempi Architects, Parma, Italy

Alejandra Gutzeit
Class of ’10, School of Architecture

Exactly one year later, I found myself lying in the same field, drinking the warm rays of the Italian sun, during my lunch break. One year later, the huge indomitable rolls of golden hay dotting the fields around Bontempi’s home and studio, were the same. One year later, the gently rolling hills of every earthen color, spring green, golden, forest, and coffee-bean earth, were the same. One year later, I had returned—but I, I, was not the same.

After studying abroad in Rome as part of the University of Notre Dame School of Architecture’s Rome Studies Program, I decided to remain in Italy and spend the summer of 2008 working as an intern in the studio of renowned architect Pier Carlo Bontempi in Parma.

My first experience there was certainly of great importance; I was given the responsibility of seeing the
preliminary design of a project from beginning to end, and to apply the urban and architectural principles I had studied in Rome to my work in Parma. When I arrived, the firm was beginning a small intervention in the town of Varano de’ Melegari, approximately 30 km southwest of Parma. The project involved connecting the existing urban fabric of the city by developing a plot of land on the river Boccolo, near the town’s famed medieval castle. I began by designing on the urban, master plan level, and then continued to design on the architectural level and was responsible for the plans and elevations of approximately thirteen buildings. My final contribution to the project was a large pen on vellum drawing of an aerial view of the intervention as it has been designed, to be presented and approved for construction by the municipality of Varano de’ Melegari. After finishing my internship, I left Parma feeling extremely fortunate to have contributed to such a humble project but not thinking that I would ever have the chance to return to it, much less as it was nearing the construction phase.

Little did I know that, thanks to the generous contributions of the Nanovic Institute, I would have the rare opportunity to return to a project I myself had started the summer before, and little did I know that I would get to contribute further to its development.

This summer upon my return, I was welcomed back not only to a studio and work environment, but to a family. I surprised myself with my Italian speaking skills; after having taken Intensive Intermediate Italian last semester, I was eager to begin using my newly learned vocabulary and verb tenses to enrich my abilities to communicate, and indeed, I fit right in, learning and speaking a language that I feel has finally become my own. There is great beauty in being able to communicate your ideas, your emotions, and even a sense of humor (I was always joking with those in the studio and was able to laugh at all of their humor) in another culture and another language that is not your own, and that in itself felt like an immense accomplishment.

My first day of work, I was told that in my absence, the project for Varano de’ Melegari had progressed; it had been approved by the municipality and more specific plans and construction documents were being created so that we could ask for the permesso di costruzione, or the construction permit, to begin building sometime in September or October the most important buildings that surrounded and created the piazza space I had designed for the new borgo, or neighborhood. I reviewed the more detailed plans and elevations of my preliminary design and was asked to create a watercolor rendering, in the traditional “Bontempi style,” of an oblique view of these most important buildings, which would serve for the imprenditore, or the building contractor, of the project. My rendering would be very important because it would serve as the first image of the project and had the difficult task of creating, expressing, and setting the tone for the place; a sense of tranquility, a place where one would want to live.

I set to work on creating an oblique elevational-perspective drawing on AutoCAD based on only plans and elevations of the buildings, which is a delicate affair between balancing precise, mathematical geometries and making slight changes to a drawing to make it feel more human and real. The drawing had to be quite precise, and I learned a great deal about the AutoCAD program and became faster and more efficient at it, all in Italian!

Once the drawing was finished on AutoCAD, we printed it onto watercolor paper and stretched it onto
a wooden board to prepare it for painting, which is exactly the traditional method used here in the Notre Dame School of Architecture. I spent a good amount of time carefully painting it and learning new watercolor techniques, particularly the “Bontempi style,” which is very refined, somber, elegant, and delicate, and will become very useful for my own future architectural renderings. I studied the renderings of Giuseppe Greci, who is not only a design architect alongside Bontempi, but is also a talented artist responsible for all the watercolor renderings of the firm. I was lucky enough to have him alongside me, guiding my painting and teaching me his techniques, which is extremely invaluable in watercolor painting. I also studied many Italian artists, most especially Bernardo Bellotto, pupil and nephew of renowned Venetian painter Canaletto, in order to include more artistic and compositional elements and techniques to make the painting not only an architectural rendering, but also a work of art, which is something that Bontempi pays great attention to in his architectural work.

Upon completing the watercolor rendering, I felt a great sense of accomplishment; the work had communicated the right sense of place and tranquility for the new borgo, and I had once again contributed something, however humble, to the firm and that I could call my own, just as I had contributed the pen on vellum drawing the summer before. This time, however, the project had advanced and was ready to be constructed, and I had returned to the firm changed, with a greater confidence in my abilities to work in architecture, especially in a country and language not my own. After finishing the watercolor, I also had the opportunity to work on the preliminary design for a small house for a long-time client and friend of the firm, so I had the opportunity to once again contribute my own designs based on the wishes of a client, and to prepare the preliminary drawings on AutoCAD.

I feel that my experience this summer truly allowed me to grow in my professional abilities as well as understand the importance of my contribution to architecture, whether it be in the United States or somewhere in Europe. Bontempi’s solidity as a traditional architect and urbanist comes from the fact that for much of his career, he worked to create simple but beautiful architecture in the cities and towns in and around the province of Parma. The very project I worked on in Varano de’ Melegari, which is an extremely small town nestled in the Ceno Valley, was very humble in character and design, yet overall, it will help to urbanistically unify and complete the town as well as contribute to a contemporary architecture that is simple and respectful of the area’s traditional built environment.

These principles are truly what make an architect successful and a contributor to society, and I believe that having had the opportunity to pursue this project in two phases, I have seen its humble yet dignified importance for the town, and I have grown and matured in my beliefs and opinions about architecture and my place within it. It also seems that Italy follows me wherever I go, because this semester I am working on a project for a small town called San Gregorio in the province of L’Aquila, which was almost completely destroyed by the recent 2009 Abruzzo earthquake that shook the region in April and left thousands of people homeless. We are working on a project to reconstruct the borgo, that is, the entire town itself, which has a very simple and humble architectural tradition and expression.

Once again, I am finding the importance of contributing to architecture in a way that is humble, that breathes tradition but lives for a modern or contemporary world, and that contributes to a society, a community of people and their built environment. I had returned a changed and growing person. Italy had become my own, and my sense of architecture had become my own as well.

Presidenza del Consiglio dei Ministri, Rome, Italy

Kathleen O’Connor
Class of ’10, Double Major in Marketing and Italian, Minor in European Studies

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This past summer I had the remarkable opportunity to travel halfway across the world, live in a foreign country, and work for a foreign ministry office. It has always been a goal of mine to live and work abroad, and I am incredibly grateful that I was able to achieve it. I was accepted as an intern at the Presidenza del Consiglio dei Ministri, or the Italian Prime Minister’s Office. My position was to be an intern in the International Affairs department of the public sector. Overall, I learned many things from the internship, and I would not trade the intern experience I gained this past summer for any other.

My supervisor, Nicola Favia, was the head of International Affairs in the Public Sector. He was a great mentor and seemed focused on each of the interns learning about the Italian government and how it works. He had us conduct research projects to develop our knowledge of the European Union, as well as require us to make presentations on the Italian government.

In the first two weeks of the internship, I had already learned twice as much about the Italian government as I had in the previous three years in Italian classes. He welcomed all questions and concerns and seemed generally invested in our growth through the internship program. The internship took place in the Vidoni Palace, which is in the center of Rome very close to the Pantheon and was built by Raphael. We were able to get a tour of the palace, including many of the most ornate rooms designed during the 16th century. We were also introduced to foreign diplomats and officials from all over the world.

The main project I worked on over the summer was establishing a newsletter for the Department of International Affairs. My supervisor allocated different projects to the interns based on their interests, and given my major in marketing and interest in public relations, he decided to put me in charge of the department newsletter. I first started by creating a layout and design for the newsletter that was visually appealing as well as simple to use. Then I was given the responsibility of coming up with the first topic for the newsletter. This was where all of our research projects from the beginning of the internship came into play. I chose the topic of ‘Reducing Administrative Burdens’ as the first topic of the newsletter. This seemed like an appropriate and interesting topic given Italy’s notorious reputation for slow governmental operations, especially for citizens. It was also a topic growing in popularity in the European Union as many other countries fought to reduce the burdens for their citizens and decrease costs and wait time for administrative and governmental activities.

The next step of the process was to conduct research on reducing administrative burdens in both Italy and other countries in the EU. Once I compiled research on the activities of other European nations and their means of reducing administrative burdens, I focused on how Italy was currently beginning to employ methods of reducing these burdens. I presented my findings in a formal presentation, in Italian, to my supervisor.
boss and the other intern. Then, I began the process of finding individuals to write articles on the subject and people in the department to interview for the newsletter. Unfortunately I was unable to complete the first newsletter before the end of the internship, and the remainder of the responsibilities fell to my associate intern. Although I did not have the opportunity to finish the project, I learned a lot about the Italian government, how they are attempting to reduce administrative burdens, and how to put together a newsletter.

Some of the most important things I learned while abroad over the summer were how to be independent, how to live and participate in a culture that is foreign to me, and how to make friends and be outgoing in an environment in which I may not be perfectly comfortable. Although I had already been to Rome for a semester, I had lived with a large group of friends from Notre Dame. This time, I have never lived for so long without a whole group of American friends with whom I felt comfortable and could depend on. I was nervous at first, but I found that I liked the independence. I proved to myself that I could be self-sufficient and make new friends quite easily. I could also find my own housing and figure out my finances. I made Italian friends and spent time with them on the weekends going to the beach or surrounding towns for authentic Roman food.

The summer I spent in Rome was certainly a summer I will never forget. I improved my Italian exponentially by using it in a formal work environment. I had to be independent, make friends with people who spoke a different language, and learn how to fit in to the Italian culture. I also learned a lot about the Italian government and the European Union. I feel blessed that I had the opportunity to work in Italy this summer, and I hope to work in Italy again in the future.

National Ambulance Service, Budapest, Hungary

Rosabelle Conover
Class of ’12, College of Science

This summer, thanks to the Nanovic Institute of European Studies, I attended a Maymester in Budapest program which gave me the opportunity to travel through Eastern and Western Europe, intern in active ambulances, and conduct first hand research on social issues facing Gypsies in Romania and France.

I lived in Budapest for two weeks, working daily twelve hour shifts on active ambulances and experiencing the life of a Hungarian paramedic. As this is not possible to do in the United States, it was an invaluable opportunity which exposed me to the stress of the medical world. I learned to take blood pressure, actually performed CPR, helped steady convulsing patients, and comforted their loved ones. In addition, the doctors explained to me the symptoms of each patient, and I learned about the structure of the Hungarian health care system. I learned to cope with the death and serious injury of patients, and realized that I love working in the medical world. In my other four weeks abroad, I learned a vast amount about European culture, especially with respect to their largest minority: the Romani people, or the Gypsies.

The depth of European discrimination against Roma astounded me. As a student in the United States, I am aware of racial tensions, but have never experienced them. Although the isolation and moral code (or lack thereof) of Gypsy culture contributes to their ill treatment, these people are literally treated like animals. Conditions worsen as one travels further into Eastern Europe; in Romania and Hungary, where Roma are the largest minority, they are denied access to housing, health care, and education.

In a small village in Transylvania, a hospitable family of internationally known Roma musicians was kind enough to entertain us for the day. The village allowed this family to live inside its borders.
because they held “accepted” jobs. However, once we walked outside the village borders to “Gypsy Row,” the atmosphere changed dramatically. Here, the Roma of the area resided in ramshackle huts with livestock roaming freely. The children who followed us through the village, were underdressed, dirty, and malnourished. Although Europeans I spoke with argued the point that Roma choose to live like this, my research showed me differently.

I interviewed several Gypsies in Romania; among them were well known musicians, an actor who filmed a documentary on gypsy life, and the head of Roma rights in Budapest. They stated unequivocally that, in Transylvania, Roma are treated like animals. They have no rights and barely any access to socialized healthcare. The literacy rate is extremely low, as school districts place the majority of Roma children into schools for the mentally retarded. Hungarian men complain that Roma do not work and thus are not entitled to any social benefits; a major contributing factor here is that while Gypsies are willing to work, employers will not hire them. In addition, the very nature of the isolationist Roma culture further delineates them from mainstream Europe, contributing to misunderstanding and discrimination.

While conducting interviews, I discovered that the majority of Europeans were reluctant to speak about the Gypsies. This made it difficult for me to obtain information on them while working on ambulances in Budapest, although I did gather that the majority of Hungarian men viewed them as a lesser culture. For example, the paramedics allowed a fellow medical student to practice intubating a dead man because he was Roma. They also disliked responding to calls from Romani neighborhoods, and often cursed about the Gypsies.

One afternoon, though, I was lucky enough to break through the European façade, and spent three hours speaking with a paramedic about Roma. He stated that 95% of crime was caused by Gypsies, and the corrupt police force made it very difficult to adequately enforce laws. He also predicted an upcoming ethnic purge of the Roma, saying that nine out of ten Hungarian men plan to kill all the Gypsies. He believed it would start from a small village outside of Budapest, where six Gypsies raped and murdered a thirteen year old girl. The head of gypsy rights in Budapest confirmed this idea. This conversation shocked me, because of all the paramedics I interacted with, I respected these two the most. They were the only two who visibly cared about their patients, and were extremely intelligent and reasonable. However, the fact that they were miming how to kill all the Gypsies really drove the point home to me that Gypsies are not seen as people.

In Transylvania, I interviewed a well traveled Romani actor. Over the last twenty years, he had been conducting personal research on treatment of the Roma. He believed that doctors sterilized fertile Romanian women when they gave birth in hospitals in order to diminish the Romani population. He also expressed his deep frustration that his culture has nowhere to turn for justice. Simply because they are Romani, they are shunned by all around them, and officials in authority refuse to even consider their complaints.

A mother and a musician I interviewed both acknowledged that in Romania, if one is gypsy, sick enough to go to the hospital, and has little money, he will die. They gave several examples of cases like this and reiterated the fact that Europeans do not acknowledge them as people. An important contributor to this problem is the fact that national-
ity—Hungarian, Romanian, or Gypsy—is stated on one’s personal identification. This helps determine the quality of healthcare one receives.

I also learned of the long history of the Romani population. Since the 1300’s, Europeans have enslaved Romani, even sending them to various colonies around the world during the colonial era. Similar to African Americans, Roma were known as slaves until Prince Ioan Couza of Romania emancipated them in 1864. In addition, Hitler slaughtered half of the Romani population of Europe during the Holocaust. I found it fascinating that the Roma are one of the most persecuted and discriminated against groups in the world’s history; yet no one knows of the vast injustices perpetrated against them.

Maymester in Budapest was an invaluable experience which vastly expanded my perception of the world. I immersed myself in the medical world, gaining valuable skills as I lived the daily life of a paramedic. In addition, through my travels in Europe, I learned the ways of many different cultures. From my interactions with the Romani people, I realized the depths of European hatred towards them and gathered valuable information on their persecution and invisibility in the world. Thanks to the Nanovic Institute, these six weeks of my summer broadened my mind as I discovered aspects of European culture of which I had never known.

Szalonka Epítész Stúdió, Budapest, Hungary

Anna Michelle Martinez-Montavon
Class of ’12, School of Architecture

This summer, I participated in the Maymester in Budapest program. Led by Dr. Dezső Benedek of the University of Georgia-Atlanta, the program centers around two courses the first focusing on the history of the Roma, more commonly referred to as gypsies, and the other on nationalism and identity in Europe. The program also included Hungarian lessons and an internship opportunity in Budapest.

After arriving in Budapest and using the first few days to become acquainted with the city, we began our two-week bus tour of Western Europe. We had Hungarian lessons on the bus and learned about the Roma history and culture while driving to the various cities we visited. The most important of these, at least relating to our Roma lessons, was Ste.-Marie-de-la-Mer, a coastal town in France. Every May, Roma from all over the world come to this town to visit their patron saint, Sara, on her feast day.

After returning to Budapest, we spent the next two weeks taking classes at the Central European University with Dr. Sata in the mornings and working at our internships in the afternoon. Finally, the last two weeks of the program consisted of more bus travel, this time in Transylvania. Here we saw first-hand what we had learned about on the bus and in class. We visited gypsy row and saw the undercurrent of competition for Transylvania between the Hungarians and Romanians who lived there.

![Figure 33: Neighborhood in Buda, Hungary.](image-url)

During my two weeks in Budapest, I worked with Szalonka Epítész Stúdió (Szalonka Architect Studio), a group of three architects, the director of the firm being István Kaszás. The studio was on the outskirts of Buda, in a quiet, wooded neighborhood. I would get there after lunch by taking the metro to the other side of the Danube and then taking a bus to the end of the line, which would drop me off at the beginning of István’s neighborhood.
The studio itself was a wing of István’s house, which could be reached separately by some iron stairs from the outside. Everyone worked hard but the atmosphere was relaxed and friendly, which is most likely the kind of studio I would like to work in some day. The architects of Szalonkaút were currently designing a villa for their contractor. I was able to help them by drafting the bontási terv (demolition plans), a set consisting of plan, elevation, and section. The government requires these plans as a record of what currently exists on the site before it is torn down. I drew the plans by hand but generally, the architects of Szalonkaút use a computer program similar to AutoCAD as their main drafting tool.

Drafting the plans for Szalonkaút allowed me to do something useful for the firm as well as learn a little about Hungarian government regulations for architecture projects. In addition to drafting these plans, I went with István to visit one of their current construction sites as well as one of their finished projects. This allowed me to see the entire process of creating a structure, from design to completion.

What I learned on the Maymester relates to much more than just architecture. Perhaps the thing that I found most shocking was the extreme discrimination against the Roma. Learning about the Roma culture and the way that they are viewed by others got me thinking about how different groups interact and how we might be able to influence those interactions in a more positive way. The way I see the "gypsy problem" is as a vicious cycle. The Roma were always outsiders and had to turn to illegal means to feed their families. This made the Europeans begin to shut them out, making it even more difficult for the Roma to make ends meet and probably creating a counter-reaction in which the Roma separated themselves even more from outsiders. So while it is true that many gypsies steal or in other ways fit the negative stereotypes, it is also true that most Europeans never give them a chance to respond differently. This is not a problem with a quick and easy solution. Solving it will most likely take many years of education and the willingness of Europeans and Roma to work together on projects that will allow them to learn more about each other.
After a week as a tourist in Kyiv, I took an overnight train to Lviv, the main city of Western Ukraine, where I began school at the Ukrainian Catholic University. Lviv has a significantly more Central European feel, without the imposing socialist realism architecture of Kyiv, mirroring the historical difference between the two cities. Before WWI, Lviv belonged to the Austrian Empire while Kyiv belonged to the Russian Empire.

I soon began classes, but quickly realized that I would learn far more after school let out, by wandering Lviv and meeting Ukrainians and other travelers. After about a week, my own group of friends met a group of Ukrainians our age. They did not speak much English, so we were forced to exclusively speak Ukrainian. Over the course of several weeks, our conversations ranged from chatter about Ukrainian slang and comparisons between student life in our respective countries to discussions about Ukrainian politics and culture. By the end of the six-week program, my language skills, particularly reading, improved. I felt like I had become comfortable in Ukraine by meeting “real” Ukrainians and being constantly immersed in the culture.

Before the end of the trip, I returned to Kyiv. Compared to the way I felt on the first day, the feeling that I did not belong had long since faded. At the beginning of the trip, I had tried to buy a sausage in Kyiv from an overly pushy meat vendor, but failed to negotiate the price down. Six weeks later, as I successfully bargained for a reduced price from the same vendor, I felt like I had learned a great deal and become less of a foreigner than six weeks earlier.

The experience in Ukraine was incredible, both in what I learned about the country and about myself. It helped me come to terms with my identity as an American, and also to overcome the feeling of alienation in a country that I thought was “mine” but found to be very foreign.
Graduate Research

Teaching Latin in Eighth-Century Germany

Hailey Jane LaVoy
Doctoral candidate, The Medieval Institute

With the generous funding from the Nanovic Institute, I was able to travel to various locations in central Germany which held particular significance for early medieval intellectual life, including Fulda and Bad Hersfeld, and to other cities which housed significant manuscripts, such as Gotha, Kassel, Marburg and Karlsruhe. The goal of my project was to observe first-hand Latin grammars brought by Anglo-Saxon missionaries to Germany in the eighth century. It was necessary to view these manuscripts directly in order to better understand pedagogical styles introduced by the Anglo-Saxons.

One of the most important features which I noted was the layout of the grammatical text within the manuscript, an aspect commonly overlooked by scholars. The grammars generally had little ornamentation and appeared to be intended as functional texts. Usually the text was visually divided according to parts of speech (noun, verb, adverb). Most often these sections were prominently highlighted; in one case more specific contents were noted (by a later hand) in the margins for more immediate reference, suggesting that the text may have been consulted occasionally for specific usages as well as for a total overview of grammar. What was most impressive about reading and evaluating these grammars was indeed the very lack of particular physical organization (such as charts or special rubrication) to aid the student in memorization. Instead early medieval teachers and students may have relied on aural memorization: lists of verbs and their conjugations are given and were likely recited aloud by the teacher, perhaps repeated by the student, and memorized in that manner. This would also be appropriate in light of the fact that parchment was extremely expensive, and a single grammatical manuscript may have been used by generations of monks. The information would have been imparted

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Having spent three months this summer (20 May to 12 August 2009) in the southern Italian region of Puglia, I was able to gather firsthand visual evidence and develop the concentration of my M.A. thesis in the department of Art, Art History, and Design. My thesis, *Imagining Local Identity in Medieval Puglia: Wall Decoration in the Cave Churches of ‘Casale Ruptum’*, focuses on the underground churches located in the vicinity of Mottola (Province of Taranto), including the church of San Nicola. In my research this summer, I furthered my investigation of these churches, which date from the eleventh to thirteenth centuries. An area with a complex political, social, and ecclesiastical history, Mottola’s cultural reality during the Middle Ages is difficult to define, presenting a challenge for twenty-first century scholars.

It is the goal of my thesis to come closer to understanding this culture by concentrating on two ele-
ments that have been largely ignored by past scholarship: a local, rather than peripheral, identity for the area of “Casale Ruptum” and visual evidence in the wall decorations of the churches. Medieval art throughout southern Italy has, almost without exception, been treated in a binary manner, categorized as Byzantine or Latin. This methodology, although not entirely without value, is limiting and does not allow for the possibility of a locality such as Mottola to produce its own visual tradition. With the exception of a few recent art historical works, the visual evidence of the wall decorations has also been either ignored or relegated to a laundry list of iconographical themes. Having gathered visual evidence and spent time studying the wall decoration this summer, not only from the churches near Mottola, but from throughout the region, I am able to challenge generalizations and established conceptions of “Byzantine” and “Norman” in medieval Puglia and generate innovative hypotheses and conclusions about cultural identity and the function of these ecclesiastical spaces.

Through the Nanovic Graduate Travel and Research Grant, I was able to spend the majority of my time in Mottola studying wall decorations of the churches of “Casale Ruptum,” today called Casalrotto, creating a photographic dossier of these frescoes. I am indebted to the Comune di Mottola and Nicola Sasso, Assessore di Turismo, for the permission to photograph and study the wall decoration of the churches under their authority. I was given the keys to the churches in Mottola and allowed to spend as much time studying the wall decorations as I needed. It was through this in depth study of the churches in the territory of Mottola that I was able to expand my thesis to include two other churches located in “Casale Ruptum,” the churches of Sant’ Angelo and Santa Margherita. I will be investigating these two sanctuaries along with the church of San Nicola in order to understand what the visual evidence of these churches can reveal when they are considered together. Studying the iconographical programs of the churches as a cohesive whole and having been given the opportunity to see the wall decorations first hand, I have been able to consider more closely of the function of these churches. The absence of any christological or mariological cycle in any of these churches combined with the strong eschatological themes throughout the program at San Nicola has lead me to hypothesize that these churches may not have a liturgical function, but serve a funerary purpose. The iconographical program at Santa Margherita, with a strong sense of a cult following to the saint, suggests that Casale Ruptum was a site of pilgrimage, perhaps as a gateway to crusades or pilgrimages to the Holy Land.

Funding from the Nanovic additionally facilitated my travel throughout the region and allowed me to observe a total of fifty five churches. I was able to obtain permission to study and photograph the wall decoration in each of these churches by asking the respective local authorities. Some of the churches were owned by the various dioceses and others by the local town governments, while a large number of the churches remain the property of private land...
Traveling to all of these churches has absolutely enriched my study of medieval art in Puglia and, through photographs, I have been able to create a permanent visual record of the wall decoration in each church that will be essential throughout my career as an Art Historian. Many of these churches are either partially or not documented photographically making the photographs I have collected a significant contribution to the field. For the purpose of my thesis, travel throughout the region of Puglia has allowed me to understand the various regional styles and iconography and has led me only to stress more emphatically the importance of localized study.

Having personally visited these churches, I must note that this is a critical moment for the survival of their wall decoration. The churches, most of the time located in fields or ravines, are open to the elements or, when deeper underground, are subject to humidity, making crucial the question of conservation. While the churches owned by the local governments are generally well kept, I am concerned that some of the churches may be overlooked or, with the growing tourist industry in Puglia, be subject to “human pollution” as well as natural weathering. It is my hope that, through my continued research and study towards a doctorate in Art History, I will be able to impart on the contemporary local governments and populations the historical and cultural importance of the cave churches in Puglia and their merit of conservation and protection.

Monarchy and Memory in the French Wars of Religion

John W. McCormack
Doctoral candidate, History

With the support of the Nanovic Institute, I was able to conduct preliminary dissertation research in Paris during the months of May and June. Upon arrival, I obtained credentials from the Archives nationales (AN) and the Bibliothèque nationale (BN) for access to their collections.

At the AN, I photographed manuscript records of French royal funerals from the late-fifteenth through the mid-seventeenth centuries. I began to examine confraternity records for Paris during the early modern period; however, I discovered that many of the records are incomplete and my search for a financial record of ceremonies in honor of late French kings was inconclusive. Historians have studied extensively such occasions in the English context, and I will continue to seek records of similar commemorative events in France. On my return to France, I must continue to consult the records of different Parisian parishes and confraternities. Additionally, I plan to contact historians who have studied the confraternity records of other cities to see if they know of such events having taken place; if they are aware of some, I will travel to additional archives as necessary.
My work at the BN was much more extensive, as I had already identified several sets of sources relevant to my dissertation. I consulted numerous printed funeral orations and elegiac poems from 1559 and 1610—the deaths of Henry II and IV respectively. I located several examples of another type of printed work, what I would call consolation literature, which seem addressed to a mass audience but of whose origin I am uncertain. These are prose texts which are similar to funeral orations in content, but which employ less elevated language and appear primarily in the vernacular (as opposed to the orations, frequently printed in Latin or in bilingual Latin-French editions). My initial survey suggests that they proliferated over time, that they originate with or were financed by those nearest the crown, and that a model for the genre developed during the sixteenth-century that was repeated in later years. For example, one text that appeared at the death of Louis XIII in 1643 is a practically word-for-word reprinting of one from the death of his father, Henry IV, in 1610. Only the names and a sentence or two of the over forty-page document have been changed. I must scrutinize these sources more carefully, and I must find out for whom and at whose insistence they were published.

Using my own funds, I made a trip to Geneva to present a conference paper and to interview for a substantial research fellowship at the University of Geneva. I had previously traveled to Geneva in 2007 with the support of a short-term grant from the Nanovic Institute, and I was able to renew the academic relationships I formed on my first trip. Although I ultimately removed my name from consideration for the fellowship due to the impossibility of obtaining a visa for my wife to accompany me to Switzerland during the four- to five-year fellowship, I was a finalist for the award and the only non-native speaker of French among the finalists. The interview and my conference paper on Protestant views of the death of Henry II were both successful.

Before the conclusion of my trip, I met with Prof. Denis Crouzet of the University of Paris IV, a leading expert on the sixteenth-century Wars of Religion. His two-volume study *Les guerriers de Dieu* (1990) is a landmark work in the field, and my work will need to take his conclusions into account. I sent him my dissertation proposal, which he read, and we had a thirty-minute conversation about other sets of sources I might consider including in my analysis. He was supportive of my project, and he agreed to serve as a reference for my applications to the Fulbright and Chateaubriand grant programs this fall. He has since then written letters of recommendation on my behalf to support these applications. He offered to introduce me to his graduate students on my return to Paris in January 2010, when I will be able to audit his doctoral seminar.

Finally, the research I conducted during my trip has allowed me to put together a proposal for an article which, if accepted, would appear in the French historical journal *Histoire, Économie, et Société* in 2011. The materials I collected regarding the death of Henry II will supplement the research I presented in Geneva; I have submitted my revised essay under the title “La mémoire divisée d’Henri II: Catholiques, protestants, et les séquelles d’une blessure” (“The Divided Memory of Henry II: Catholics, Protestants, and the Aftermath of a Wound”).

On the whole, the trip was very successful. It allowed me to make important contacts, collect enough materials for what I hope will be my first published article, and to create a substantial bibliography of sources to consult on my return to Paris in January 2010. I am grateful for the Nanovic Institute’s generous support of my research, and I hope the same privilege will be afforded to graduate students in the years to come.

The ‘German Awakening’ in Transatlantic Context

Andrew Hansen

*Doctoral candidate, History*

With the support of a Graduate Travel and Research Grant from the Nanovic Institute for European Studies, I spent five weeks in Germany in...
May and June completing preliminary dissertation research. My project was entitled “The German Awakening in Transatlantic Context,” and I visited several archives containing the papers of prominent figures of the nineteenth-century religious Awakening in Germany. As intended, I located, read, and transcribed material relating to the transatlantic connections that prominent German theologians shared with individuals in Britain, America, and France.

I spent the majority of my time at archives in Berlin and Halle, although I also made a short trip to an archive in Erlangen. In Berlin, I spent much of my time working at the Staatsbibliothek with the papers of Ernst Wilhelm Hengstenberg, a nineteenth-century biblical scholar and theologian at the University of Berlin. Within Hengstenberg’s correspondence, I was able to locate and transcribe letters from numerous contacts in Britain and America. I also spent a few days researching in the collections of the Geheimes Staatsarchiv and the Humbolt University Archive. Here I explored the papers of other prominent figures in the Prussian Awakening, as well as documents from the Theological Faculty of the University of Berlin. I found these collections to be less relevant to my specific interests, but something useful to know as I plan my future research.

After two weeks in Berlin, I spent three weeks in Halle. Here I worked primarily with the papers of Friedrich August Tholuck at the Fränkische Stiftungen. I was able to compile a list of Tholuck’s American, British, and French contacts based on his extensive correspondence, as well as read through a large number of these letters. As the primary theologian of the German Awakening, Tholuck’s transatlantic connections are particularly significant in tracing out the movement’s relationships to other historical figures and institutions. This will serve as a point of departure for future dissertation research in American and perhaps British and French archives. In addition, I read relevant selections from the journals and manuscripts of Tholuck, though I only had time for a cursory overview of this large body of writing. Based on my findings, I anticipate that this collection will be central to my dissertation research, and I plan to return for a more extended period of time. In addition to giving me direction for future research, I am incorporating some of the material I found in Tholuck’s correspondence and journals into a paper on this topic that I will present in October at the Northern Great Plains History Conference at St. Cloud State University in Minnesota. My eventual goal is to submit the paper for publication.

At the Halle Universitätsarchiv, I examined documents from the Theology Faculty. Particularly valuable to me were the matriculation registers, where I located records of foreign students who studied theology at the university during the first half of the nineteenth century, and who were thus potential foreign contacts of Tholuck. While in Halle, I also made a short weekend trip to an archive at the University of Erlangen, where I examined the correspondence and journals of Ernst Ludwig von Gerlach, a
Prussian jurist and prominent member of the Berlin Awakening. As with Tholuck and Hengstenberg, I was able to identify his foreign correspondents. I am also incorporating material that I found in his journals into the above-mentioned paper.

The trip has thus provided me with a clearer idea of the necessary direction of my dissertation research, as well as provided me with material for my paper that is in-progress. My next step is to decide, from the foreign contacts I identified, which individuals had a particularly close and influential connection with the German Awakening. This list will likely include the American theologians Henry Boynton Smith and Philip Schaff, both of whom were significantly influenced by Tholuck and the Awakening. I then plan to visit the American archives that house the papers of these figures. On the German side of my future research, I plan to return to the Französsche Stiftung and work more with the Tholuck papers. Spending more time reading his foreign correspondence and unpublished manuscripts will be especially valuable in clarifying the details of these foreign connections, as well as shed light on the particular national context of the German Awakening.

In addition to helping me better define my research agenda and objectives, the trip provided me with experience using a number of important German archives. The contacts I made with archivists and my familiarity with the collections will help streamline future research. Finally, the opportunity to spend extended time reading handwritten German documents from the early nineteenth century also improved my ability to read the old German script efficiently, thus building on the skills that a Nanovic Advanced Language Training Grant allowed me acquire last summer and preparing me for future dissertation research.

The Colonial Origins of Development and Democracy

Kunle Owolabi
Doctoral candidate, Political Science

I spent six weeks in France and Portugal, conducting research toward my doctoral dissertation in Political Science. My research examines how different patterns of European colonization affected human development (particularly, health and education outcomes) and political regime outcomes following decolonization in the 1950s and 1960s. This project combines statistical analyses with more in-depth comparative historical research on six countries colonized by Britain, France, or Portugal under different modes of colonization: Occupation in continental Africa vs. Forced Settlement (the import of slaves and/or indentured labourers) in the Caribbean and some off-shore African islands. With generous support from the Nanovic Institute, I was able to work in the national libraries and colonial archives of France and Portugal. This proved to be a significant asset to my research, as I was able to consult sources that are not widely available in North America.

Figure 39: French colonial administrators in the Congo, 1905.

In France, I spent most of my time working at the Bibliothèque Nationale de France (BNF) in Paris, although I also spent a few days in the Bibliothèque Publique
The Colonial Origins of Development and Democracy

Graduate Research

I spent the first two weeks of August in Lisbon, Portugal, researching at the Biblioteca Nacional (National Library) and the Arquivo Histórico Ultramarino (Colonial Archives). My research at the Biblioteca Nacional was extremely fruitful, as I was able to collect a considerable amount of data from various Anuários Estatísticos (Statistical Yearbooks). These volumes date back to 1938 (and there are selected volumes from the turn of the 20th century) and they contain similar information to the French Annuaires Statistiques. As with the French colonial archives in Aix-en-Provence, the Portuguese colonial archives are not very well organized, so I spent most of my time browsing the catalogue (which is not yet online). Given the relatively small size of its collection, however, I was also able to examine some government records from Cape Verde from the early 20th century (specifically, from the eve of the First World War). Unfortunately, I was not able to meet any of the researchers that I had contacted at the Instituto de Ciências Sociais (Institute of Social Sciences), as August is the pre-eminent vacation month in Portugal, as in most of Europe. Nevertheless, I hope to return to Lisbon for a few weeks this fall, as I will be based in London (working at the British Library and National Archives) during the Fall 2009 Semester.

In conclusion, I would like to thank the Nanovic Institute for their generous financial support, which made this research trip possible. As a result of this financial assistance, I was able to consult some important primary and secondary documents and to collect some important data on public administration, trade, health indicators, economic indicators, and political organization from historic (colonial-era) sources in the national libraries and colonial archives of France and Portugal. In addition to advancing the research toward my dissertation, it also proved to be an enjoyable and culturally enriching experience.
experience—I spent most of my weekends admiring art collections in museums and historic churches, enjoying live music performances, and welcoming the opportunity to expand my research and language skills. I am very grateful to the Nanovic Institute for facilitating this research, and I intend to officially recognize the Nanovic Institute in my dissertation, as well as any publications that may stem from the research that I conducted during the summer of 2009.

**Dietrich Bonhoeffer’s Relationship to G. F. Hegel**

Michael Mawson  
*Doctoral candidate in Theology*

The grant I received from the Nanovic Institute has allowed me to undertake research in Germany on Dietrich Bonhoeffer’s relationship to Hegel. This research has proved essential for my dissertation, and would not have been possible without this grant.

I arrived in Berlin at the beginning of November 2009 and over the course of that month was primarily based at the *Staatsbibliothek* on Potsdamer Platz. The *Staatsbibliothek* holds the Bonhoeffer Nachlaß, which is the major archive related to Bonhoeffer research. This archive includes, among other things, Bonhoeffer’s annotated copies of Hegel’s *Lectures on the Philosophy of Religion*. It also includes notes and background material for Bonhoeffer’s work more generally.

I made contact with Dr. Jutta Weber—the librarian in charge of the *Nachlaß*—before arriving, and then met with her in early November. She was extremely helpful for negotiating the library systems and gaining access to relevant materials. Having the opportunity to carefully work through Bonhoeffer’s Hegel volumes has been both exciting and extremely worthwhile. The markings in these volumes indicate that Bonhoeffer read Hegel carefully and repeatedly. They also indicate that he was reading Hegel while preparing for his lecture courses at the University of Berlin in 1932-33 (and in this way that Hegel was more formative for Bonhoeffer’s theology than has been recognized). In addition, they indicate specific passages in Hegel’s volumes that Bonhoeffer found significant—marked with ‘!’s—or questionable—marked with ‘?’s. This has allowed me to begin a detailed examination of what Bonhoeffer appropriated from Hegel and what he rejected as problematic.

The opportunity to undertake this research in Berlin has had some indirect benefits. One has been that my ability to speak and read German has improved significantly (and I can already hold conversations with much greater confidence). Another has been having access to the resources at the Bonhoeffer house; the house where Bonhoeffer lived and worked, which now functions as a museum and educational center. The director and staff have given me access to the extensive library and directed me towards materials of specific interest. They have also assisted me in making arrangements to meet with German academics with expertise related to my topic, including Dr. Isle Tödt and Prof. Christiane Tietz. Dr Tödt has already provided detailed feedback and suggestions on my proposal and research. I should mention that I have made arrangements to visit the Bonhoeffer archive at Münster early in the new year (which the Nanovic...
I have been in contact with the director of this archive and am looking forward to my time there.

In sum, the research grant from the Nanovic Institute has been incredibly valuable for my dissertation. I have made a number of discoveries that are both exciting and significant. As a result of this research my dissertation is likely to have major impact within my field of study (i.e. due to it having extensive primary research on an issue that has long been neglected). On this basis I would like to thank once again the Nanovic Institute and all those who have made this travel and research possible.

Catholic Sisters Under Nazism

Martina Cucchiara
Doctoral candidate in History, Recipient of The Dominica and Frank Annese Fellowship in Graduate Studies, 2007/08

I have spent the first half of the academic year in Germany, where I conducted research at archives in Munich, Würzburg, and Brakel (near Paderborn). I spent a considerable time at the archive of the Poor School Sisters of Notre Dame in Munich. This archive is generally not open to the public and I am grateful to Sr. Consolata Neumann for granting me access and for her generous assistance during my stay. The holdings of the archive far exceeded my expectations.

The sisters have preserved memorandums, official correspondence, reports, newspaper clippings, as well as hundreds of letters the sisters themselves wrote between 1933 and 1945. The documents reveal the uncertainties and fears sisters experienced during the early years of Nazi rule as well as their efforts to preserve their schools and communities. During the initial years of Nazi rule between 1933 and 1935, the state mainly used economic measures to put pressure on Catholic congregations. For example, the sisters lost their tax-exempt status and teachers over the age of 65 had to retire. In 1935, with the commencement of the foreign currency trials, the National Socialist state’s measures against women religious became more radical. Police searched the School Sisters’ various houses across Germany in preparation for the foreign currency trials. The Poor School Sister Sr. Canisia Brüggemann of the congregation’s North Rhine Westphalian province was eventually sentenced to a

1Unlike their secular teachers, Catholic sisters working as teachers did not receive pensions.
2The state accused Catholic sisters, brothers, and priests of having illegally transferred funds to foreign countries to pay their debts. At the time, anyone who wished to exchange and transfer foreign currency needed to obtain a permit from the German central bank. The state conducted over 30 trials against members of the Catholic Church. The trials were accompanied by a vicious propaganda campaign directed mainly at Catholic sisters.
lengthy prison term. Thanks to Sr. Consolata, I was able to also conduct research at the School Sister’s archive in Brakel where I found numerous documents about Sr. Canisia Brüggemann’s trial, including letters she wrote in prison. I am currently working on an article about the foreign currency trials and the Nazis’ simultaneous quite vicious propaganda campaign against Catholic sisters. I plan on submitting the article for publication by March this year.

In Munich, I also conducted research at the archive of the Diocese of Munich-Freising, the Munich city archive, as well as at the Bavarian state archive. The archive of the diocese shed light on the relationship between the church leadership and the sisters. The bishops supported the sisters in myriad ways but they lacked the necessary means to support congregations financially. I found that sisters aided each other. Especially during the war, sisters from different congregations often joined communities and shared resources.

My research also focuses on Catholic Sisters and the Holocaust. The School Sisters of Notre Dame in Dachau were directly confronted with Nazi racial and genocidal policies. I found that the sisters acted as liaisons between prisoners at Dachau concentration camp and their families. The sisters also sent food packages and took considerable risks when they smuggled letters and medicine to imprisoned priests. I will explore the issue of Catholic sisters and the Holocaust in my upcoming research.

For the first half of this year I concentrated my research on the first of my two big case studies, Italy, which I am using to frame my project on religion and democratization in the Mediterranean. I based myself in Bologna and was institutionally attached to the Istituto per le Scienze Religiose Giovanni XXIII, which houses what is probably the best library in all of Italy regarding the history of Italy’s “Catholic movement” from the Risorgimento to the Second Vatican Council.

Other than providing me with a physical place to study, I was also able to attend a series of conferences through the Institute held by Italian Catholic historians on Pope Pius XI, who negotiated the Lateran Pacts between the Church and state with Mussolini and who figures large in my own study. Alberto Melloni, the director of the Institute, also helped introduce me to several other scholars in Bologna working on similar themes and offered his own thoughts and critique on my project.

In Bologna, I also worked with the Istituto Cattaneo, the leading Italian Institute for statistical analyses in the social sciences and home to the most comprehensive databanks on political and social indicators for the last 60 years in Italy. Through the Cattaneo I was given access to some very important data which I have tried to incorporate into my dissertation. In addition, two professors associated with the Insti-
tute have taken an interest in my project, offering their criticisms and advice on some of the more complex issues regarding my thesis. They have been extremely helpful.

This fall I also made two trips to Rome for a couple weeks of intense study at the historical archives housed at the Vatican (Archivi Vaticani Segreti) and the Central Archives of the State. The time spent at both archives turned out to be much more illuminating than I had originally thought and has allowed me to provide a more thorough level of historical documentation for the thesis.

Following the work at the Archives, I spent several weeks writing up the Italian part of the dissertation to around 80 pages and then tailored it back down to a publishable size article. I have sent it off to several scholars here in Italy as well as the members of my dissertation committee and after receiving comments back on it I am planning to send it into publication.

This semester I also took the time to travel to Slovenia to present a paper at an International Political Science Conference in Ljubljana. Around the time of the U.S. elections, I gave two radio interviews on Radio Articolo Uno. And I also continued research on a related research paper comparing historical levels of religiosity between France and Italy which I have submitted for presentation at the annual American Political Science Association conference in Toronto this upcoming August.

Finally, I also began switching most of my research energies to my Algerian case. In the beginning of December I spent a week in Aix-en-Provence at the Maison Méditerranéenne des Sciences de l’Homme which, along with an analog in Paris, is the leading research institute in France on the Maghreb. Most of my work there was bibliographical; however, I also contacted several professors there and after meeting with one of them, was invited back to give a talk at the Institute in May 2009 on comparative research methods in the Mediterranean.

Philosophical Foundations of Quantum Mechanics

Elise Crull
Doctoral candidate, History and Philosophy of Science

Owing in large measure to the Nanovic Institute, I was able to partake of two separate yet related trips to Europe this summer, both crucial to my on-going research. The first trip was a month-long research visit to the University of Aberdeen to continue work (begun in summer 2008) on a book I am writing with Dr. Guido Bacciagaluppi on the historical and philosophical foundations of quantum mechanics. The second trip was to attend a week-long graduate course (through the University of Geneva) on the philosophy of quantum physics in Arolla, Switzerland.

The first trip was to continue work on a book project and various related side-projects with Dr. Bacciagaluppi at the University of Aberdeen, and also to discuss my dissertation topic, a topic on which Bacciagaluppi is a leading scholar. He also will serve as an external member for my dissertation committee. Not only did we discuss my dissertation, but Bacciagaluppi and I also spent our month together researching grants and writing/revising applications (mostly for two- to three-year UK research grants) for continued work on our project.

We were able to make good progress along these lines, and as this was my first experience writing grant proposals of this magnitude, it was immensely instructive to be walking through these procedures—which no doubt will comprise a significant portion of my professional work in the future—alongside a senior researcher who has had great success in the past with regard to these matters. I continue to learn much about the bureaucratic side of professional research in my on-going work with Bacciagaluppi. We were also during my visit able to finish writing and editing a paper (based on research from summer 2008) which has been accepted for publication in Studies in History and Philosophy of Modern Physics, and of course to continue research...
for the book itself.

Figure 43: Erwin Schrödinger, Austrian theoretical physicist, 1887-1961.

The book is to be an integrated historical and philosophical analysis of a set of papers dealing with quantum mechanics and a rich set of German correspondence between one of the fathers of quantum mechanics, Erwin Schrödinger, and various other prominent physicists during the mid-1930s. Specifically, the primary sources we are transcribing, translating and placing within historical and philosophical context were inspired by the famous critique of quantum mechanics voiced by Einstein in the 1930s, and a paper written thereupon by Boris Podolsky and Nathan Rosen in 1935. This particular project is of relevance today in a capacity that far exceeds its historical merit as a first translation/publication of many of these letters, for the discussions taking place in these years among these physicists treat of philosophical questions still at the heart of the field today. One specific example concerns the phenomenon of quantum entanglement—something that was first clearly articulated by Schrödinger in 1935, and which forms the basis for current physics research into quantum decoherence. This is especially relevant as my dissertation is on the topic of decoherence, and on the philosophical implications of these new concepts—new concepts whose physical principles already existed in the formalism of the 1930s, but whose full meaning and implications have just now begun to be appreciated. The state of discussion regarding the physical and philosophical implications of quantum decoherence is pink with newness, and thus serves as a fascinating place to carry out research projects of the kind being undertaken by Bacciagaluppi and myself, and as I hope to achieve in my dissertation.

Regarding the second trip, the graduate course in Switzerland, the intensive discussion, lecturing, reading and debating that took place during this one week among veteran physicists and philosophers and a group of energetic, passionate graduate students was absolutely unique. I was able to attend seminars on topics new to me as well as familiar, taught by leading names in the field—including my co-author, Bacciagaluppi. During the lectures I was not only able to learn as a student, but furthermore to learn as a future teacher by observing how Bacciagaluppi and the other instructors presented a variety of difficult issues. This class was a wonderful opportunity for me to gain a greater degree of expertise in my field and on the specific issues related to my dissertation, and it was also a great deal of fun to meet more of my “academic family”, to forge deep relationships with students who are at a similar stage in their Ph.D. careers but from numerous locations abroad and in the U.S., and likewise to get to know the professors involved in the class and discuss their research in more depth. The importance of such relationships in any stage of one’s professional career cannot be underestimated.

Both the trip to Scotland and the course in Switzerland involved work in the foundations of quantum mechanics, a field of study whose history concerns numerous institutes, laboratories, and persons primarily located in Europe, and whose present state continues to be characterized by a high degree of in-
Maritain’s and Kojève’s Arguments for World Unification and European Integration

James Fetter

Doctoral candidate, Political Science

I used my recently awarded Travel and Research Grant to attend the “Ideas of Europe/Ideas for Europe” conference from May 6-9 at the Chemnitz University of Technology in Chemnitz, Germany. I presented my paper entitled “One World, Two Philosophical Traditions: A Comparison of Maritain’s and Kojève’s Arguments for World Unification and European Integration” on the first day of the conference.

My paper will be published in the conference proceedings, which are supposed to be published later this year.

Because the conference was structured to allow for participants to attend the majority of the panels, I was able to get a sense for the numerous debates concerning European identity and the intellectual basis for it. Since I do not specialize in European studies in any form and have done limited coursework on European integration, this was a very enlightening experience for me. I became aware of the contentious nature of debates about the limits of European identity and the degree to which such an identity exists at all. Although the overwhelming majority of the conference participants were in favor of European integration, I did not discern much agreement on what constitutes, or is excluded from, Europe, or the part of Europe that should in future be eligible for admission into the EU.

Furthermore, I discerned some disagreement about the basis and content of so-called European values.

Although most conference participants agreed that European, in contrast with American, values emphasized solidarity and hospitality, much disagreement remained as to whether European values should be seen as arising from the Enlightenment or from some other source and to what extent European values are universalizable.

I noticed a general concern with avoiding Eurocentrism but often at the expense of differentiating between values unique to the European context and those that could gain universal acceptance. Many of the presenters contended that there was, in effect, no difference between European and cosmopolitan values, but this led them, in my view at least, to a failure...
to explain what values Europeans share or should share with one another that they currently do not share, and perhaps should not expect to share, with the peoples of other regions.

In short, debates among European intellectuals concerning the future of their continent are at least as contentious as those in the United States, even among scholars who favor European integration in some form. To conclude, the nuanced understanding of these debates I gained by attending this conference will enrich my future work on the intellectual basis for European integration, and the opportunity to present my work to European scholars is likely to benefit my professional prospects as well.

The Role of Legitimacy in Creating International Institutions

Lucrezia Garcia Iommi
Doctoral candidate, Political Science

The Nanovic Travel Grant allowed me to carry out a set of interviews of invaluable importance for my dissertation research, which focuses on the role of norms (supranationality, in particular) in the creation of the International Criminal Court (ICC). From July 4th until August 1st, I was in The Hague, from where I travelled to Paris, Koln, and Göttingen to conduct a series of interviews with diplomats, NGO representatives, and academics who have been involved in the different stages of creation of the ICC. Even though I had initially planned to spend only the first two weeks in The Hague, it soon became clear to me that the best course of action was to establish myself in The Hague, where I could conduct the most interviews, and to travel from there to different destinations as important interviews outside The Hague became confirmed.

Upon my arrival at The Hague, I got in touch with those interviewees with whom I had arranged interviews in advance. In spite of their early commitment to the interviews, it was quite challenging to find openings in their agendas, so I spent my first week emailing and making phone calls in order to set this first group of interviews. Fortunately, after this rather slow start things picked up and I was able to conduct about twenty lengthy elite interviews, and set the contacts to continue conducting interviews over the phone later on.

The first set of interviews in The Hague was with diplomats of delegations from different countries (some among my case studies, some from countries of particular interest for other reasons) who either participated in the negotiation of the Rome Statute or participated in some other capacity in the creation and consolidation of the ICC. The interviewees included Fabricio Guariglia from the Argentine Delegation (currently the Senior Appeals Counsel of the ICC), Gilbert Bitti and Béatrice LeFrapper from the French Delegation (currently, Senior Legal Advisor and Head of Jurisdiction, Complementar-
ity and Cooperation in the Office of the Prosecutor of the ICC respectively), and Phakiso Mochochoko from the delegation of Lesotho (currently Senior Legal Adviser of the ICC). In addition to this, I conducted a set of interviews with members of the civil society, specifically leaders in NGOs of particular relevance for the creation of the ICC, such as Cecilia Nilsson (CICC, Coalition for the ICC), Mariana Pena (FIDH, Fédération Internationale des Ligues des Droits de l’Homme) and Deborah Ruiz (PGA, Parliamentarians for Global Action) This last interview proved particularly illuminating because Ms. Ruiz has not only actively participated in the process of Mexico’s ratification and implementation of the Rome Statute, but in other places in Latin America, notably Chile. Both Mexico and Chile are cases in my project and were “difficult customers” for the ICC, thus understanding their process is particularly interesting.

Both set of interviews proved invaluable to plan and obtain a second round of interviews in The Hague and elsewhere. Indeed, the round of interviews with diplomats and state representatives led to a second round of interviews in The Hague. In this round I interviewed the individuals who are carrying out all ICC related issues in The Hague, which included Erasmo Lara (Embassy of Mexico), Raul Comelli (Embassy of Argentine), Fernando Ramalho (Embassy of Brazil), and Massud Husain (Embassy of Canada). The first round of interviews also led to finalize the arrangements for two other key interviews in Germany - the first with Claus Kress at University of Cologne and the second with Kai Ambos at the University of Gottingen, both of whom were part of the German delegation in Rome, and an interview in Paris with Jose Luis Fernandez Valoni (Argentine representative to UNICEF), who was part of the Argentine delegation in Rome.

The first round of interviews with the NGOs led to other interviews including Daniel Wheatly (present in the negotiation of the Rome Statute on behalf of Amnesty International UK) and Helen Duffy (present in the negotiation of the Rome Statute on behalf of Human Rights Watch) in The Hague, and Simon Foreman (Amnesty International France) in Paris. That first round also led to an invitation to participate in the “International Justice Day: Celebrating the 11th Anniversary of the Rome Statute,” which allowed me to meet two other extremely important future interviewees, Helen Brady from the Australian Delegation (currently ICTY) and the vice president of the ICC, Judge Hans Peter Kaul from Germany. Judge Kaul is considered by many the “father of the ICC” and by all one of the most influential and emblematic figures in the creation of the court. Interviewing him on the role of Germany and the German delegation in Rome, as well as on his personal motivations for taking on the enormous task of finally creating a permanent international criminal court was, without any doubt, one of the highlights of my field work and of my PhD.

From the information gathered in these interviews two basic lessons emerged, and I am trying to incorporate them in my dissertation. The first one is that supranationality as a norm might be most important during after signature and ratification stages, informing the capacity and willingness of states to bring the Court from paper to reality. The second lesson has to do with serendipity and with “being the right person, at the right time” (as Machiavelli said, “when she (Fortune) wants to accomplish great things, she selects a man who has so much courage and so much ability that he will recognize the opportunities she places before him”) and the challenges of studying the role of individuals and of the “unexpected” in politics. This second lesson caused me to reconsider the framework of my research.

All in all, this research experience was as satisfactory and useful as I could have possibly expected—and then some. I am still capitalizing on the information I obtained as well as the contacts that I made, and I’m hoping to continue doing so in the upcoming months, when I’ll travel to Mexico, Chile, New York City, and The Hague once again, to continue my research.
Cultural Mobilization in the Eastern European Transitions of 1989

Ana Velitchkova
Doctoral candidate, Sociology and Peace Studies

I traveled to four Eastern European countries—Bulgaria, the Czech Republic, Poland, and Romania—during May and June, to study communist-era cultural mobilization around the Esperanto movement.

I visited eight different cities that have been centers for the Esperanto movement in Eastern Europe (Sofia, Bulgaria; Brno, Dobichovice, and Prague in the Czech Republic; Poznan, Warsaw, and Wroclaw in Poland; and Timisoara in Romania). I interviewed thirty-two individuals, primarily former and/or current leaders of the Esperanto movement who have been very active in the movement at least since the 1980s, and in most cases, since much earlier. I recorded about thirty hours of interviews, and in the several cases when respondents were not comfortable with being recorded, I took copious notes. I also attended five regular meetings of Esperanto groups in four of the cities, which provided me with additional information about the movement.

Upon completing the interviews, I hired two undergraduates to transcribe the majority of them (the ones in Bulgarian, English, and Spanish). I will have to transcribe the interviews in Esperanto myself, since I could not find anybody able and willing to do it.

By the end of the Polish portion of the trip—which was the last portion—I had learned quite a bit of Esperanto, and I conducted a few interviews in this language in addition to the interviews in English. In Romania, I used English, French, and a combination of broken Russian and Esperanto. I was able to find interpreters (mostly younger members of the movement) in the Czech Republic and in Poland. Since Esperantists hold the belief that Esperanto is an easy language, they are more likely to take a researcher seriously if she speaks it. My making serious progress in learning it, without too much effort, partially supports the validity of this. However, caution is needed: I have a lot of experience with learning languages and with linguistics and I am fluent in several Romance languages, which provide the basis for 80% of the Esperanto vocabulary.

In terms of substantive findings, I am yet to analyze the data I collected to make complete sense of it. However, here are several general observations:

- Most people engaged in the Esperanto movement to connect with others. Similarly, on the organizational level, transnational interaction occurred between Eastern European and other groups, primarily from the West. Even states in Eastern Europe used the Esperanto movement to relate their achievements to others.
Knowledge and learning was a major focus for most interviewees and for the activities of all groups.

Not only groups but also individuals often espoused both cosmopolitan and patriotic values, which contradicts most definitions of cosmopolitanism.

The fundamental value Esperantists espouse is equal and just communication on the basis of a neutral language that puts interlocutors on an equal footing with the hope of achieving peaceful coexistence among people in the world.

Not only the Esperanto movement as a whole but also most individual participants I interviewed proclaimed to be apolitical, which is surprising at first, given our traditional understanding of what the response to political oppression ‘should’ be (and oppression there was for Esperantists, albeit of different magnitude). In the communist-era Eastern European context, however, being political meant being involved with the communist party, so being apolitical was (and still is), in fact, an act of opposition.

These observations can be made sense of through a global sociological lens known as the “world culture/world polity” approach. The world culture theory argues that there are global cultural models/norms that have spread throughout the world over the last two centuries, including the nation-state form as the only thinkable form of societal organization, individualism and a related discourse of rights, rationalization and scientization of most aspects of human life, a belief in progress (individual and societal) and justice. The theory is criticized for being overly deterministic and for ignoring process and politics.

The Esperanto movement in communist-era Eastern Europe provides an account of the process of enacting world cultural models in a region believed to have been in isolation. Therefore, I will continue the analysis of the data with the following working hypothesis in mind: Under conditions of political oppression, the Esperanto movement in Eastern Europe was engaged in cultural mobilization and covert opposition that aimed at reconnecting the region with the world. As such, it can be classified as a systemic movement that attempted to effect change through cultural transformation. It enacted the world cultural values of progress (of the individual through knowledge) and justice (interpersonal and international particularly as relates to communication). However, these enactments differed from the general Western models and were adapted to the local conditions (a.k.a. ‘glocalization’), incorporating elements of the local political culture (a.k.a. ‘creolization’).

Gian Mario Villalta and the New Dialect Poetry in Contemporary Italy

Damiano Benvegnu
Doctoral candidate, Literature

My summer research has focused on the so-called “Italian new dialect poetry” and in particular on the most important theorist, and one among the most important authors, of this group of new poets, Gian Mario Villalta.

My project was two-fold: 1) to seek the necessary texts for a wider reconnaissance of the new-dialect phenomenon: texts that are (situated) in small local libraries or in the Italian National Library in Rome; and 2) thanks to the reading of the texts, to take the testimony of one of the most important protagonists of the new-dialect period, Gian Mario Villalta, with whom I will try to lay the basis of a future interpretation of this phenomenon not only as an Italian question but also in the context of contemporary European poetry.

Regarding the first point, I spent ten days in the Italian National Library in Rome, and then went to Genoa and Turin for another week to try to find some books not present in the National Library.

In Rome I focused my attention on several magazines published during the Eighties and Nineties,
Figure 47: Gian Mario Villalta, poet, 1959-

Diverse Lingue and Baldus—both really important to understand what was going on in the Italian literary environment in that crucial period for the new dialect poetry. Diverse Lingue, whose complete title is Diverse Lingue: semestrale delle letterature dialettali e delle lingue minori, was published by Campanotto Editore from 1986 to 1998, and, as the title says, has particularly dealt with the so-called “Dialect Literatures.” Almost all the new dialect poets have contributed something to this magazine, either in the form of interviews or critical essays. My close reading of Diverse Lingue, therefore, helped me to have a general survey of the poetic production in dialect at that point, and enabled me to have a more precise knowledge about the specific authors and their ideas on the relationship between dialect, landscape and poetry.

Baldus, instead, was published between 1990 and 1997 by a group of poets, many of whom will be part of the so-called Gruppo 93, a kind of attempt to create an Italian avant-garde movement able to face the complexity of the present. This magazine didn’t focus only on dialect poetry but tried to have a wider gaze on Italian literature. In this way, Baldus published a lot of theoretical articles. One in particular, written by Gian Mario Villalta, could be considered the first theoretical serious attempt to understand critically the new dialect poetry within the new Italian literary frame, influenced both by the disappearance of the old dialect rural culture and by the crisis of the poetry written in standard Italian.

Then, after ten days in Rome, I traveled to Genoa and Turin. In Genoa I worked in the Istituto Internazionale di Studi Liguri and in the Library of the University of Genoa. There I focused my attention on the Ligurian poets and in particular on Roberto Giannoni’s works. I tried to get a sense of what kind of micro-editorial-market the new dialect has in Italy right now, contacting a couple of little presses in the center of the city and talking with the owners. In Turin, instead, I went to the Centro Studi Piemontesi, an institution specialized in the Piedmontese culture, where I read and bought some books written in the Piedmontese dialect.

After this kind of general introduction and a couple of investigation in the Ligurian and Piedmontese traditions, I went to Pordenone, in Friuli-Venezia Giulia, where I met Gian Mario Villalta and I also wanted to read his works in Italian and in dialect.

I had a couple of meetings with Gian Mario Villalta and we talked about both his literary production and the situation of the new dialect poetry today. As I wrote in my proposal, these meetings should be both the starting point for a coming article about Villalta’s work and his vision on the new dialect poetry, but also a first step for a future hopeful collaboration between Villalta himself and Notre Dame.

Furthermore, Villalta’s knowledge of the contemporary Italian poetry and his theoretical insight makes him able to have a clear survey of the relationships and the contradictions among the Italian national identity, the new challenges that Italy is facing in these days (also in terms of language/languages) and the new poetry. One of his major points is that the so-called new dialect poetry has introduced a new use of the dialect, no more a language of local identity and culture, but rather a kind of existential idiom that necessarily has to deal with the language of the standard culture (that is to say the introduction of philological annotations) and the language of telecommunication (the standard Italian). In this way, we have a text that not only does not hide its relation with other languages, but in fact shows on the page its intrinsic diglossia—or triglossia, if we consider the philological jargon a real language.
Student Testimonials

“Thanks to the grant I received from the Nanovic Institute, my senior thesis has come to take on more meaning, and I have learned about an issue that has gone widely unconfronted throughout Russian history. I would like to thank the Nanovic Institute and its sponsors for giving me the opportunity to expand my knowledge and research in such a rewarding way.”

Mary Ann Barge, Class of ’09, Double Major in Russian and Classics

“I had a couple of meetings with Gian Mario Villalta and we talked about both his literary production and the situation of the new dialect poetry today. As I wrote in my proposal, these meetings should be both the starting point for a coming article about Villalta’s work and his vision on the new dialect poetry, but also a first step for a future hopeful collaboration between Villalta himself and Notre Dame.”

Damiano Benvegnuè, Doctoral candidate, Literature

“In addition to observation and involvement in a foreign government, the internship also afforded valuable public relations experience. I was constantly corresponding with constituents, writing press releases, and campaigning. Honed communication skills coupled with an understanding of British policymaking will significantly improve my contribution to both classroom discussions and my career after graduation from Notre Dame.”

Elizabeth Bierman, Class of ’10, College of Business
“I cannot express how fortunate I felt to be working as an intern with one of England’s leading Classical architecture firms for two months this summer 2009. The connections that I acquired, the experience I gained, the places I traveled, and the people that I met made for a unique opportunity that I am glad to have done.”

Nicole Bernal-Cisneros, Class of ’10, School of Architecture

“Exploring disability in the UK was enlightening and eye opening for many aspects for my senior thesis. It gave me a chance to see how much progress has been made in policy and how policy manifests itself on daily basis. I will use my personal experience to complement primary resources and explore dynamic changes in the relationship between UK society and adults with disabilities, as compared to the standards, communities, and perceptions in the US.”

Caitlin Booth, Class of ’09, Sociology

“My stay in Ireland widened my perspective on Irish culture, language, and society. Cork is a large, multicultural city, and I enjoyed meeting people from all different parts of Europe, from Poland to Spain to Holland. Working at DePuy gave me a better understanding of global business practices and the importance of global communications. Thank you for providing the funds for this once-in-a-lifetime opportunity.”

Melissa Braganza, Class of ’10, College of Science

“The Nanovic Institute gave me an amazing experience that was truly the most rewarding academic endeavor of my life. I plan to continue this research during my course of study at University College Dublin this spring, expand the project in the summer of 2010, write a senior anthropology honors thesis, and consequently apply for a graduate anthropology degree.”

Claire Brown, Class of ’11, Anthropology
“Maymester in Budapest was an invaluable experience which vastly expanded my perception of the world. I immersed myself in the medical world, gaining valuable skills as I lived the daily life of a paramedic. In addition, through my travels in Europe, I learned the ways of many different cultures. Thanks to the Nanovic foundation, these six weeks of my summer broadened my mind as I discovered aspects of European culture of which I had never known.”

Rosabelle Conover, Class of ’12, College of Science

“My supervisors were approachable and passionate about their work. My favorite times with them were heading in and out of the office, when they would point out buildings, quizzing us on what decade they were built and discussing the genius (or incompetence) behind the designs. My trip allowed me to look critically at the subject I study, and in the end, reinforced my Notre Dame education. I am very grateful!”

Deirdre Connell, Class of ’10, School of Architecture

“Owing in large measure to the Nanovic Institute, I was able to partake of two separate yet related trips to Europe this summer, both crucial to my ongoing research. Thanks to the Graduate Travel and Research Grant, my second summer of work in the history and philosophy of quantum theory proved to be one of incomparable worth.”

Elise Crull, Doctoral candidate, History and Philosophy of Science

“Being in Paris itself was a very important experience for me. I did not study abroad in France during my sophomore year like most of my other classmates, and my speaking and writing skills are therefore not as well developed as they could be. However, being in Paris for ten days—taking the metro, shopping in the markets, and going to cafés—raised my confidence level immensely.”

Catherine Davis, Class of ’09, English and French
“As a business major, what personally interested me while in Ditchling was the Guild as a place of commerce. With the generosity and kindness of the people of Ditchling and the proprietors of the Ditchling Museum, we were able to completely delve into Gill’s world and successfully learn about his perspective and influences. This experience could not have occurred without the generous funding of the Nanovic Institute for European Studies.”

Erin Dolan, Class of ’10, Business and Marketing

“I found a large amount of sources and material dealing with my topic, far more than I had anticipated after the preliminary research I had done here at Notre Dame. The trip was truly amazing, and an unbelievable opportunity both to expand my research for my thesis, and my appreciation for the German capital. I cannot thank the Nanovic Institute enough.”

Thomas Dudro, Class of ’10, History and German

“The experience in Ukraine was incredible, both in what I learned about the country and about myself. It helped me come to terms with my identity as an American, and also to overcome the feeling of alienation in a country that I thought was “mine” but found to be very foreign.”

Michael Fedynsky, Class of ’12, Political Science

“The understanding I gained by attending this conference and presenting my paper will enrich my future work on the intellectual basis for European integration, and the opportunity to present my work to European scholars is likely to benefit my professional prospects as well.”

James Fetter, Doctoral candidate, Political Science
“I was finally able to explore the figures I study with the depth that a thesis merits and to gain a perspective and vision that I had not been fully able to conceive with the limited materials available to me in the United States. I would like to thank the Nanovic Institute whole-heartedly for its support, encouraging me to chase after history and literature by my own design and in opportunities that simply aren’t provided in any classroom.”

Marcus Gatto, Class of ’09, French

“I learned more through this experience than I am able to express in words. As a director working outdoors on a very limited timetable, it was essential that I use our time extremely responsibly, but also work at a pace which enabled the actors and crew members to feel both relaxed and focused. It was a crucially educational experience for me to learn what it is like to be on all sides of the camera; I think that my skills in all areas of filmmaking were stretched and strengthened.”

Joseph Gleason, Class of ’10, Film, Television, & Theatre and English

“Besides learning parts of the German language useful to my professional area, I gained a significant amount of knowledge of fiber-reinforced concrete, what it is, how it works, how it is manufactured and how it fails. I believe this knowledge has the potential to help me in the future, as such topics may come up again during the course of my studies or even career.”

Kevin Godshall, Class of ’11, Mechanical Engineering and German

“I would like to thank the Nanovic Institute for making this summer of research possible for me. This first attempt at independent research has been very valuable in experiencing the life of the scholar, and I have returned more confident than before that my next step will be to enter graduate school for literature.”

Monica Grzesiak, Class of ’10, English and German
“My experience this summer truly allowed me to grow in my professional abilities as well as understand the importance of my contribution to architecture, whether it be in the United States or somewhere in Europe.”

Alejandra Gutzeit, Class of ’10, School of Architecture

“In addition to helping me better define my research agenda and objectives, the trip provided me with experience using a number of important German archives. The contacts I made with archivists and my familiarity with the collections will help streamline future research.”

Andrew Hansen, Doctoral candidate, History

“The experience the Nanovic Institute for European Studies has given me is immeasurable. By providing me with the funding and support to conduct my research in Bosnia-Herzegovina, the institute allowed me the opportunity to pursue my interests all the while growing as a researcher, historian, scholar and student of international development.”

Barbara Vi Thien Ho, Class of ’10, Double Major in History and International Peace Studies

“All in all, this research experience was as satisfactory and useful as I could have possibly expected—and then some. I am still capitalizing on the information I obtained as well as the contacts that I made, and I’m hoping to continue doing so in the upcoming months, when I’ll travel to Mexico, Chile, NY city and, hopefully The Hague once again, to continue my research.”

Lucrecia Garcia Iommi, Doctoral candidate, Political Science

“Archival research is an essential component of research at the graduate and professorial level, and this trip gave me a sampling of what I will experience at that level. I learned proper etiquette for archival research and how to properly handle original documents that are often very old and frail. Thank you for making this great experience possible!”

Daniel Krcmaric, Class of ’12, Anthropology and Political Science
“Without the Nanovic, I would never have gotten the insight and comprehensive research on Louis XVI, Jean-Baptiste Greuze, and J.J. Regnault-Warin. Learning outside the classroom is essential to both academics and research and I thank them for giving me the opportunity to pursue my senior term paper.”

Allison Lang, Class of ’09, Science Pre-Professional and French

“My research in Germany provided me with an excellent opportunity to have direct contact with the manuscripts which I have studied in the classroom and as part of my independent research. It allowed me to do what most scholars have not done: to view nearly all of the remaining grammatical fragments in a short period of time, to consider closely their relationships and to evaluate their visual arrangements. Furthermore, I was able to gather more experience working with manuscripts and archivists in Germany, which will certainly be useful for my further work in this field.”

Hailey Jane LaVoy, Doctoral candidate, Medieval Institute

“What I learned on the Maymester relates to much more than just architecture. Perhaps the thing that I found most shocking was the extreme discrimination against the Roma. Learning about the Roma culture and the way that they are viewed by others got me thinking about how different groups interact and how we might be able to influence those interactions in a more positive way.”

Anna Michelle Martinez-Montavon, Class of ’12, School of Architecture

“On the whole, the trip was very successful. It allowed me to make important contacts, collect enough materials for what I hope will be my first published article, and to create a substantial bibliography of sources to consult on my return to Paris in January 2010. I am grateful for the Nanovic Institute’s generous support of my research, and I hope the same privilege will be afforded to graduate students in the years to come.”

John W. McCormack, Doctoral candidate, History
“The information I gathered in Spain is invaluable to the foundation and progress of my senior thesis. As I commence the writing of my senior thesis, I appreciate the fact that the uniqueness of my topic and my research were available for me to investigate due to the grant. Part of me will always remain in Barcelona as I developed a strong love for the city.”

James Murphy, Class of ’10, Political Science

“The Nanovic Institute’s Undergraduate Travel and Research Grant gave me the opportunity to create a more insightful, profound, and unique senior thesis project, and for that I am extremely grateful.”

Alyssa Novak, Class of ’10, Program of Liberal Studies

“The summer I spent in Rome was certainly a summer I will never forget. I improved my Italian exponentially by using it in a formal work environment. I had to be independent, make friends with people who spoke a different language, and learn how to fit in to the Italian culture. I also learned a lot about the Italian government and the European Union. I feel blessed that I had the opportunity to work in Italy this summer, and I hope to work in Italy again in the future.”

Kathleen O’Connor, Class of ’10, Double Major in Marketing and Italian, Minor in European Studies

“The Herrly Internship Grant offered me the wonderful opportunity to experience Paris and France firsthand. Not only was I given the opportunity to live and explore the city and country, but I was also given the challenge of working alongside French businessmen to create two lectures as well as to further expand my French language skills by working as a translator in Normandy.”

James Ogorzalek, Class of ’11, Double Major in History and Political Science
“In addition to advancing the research toward my dissertation, my trip also proved to be an enjoyable and culturally enriching experience—I spent most of my weekends admiring art collections in museums and historic churches, enjoying live music performances, and welcoming the opportunity to expand my research and language skills. I am very grateful to the Nanovic Institute for facilitating this research, and I intend to officially recognize the Nanovic Institute in my dissertation, as well as any publications that may stem from the research that I conducted during the summer of 2009.”

Kunle Owalabi, Doctoral candidate, Political Science

“I have been able to create a permanent visual record of the wall decoration in each church in Taranto, Puglia, that will be essential throughout my career as an Art Historian. Many of these churches are either partially or not documented photographically making the photographs I have collected a significant contribution to the field.”

Nicole Constantina Paxton, M.A. candidate, Art History

“The research that I completed at the Bibliothèque Nationale de France was invaluable to my paper. The library contained many books on the history of reading and reading practices during the French Revolution that are simply not available at Notre Dame. My paper could not have been written without the research I was able to conduct in Paris. The Nanovic grant has not only allowed me to write the best paper possible for my senior-level seminar, and gain experience in conducting original research, but has given me a new sense of confidence in my plans for the future.”

Rachel Santay, Class of ‘09, French Language and Literature

“There is still much work to be done before my thesis is completed, but I can tell already that these documents will be invaluable to the project. Furthermore, the experience of doing research at another university, navigating an archive, and using microfilm are all very important aspects of the learning and research process for historians and I am grateful to the Nanovic Institute for making this opportunity possible.”

Laura Srebro, Class of ’09, History
“I would like to thank the Nanovic Institute for their generosity and support for my trip, and also for their continued support of students who seek out alternative learning opportunities. Without this support my trip would not have been possible.”

Aimee Sunny, Class of ’10, School of Architecture

“The Esperanto movement in communist-era Eastern Europe provides an account of the process of enacting world cultural models in a region believed to have been in isolation. Therefore, I will continue the analysis of the data with the working hypothesis that, as a cultural movement, Esperanto in Eastern Europe has resembled a process of ‘glocalization’, not ‘globalization’.”

Anna Velitchkova, Doctoral candidate, Sociology and Peace Studies

“To study the cinema of the Basque people is truly to enter into the larger quagmire that is Basque sovereignty, to carry the burden of the debate, to weigh the many opinions held, and dodge around the serious issue of ETA’s violent attacks—all while the camera continues to shoot frame after frame. However, as one approaches the light at the end of the tunnel (or perhaps the light upon exiting a darkened theater) the study of Basque Cinema can offer new insight into the issue of Basque independence.”

Javi Zubizarreta, Class of ’10, Film, Television and Theatre