

have taken on the anthropology of obstetrics, I am thrilled with the idea of labor support as portrayed by professionals called Doulas. I have decided to become a doula myself as part of my senior project and to use my skills to volunteer in the community. This experience compliments my honors thesis in Anthropology on contemporary doulas, which allows me to delve into the subject even more. To increase awareness of women's health on campus, I held an event with the Flora Stone Mather Center for Women last semester entitled, "What Your Mama Never Told You." This event helped to educate students on campus about birth by learning about the process from an Obstetrician, a Midwife, and a Doula from our community. Because of Cleveland's high rates of teen pregnancy and infant mortality, I feel that it is of utmost importance to help young women who are giving birth for the first time. On January 27th at 7pm in Clapp Auditorium, I will host a screening of the film, "A Doula Story" for the community to learn more about doulas and pregnant teens in Cleveland.



Jonathan Semivan
(*B.A. Psychology and History, Spanish minor*)

I chose my senior project, composing a compilation of original short stories, under the influence of rediscovering creative writing. After spending many years building my skills in analytical, persuasive, and expository writing, I find it refreshing when I encounter a creative writing assignment. My project has evolved from a novella based on a short story I had previously written, to several separate short stories with at most subtle connections to each other. My goal is to explore a variety of themes in these stories, and to try to add something innovative, such as the multiple endings I employed in my first story. At the same time, I recognize that innovation should only be used if it can be done effectively and without being forced. Doing this project has already taught me much about writing, including the importance of being able to accept one's work for what it turns out to be, be it good, bad, or mediocre. As a service component to this project, I am going to participate as an aid in a creative writing workshop for children from the greater Cleveland Community next April.



The College Scholars Program

The College Scholars Program (CSP) at Case is designed for a small group of outstanding undergraduates (approximately 20 are accepted each year) in the arts, humanities, sciences, engineering, nursing, mathematics and natural sciences, and the social sciences, who are interested in exploring how academic learning can address larger world concerns.

The program emphasizes broad interdisciplinary learning and the moral demands of leadership - both on the Case campus and beyond - and promotes self-discovery and community building by students.

Students selected as College Scholars enroll together in the fall of their sophomore or junior year and move as a cohort through the program. To enhance their experience in the program, students have the option to live together in a common residence - a special suite with single rooms and a fully-equipped kitchen in the new Residential Village on the northside of the Case campus.

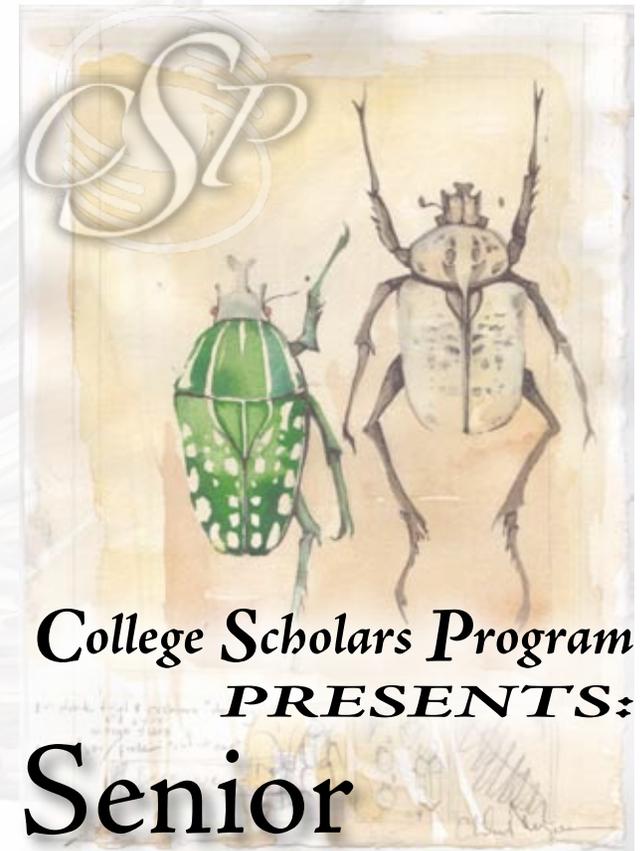
Students admitted to the program who submit applications by the February 21st deadline will have preference for the College Scholars dorm suite in the Residential Village.

Each class year emphasizes a different set of experiences, including opportunities to develop communications and leadership skills, sessions with renowned leaders and experts, and the design, conduct, and presentation of a senior project that applies individual expertise to a social or significant issue important to the surrounding community.

This two-year, twelve-credit-hour honors program is open to Case sophomores or juniors with a diversity of interests and perspectives. Applications are accepted once a year, at the beginning of the spring semester.

The College Scholars Program is administered through the Case College of Arts and Sciences.

Brochure Design and Creation: © 2006 Nathan M. Cross
<http://www.nathancross.net>



College Scholars Program *PRESENTS:* Senior Project Sampler

I would like to welcome you to this presentation (and celebration) of the Senior Projects designed and undertaken by the current College Scholars Program seniors. As you can see, each project is a major undertaking. Today's presentations will take you from botany to birthing, from creative writing to community music, and through areas where science and engineering meet service learning.

Dr. Linda Ehrlich, CSP Faculty
linda.ehrlich@case.edu
<http://www.case.edu/artsci/scholars/>



James Carlson
(B.A. Economics & History)

My project is to hold a community concert for local high school bands. I believe that the arts, and especially music, are vital to our public education curriculum.

To that end, I want to bring high school bands together celebrating both their musical achievements and the importance of music in their communities. I also see this program as a chance to bring the communities around University Circle together in an attempt to provoke future collaboration. The arts are the responsibility of every community, and should not be the sole responsibility of any single community. Through this concert I hope to show local leaders, planners, and citizens what great strides for the arts our communities can make when we work together.



Nathan Cross
(B.S.E. Biomedical Engineering [Imaging and Computing])

The Cleveland Botanical Gardens has recently built a glasshouse, accommodating a Madagascar, and Costa Rican cloud forest biome.

The lush vegetation of the Costa Rican Cloud Forests is easily appreciable, and somewhat familiar. However, the "bizarre" plants of Madagascar are so unfamiliar that the visitor is often unable to appreciate the subtleties the beauty of the flora.

I am compiling a guidebook for the visitors to leaf through as they peruse the Madagascar section of the glasshouse. I am combining a pictographic presentation of the flowers, foliage and structure of the plants with a botanical outline, and background history of the plants to help endear this wildlife to the patron. By using many hi-resolution, digitally enhanced photographs I hope to show the flora in bloom, and at its prime in an attempt to en-

courage the reader to see the very subtle beauty of Madagascar. I am editing, segmenting and compiling the brochure using the Adobe suite and have started to become very proficient in digital photographic manipulation. Hopefully, with my guidebook in hand, the visitor will be able to leave the botanical gardens not only at peace but also with a glimpse into the vast world of botany.



Calvin Krishen
(B.S. Systems and Control Engineering)

I am researching how advances in neurosciences over the past 30 years have transformed the way that we view certain emotions and behaviors. Antidepressant drugs such

as Prozac can practically cure depression and raise self-esteem. Stimulants like Ritalin can taper hyperactive behavior and raise mental concentration. When we use medicines to alter our emotions and control our behaviors, we place responsibility for our emotions and behavior on our biology and not on our conscious selves. Pediatrics has become the target "market" for these treatments. Our culture is augmenting emotional and behavioral development with medications in place of support, reinforcement, and examples from the parental generation.

To assess the extent that neuropharmacological medications have impacted our culture, I will conduct a survey of their uses on the Case campus. Also, I will host an informational program by a panel of healthcare professionals in the spring to educate students on depression and on the medical and non-medical methods to overcome it.



Remy Olson
(B.A. Biology & Economics, Chemistry minor)

Despite major changes in the regulation of lead in industry and products, lead poisoning is still considered to be at an epidemic rate

in Cleveland where one in nine children tested is found to be poisoned.

Children comprise the target group as poisoning rates are higher both sensitivity and due to behavior common to children which increases their risk. There are no specific symptoms of lead poisoning in children and blood testing is needed to identify children with elevated lead levels in order to prescribe treatment. Damage from poisoning causes brain damage: learning and behavioral disabilities, which may be irreversible. The children that inhabit high lead-level areas tend to be from low-income backgrounds where nearly half of the properties that cause lead poisoning are government-subsidized. Children from these backgrounds also generally have access to Medicaid and are thereby required to be tested for lead at ages 1 and 2, though data show that this is the case for fewer than 50% of children with Medicaid.

My involvement is as an intern with the Cleveland Department of Public Health, which is the head organization in managing a \$1.3 million grant from the St. Luke's Foundation to achieve the CDC mandate to eliminate child lead poisoning by 2010. I am working with a committee to develop and implement a survey of Cleveland health providers on screening practices and to engage as many health providers as possible in an effective yet faster screening method. This method has been successful in increasing screening rates thereby helping to identify and assist children in at-risk environments. I am also working with Case student groups to improve their lead awareness and their involvement with the other Cleveland groups working on child lead poisoning.



Rachel Pope
(B.A. Medical Anthropology)

I am concentrating on childbirth and labor support for my project. I am struck by the importance of birth in a woman's life and how little people in our society understand childbirth before confronted with it. Because of the classes I