

Spring 2015

Adrienne Gendron and Remy Kneski intern with the Kaymakçı Archaeological Project (KAP) in Western Turkey

We spent our summer participating in an internship with the Kaymakçı Archaeological Project (KAP), a Boston University research project directed by Christopher Roosevelt and Christina Luke. The project is located in the small village of Tekelioğlu about 20 minutes away from Salihli in Western Turkey. KAP focuses on the survey of ancient burial mounds or *tumuli*, and began excavation of one particular settlement called Kaymakçı in 2014. The archaeological excavation of Kaymakçı was the main focus of the project's 2015 season. The site is the largest 2nd millennium Middle to Late Bronze Age citadel known in the region. The size, geographical position and archaeological remains strongly indicate that Kaymakçı was the cultural and political capital of the Marmara Lake basin and perhaps the middle Gediz Valley.



Aerial view of Kaymakçı. Image courtesy of gygaia.org



A typical sunset in Tekelioğlu.

Because we are both art conservation majors at UD, we spent most of our time on the project treating excavated materials at the lab to ensure their long-term preservation under the direction of Caitlin O'Grady (University College London). We learned how to properly clean, label, and reconstruct many different types of materials including pottery, bone, mudbrick, metal, and glass, as well as how to minimize future

damage through preventive measures. While this was a great opportunity to gain hands-on experience in object conservation, we also had the chance to do a bit of excavation and learn about the different components of an archaeological dig. This introduced us to a field that we haven't been exposed to at UD, and allowed us to expand our understanding of conservation's role in archaeology. Working as members of the 2015 KAP team allowed us to apply the knowledge we have learned in the classroom to a realistic and appropriate setting.



Adrienne using a syringe to consolidate a reconstructed vessel fragment with adhesive.



Remy analyzing adhesives used in conservation treatment.



The conservation team working together to reconstruct a ceramic vessel.

In addition to archaeology and conservation, KAP also focuses on heritage preservation, community outreach, and tourism development. Living in a foreign conservative village of 300 people, we were culturally immersed into a world that is almost completely different from ours here at a university in America. This experience allowed us to grow as individuals and see the world from a different perspective. We were exposed to the Muslim religion hearing the call to prayer 5 times a day at pre-dawn, midday, afternoon, sunset and night, attempted to speak some Turkish, and met incredibly warm and welcoming people despite the language barrier.



Adrienne and Remy working with Caitlin O'Grady to excavate mudbrick.



The conservation team and workers after a day in the field.



Remy and Adrienne in Istanbul.

Our summer didn't consist only of work. Every week we had a day and a half off that allowed us to travel mainly around the Western coast of Turkey. We spent our free time exploring other historical sites, lying on Aegean beaches, and trying amazing local foods. At the end of our stay in Turkey after the completion of the project, we were able to spend a few days with some friends in Istanbul, which is completely different from the small village we had grown to love. Istanbul is very fast paced and filled with street vendors, markets, and a lot more English speakers! Having the opportunity to see different parts of Turkey and participate in multiple activities has enriched our knowledge of art conservation and anthropology and expanded our worldview. It was a summer we will never forget and we are incredibly grateful to the Honors Program for making it possible!

Anne Gould Working with buildOn in Burkina Faso



Figure 1: Signing the Covenant in Pissa, Burkina Faso

In August 2015, I had the opportunity to travel to Burkina Faso, one of the economically poorest countries in the world, with the non-profit organization buildOn. Our group began construction of a primary school in Pissa, a remote village in the province of Sanmatenga. buildOn aims to break the cycles of poverty, illiteracy, and low expectations through service and education by partnering with remote villages in developing countries to build primary schools in areas where there is little to no access to education. buildOn identifies villages with the help of the ministries of education in the countries where they work. Once a village has been identified, there is a several month long process that they must complete before construction on the school can begin. All members of the village and buildOn staff members must sign a covenant that outlines the expectations for the construction of the school.

The covenant states that buildOn provides the engineering, materials, skilled labor and project supervision for the school. The community provides a gender-equal leadership team, voluntary unskilled labor, land for the school, local materials and a promise that girls and boys will be sent to school in equal numbers. The ministry of education in each country provides trained educators, transportation costs of building materials, desks, and other classroom materials. Many of the adults in Pissa (the village where we were constructing the school) were illiterate and unable to sign their own names. Instead, they indicated their agreement to the terms of the covenant by stamping their thumbprint.



One of the main pillars of buildOn's work is gender equality. Their commitment to gender equality is evident in the covenant, but extends far beyond that. Burkina Faso is a largely patriarchal society. Although the United States is far from perfect in terms of gender equality, it was very eye opening for me to experience a culture where women are treated so significantly differently than their male counterparts. Part of our responsibility as trek members was to challenge some of the stereotypical roles of men and women, while remaining very respectful to our hosts and their culture. On the worksite this meant that we would learn and perform all of the different tasks associated with the school construction including making bricks, tying rebar, digging latrines, etc. When the majority of the women deferred to their more traditional role of collecting water, we invited them to work alongside us. A few days into the construction, the women no longer needed the invitation and would gravitate towards a number of different tasks.



Figure 2: Saying "Goodbye" and "Barka" to the village of Pissa

Living with a host family in Pissa gave me the opportunity to better understand the effects of extreme poverty and the role that education can play to help alleviate it. While French is the official language of the country, my family spoke Mòoré, a Mossi tribal language. My Mòoré is limited to the words for water ("com") and thank you ("barka"). The language barrier could sometimes be difficult and frustrating, but mostly it led to a lot of laughter as we attempted to act out what we couldn't use words to express.

Award allowed me to travel halfway across the world and to have this truly life-changing experience that has forever altered my worldview.

I am extremely grateful to the generosity of the Honors Program. The Honors Enrichment

Joanna Loomis at the New York Legal Assistance Group LGBTQ+ Law Project, New York, NY



This summer, I completed an unpaid internship with the New York Legal Assistance Group LGBTQ+ Law Project. The New York Legal Assistance Group (or NYLAG) provides free civil legal assistance to low-income New Yorkers, and the LGBTQ+ Law Project targets those who identify as lesbian, gay, bisexual, transgender, queer, etc.

Mostly, my job was doing intake, building a resource booklet for NYLAG clients, and, once it became clear that my written Spanish was much better than my spoken Spanish, translating Spanish documents like birth certificates and divorce orders into English.

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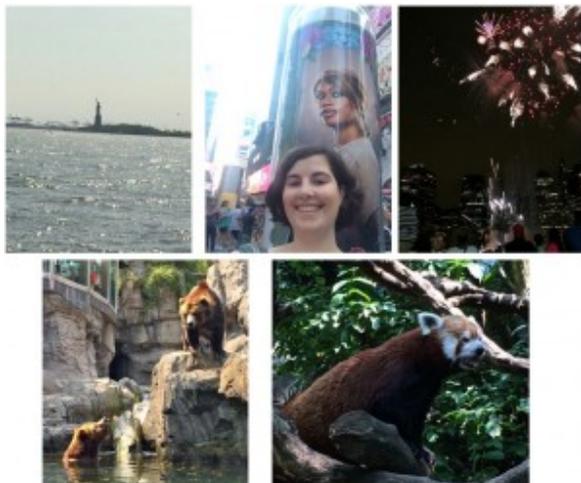
I really enjoyed translating legal documents. Birth certificates were similar to each other, but had enough differences depending on which country and region they came from to keep it interesting. The divorce order was the most difficult document to translate. It was in legalese, mostly in the passive voice, had unfamiliar vocabulary and strange grammar, was out of order, and had missing pages. Under the circumstances, I was surprised I was able to translate anything, much less get a working translation of everything that I was given.



I don't like talking to strangers, so I was less excited about doing intake, during which we asked people about their demographics and case to determine whether the lawyers at NYLAG could take the case. However, I'm glad I did them because it was through intake that I first met Perla, the trans* Latina woman who I helped through a name change. I did everything that her case required, from translating her birth certificate to filling out her name change petition and other documents. The best part was when she came in to sign them. I knew I was helping her because with her feminine appearance, showing her ID with a masculine name and gender for traveling, routine traffic stops, etc.

could only cause confusion, and might even put her in danger. Because all of the documents were in English and Perla was far more comfortable in Spanish, I sat down with her and translated the name change petition into Spanish out loud for her. Perla signed the petition, and it was ready to go to court. Unfortunately, I had to leave before I could see the petition brought to court, but I'm sure her petition will pass.

My favorite part of the internship, though, was doing outreach at Pride Festivals, during which we passed out flyers and talked to people about the organization. Everything there was bright and colorful, and everyone there looked excited and happy. Lots of people were wearing silly costumes. More importantly, I knew that like me, everyone was there to throw off the expectations of society and show their true selves. Their jubilation was infectious.



Through this experience I know what to expect from a legal career. I might not help a lot of people at once, but I will be able to make meaningful changes in people's lives, one person at a time. I also got to experience New York City! I didn't take very many pictures, but here are a few: (Statue of Liberty, the *Orange is the New Black* Installation at Times Square, Macy's 4th of July Fireworks, and two from the Central Park Zoo).

Without the Honors Enrichment Award paying my rent, I never would have been able to afford to stay in New York and take advantage of this amazing opportunity. Thank you, Honors Program, for the chance to prepare for a legal career while also helping the LGBTQ+ community!

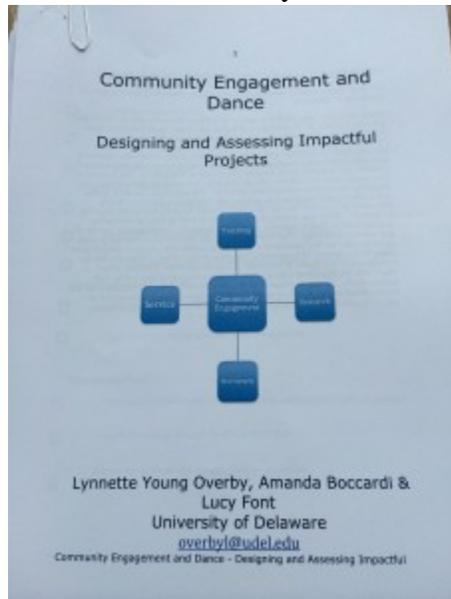
Lucy Font in Copenhagen, Denmark with ArtsBridge



This summer, I had the privilege of traveling to Copenhagen to represent ArtsBridge and the University of Delaware at an international conference. ArtsBridge is a program that promotes the integration of the arts in K-12 schools. Its primary goal is to combat the issue of dwindling funding for arts programs and better reach diverse learners. I discovered the program as a sophomore, and as its name promised, ArtsBridge did indeed bridge the gap between my desire to teach and my interest in alternative teaching methods. Over the past year, I created a dance-integrated math curriculum for

second grade students to be implemented in local schools. The goal of my project is to establish community connections while determining the possible effects that dance could have on student engagement and achievement.

Dance and the Child International, also referred to as “daCi”, is an association devoted to dance education for youth and children. When Dr. Lynnette Overby, director of ArtsBridge at



UD, asked me to attend the daCi international congress in Copenhagen, I accepted immediately. The theme of the congress was

“Twinning” – the concept of two or more partners working together to foster reciprocity and share knowledge. The twinning model directly parallels my work with ArtsBridge, in which I collaborate with various community partners to implement dance curricula. Before I elaborate, I would like to thank Dr. Overby and the University of Delaware Honors Program for their continued support, without which I would have never had this life-changing opportunity.



I traveled to Copenhagen with another ArtsBridge Scholar and recent UD graduate, Amanda Boccardi. We began each morning by attending a Dance Flavors class, hosted by various dancers from around the world. We would then watch keynote speakers, engage in meaningful discourse, and apply our arts integration knowledge during interactive workshops. These academic experiences gave me the opportunity to collaborate with other educators and disseminate my own knowledge on a variety of topics.

Dr. Overby's presentation was a workshop on designing impactful community engagement projects. Amanda and I shared our own community engagement experiences and discussed how they are examples of high-level community engagement, which is attained through open communication and ample reciprocity. Twenty teachers, scholars, and dancers from all over the world attended our presentation. Everyone enjoyed learning about community engagement and designing their own projects during the workshop, which combated a plethora of community issues, from educational inequity to lack of resources for refugees. After speaking, I was introduced to participants from a variety of countries and backgrounds. I even met the coordinator for ArtsBridge in Slovenia! We received an abundance of positive feedback, which further confirmed the meaningfulness of my work and was perhaps the greatest reward of the trip.



Although the conference consumed much of our week, Amanda and I took full advantage of our time in a foreign country. We were immediately enamored by the city; from its beautiful architecture to breathtaking canals, Copenhagen looked like a picture on a postcard. We rented bicycles right away, as cycling is the main mode of transportation for most locals. We saw places such as Rosenborg Castle, home of beautiful botanical gardens, as well as the crown jewels. We took a canal tour in Nyhavn and ate Danish candies while exploring Tivoli Gardens. Copenhagen is a thriving city that offers indescribable beauty and a diverse array of cultural experiences.



Figure 3: Nyhavn

My week in Copenhagen held some of the most impactful moments of my college career. The daCi conference gave me the invaluable opportunity to network with other professionals in my field, and to disseminate the results, both perceived and evidence-based, of my own work. I discovered that despite my ample community

engagement experience, there is still much to learn, and I am eager to delve further into the resources I acquired on the subject. Furthermore, I was encouraged to leave my comfort zone

and to immerse myself in a foreign culture, which I did with zeal. The only shortcoming of my trip is that it has left me with an insatiable appetite for further experiences abroad (and for Danishes).