



The Franklin Delano Roosevelt Foundation

@ Adams House, Harvard College

REMOTE SCHOLARSHIP PROGRAM

SUMMER 2020



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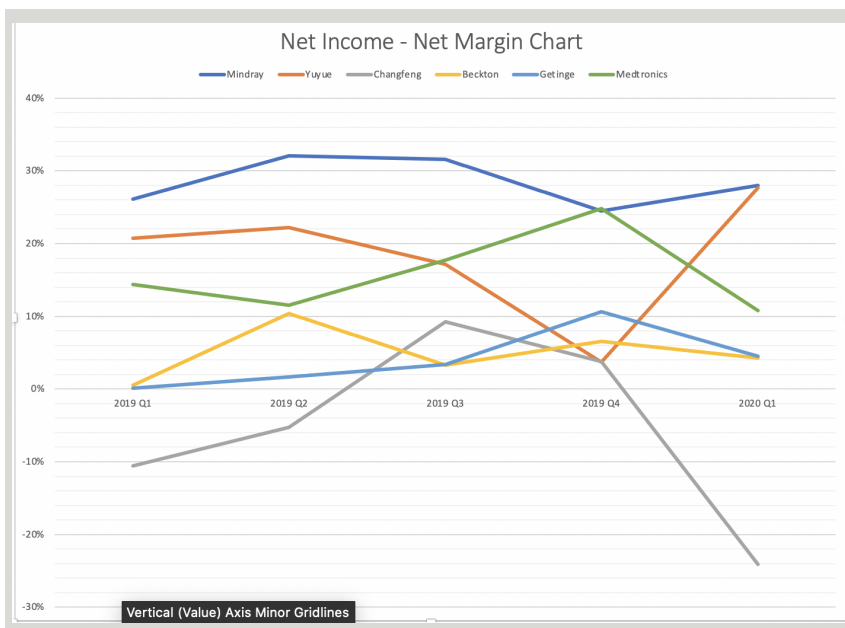
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NEXT STEPS





*“We cannot always build the future for our youth,
but we can build our youth for the future.”*

- Franklin Delano Roosevelt

Address at the University of Pennsylvania

September 20, 1940

In the spring of 2020 as the COVID crisis deepened and Harvard College switched to remote learning, it became apparent that summer work and study plans for many of our students would be cancelled outright. In addition to the pedagogical loss, these opportunities were important sources of income for many of our first generation/lower income students, who depend on their summer earnings to support their term-time studies—and in some extreme cases, support their families. With the national unemployment nearing 15%, and tens of millions of people suddenly out of work, the prospects for our students looked bleak, especially because the College was unable to lend a hand—Federal law prohibits universities from offering financial support to students who are not enrolled.

We at the Foundation thought there might be a way forward, however, by taking a page directly out of FDR’s Depression-era playbook. Using the work programs of the 1930s as a model, the Foundation solicited remote opportunities from Ph.D. candidates at the Faculty of Arts and Sciences, junior faculty at the College, and members of the Foundation to further their research. Candidates were chosen in fields that reflected the interests and ongoing legacy of Eleanor and Franklin Roosevelt: history and the humanities; public health and social medicine; applied economics; education; government (with an emphasis on pro-democracy research) and women and gender studies.

In all, over 50 positions were created for the Remote Studies Program (RSP), which the Foundation then advertised to our undergraduates. Over 400 students applied. Simultaneously, the Foundation launched a

special appeal that ultimately was able to fund 36 slots at up to \$3000 per position. (The remaining slots were filled as unpaid internships by students desirous of the study experience.) Students were paid in three tranches, and their final award was based on a percentage grade from their project leads. We are delighted to report that all but two of the funded students achieved 100% of the anticipated \$3000 grant. While a full report on each one of the summer projects would make very lengthy reading, we thought you might enjoy a small sampling from both the project leads and the students as to how the summer worked out. (A full list of the summer research opportunities can be found at the end of this report.)

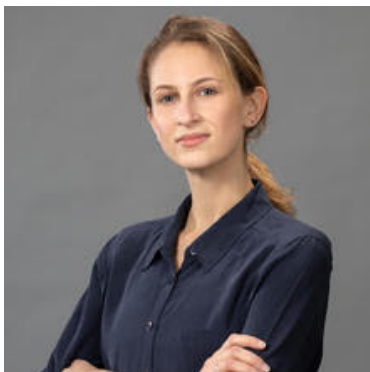
It goes without saying that we are hugely thankful to our graduate students and faculty who rose not only to the challenge of creating and managing these opportunities, but who also, in many cases, became real mentors and supporters for our undergraduates. Thanks too, to our students, who applied true dedication to their research despite these trying times. But most of all, I would like to personally thank our magnanimous alumni, who showed an extraordinary generosity in funding this program.

My warmest thanks to you all,

Michael Weishan, '86
Founding Executive Director

GOVERNMENT DISTRIBUTION OF GOODS AND SERVICES

TEAM LEAD: ZOE HITZIG

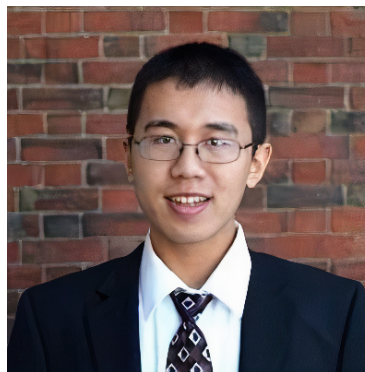


"I am so grateful for the help of Zhaodong Chen this summer. Zhaodong helped me with data analyses, literature reviews and editing for a few different projects I'm working on. All of the projects he helped on use microeconomic theory and behavioral economics to understand the provision of public goods and services.

The project he was most involved with was a project about how to encourage people to carpool (the project is co-authored with professors Rema Hanna at the Harvard Kennedy School and Abhijit Banerjee at MIT). We ran a large-scale experiment with tens of thousands of non-professional drivers on the largest ride-hailing platform (equivalent to Uber) in Southeast Asia. We sent drivers messages and subsidies encouraging them to carpool with other commuters going their way.

Zhaodong was eager to suggest new analyses, and extraordinarily diligent in checking and verifying the analyses that we had already done. As a result of his analyses, the project now tells us not only about how information campaigns and monetary incentives can get people to carpool and make other environmentally and socially conscious choices, but has allowed us to draw more general conclusions that get to questions at the heart of all of economic analysis. Why does information sometimes mitigate market frictions, and sometimes exacerbate those frictions? Thanks to Zhaodong's help, the project has led to new answers about these absolutely fundamental questions in economics."

REMOTE SCHOLAR: ZHAODONG CHEN



"This summer, I worked with Zoe Hitzig, a Harvard economics Ph.D. candidate with her project on taxi data in Singapore with the famous Nobel prize recipient Abhijit Banerjee. I learned a lot about how economists think and approach problems. I learned techniques in data analysis and replication that are crucial for future endeavors. All these could not happen without your kind and generous support during these times of uncertainty. I am grateful to have an opportunity to hone my crafts and learn from some of the best in the fields. So, I would like to thank you for your generosity. One day, I hope to carry your torch of philanthropy so that future generations would be lifted up to their best potential."

THE PATH TO BECOMING TEACHERS

TEAM LEAD: ZID MANCENIDO



"The academic achievement of incoming teachers in the US significantly declined between the 1950s and 1990s and has remained stagnant since. This project aims to identify creative policy options for reversing this trend by comparing the career exploration and decision-making processes

of 96 graduating seniors of elite higher education institutions: some who committed to teaching; some who were interested in teaching but decided not to pursue it; and some who were never interested.

The strand of this project supported by the FDR Foundation was to translate the academic findings into a practical test case. Specifically, we have developed a digital campaign (i.e. a website and social media) aimed at fostering interest in teaching amongst Ivy+ college students.

My research assistant Jaden Deal qualitatively coded transcribed interview data to identify key themes and quotes. He also developed digital resources to help students think critically about their career choice and to stimulate honest discussions about what stops students from pursuing teaching as a career.

Working with JD has been a great way to advance my research in more practical and impactful ways. His engagement in my work has brought new insights and stimulated further possibilities. The FDR Remote Summer Research Initiative has been a fantastic way to engage college students in early opportunities for research. The process was well organized, and Michael did an excellent job ensuring that interests were well matched."

REMOTE SCHOLAR: JADEN DEAL



"Thinking back to the beginning of this project, I realize that this experience shaped my perspective of elite institutions like Harvard. I had already come to realize through my courses that students here prioritized meeting world-renowned politicians, getting into

competitive consulting clubs, or pursuing careers for money rather than passion. These thoughts were validated when Zid asked me to read through research studies about how elite college students come to desire prestigious jobs. Students are pushed by these institutions to seek more prestigious jobs, because the internal culture (i.e. student clubs, the Office of Career Services) encourage students to seek competitive positions. There are virtually no paths to becoming a teacher at Harvard besides the Harvard Teacher Fellows program, and I've met very few students who want to continue their careers as educators. This attitude is only reinforced by the fact that there is only a secondary study in education available for undergraduates, and no primary concentration. For elite colleges, it is obvious that creating teachers is not even a worth consideration.

Throughout the course of the project, I felt that I had a lot of autonomy in the way this campaign rolled forward. I spent a large amount of time picking out quotes and creating vignettes of the stories from students at Ivy and Ivy+ schools about why they chose or didn't choose teaching as a career. I gained more insights about the importance of peer and institutional culture in influencing student decisions and feel that this campaign can be a positive intervention. The WhyNotTeach virtual campaign (a name I coined!) provides student vignettes on a website, as well as other resources for students thinking about teaching. By using social media, we hope that the relatable nature of the posts (mostly using common memes combined with quotes from the transcripts) will coax students into looking through the website and discover these stories for themselves.

The project aside, I also talked a lot with Zid about his career path and I really admire the work he does. He showed me the power that research can have as an intervention in educational practices, and I now see academia as a potential career that could have lasting impacts. My aspirations for a career have always centered on improving public education for all, and I've been particularly disheartened with politics lately, so this project has reinvigorated my passions. Zid has been an amazing mentor and I feel that he will continue to be a close friend as I navigate these next few years of college. I hope that other students will be able to have the same opportunity through the FDR Foundation, because my experience has been transformative."

PRICING AND BIDDING STRATEGIES OF MEDICAL SUPPLIES

TEAM LEADS: HANSONG LI AND YIFEI WU



“From May 26th to July 31st, the collaborative research team comprised of Hansong Li (Department of Government, Harvard University), Yifei Wu (Harvard Business School) and Brian Seo (Roosevelt Scholar and Proctor) have undertaken an intensive two-month study of medical supply during the Covid-19 pandemic. The project has born many fruits on multiple fronts. In the sphere of macroeconomics, we have investigated the shifting patterns of U.S. reliance on medical imports in the fight against the epidemic.

In particular, we compared how the reliance on a set of countries shifted in the aftermaths of the 2009-10 H1N1 and the 2019-20 Covid-19, where we have identified a number of similarities and contrasts; we looked into the trade data from 2017-2020 and concluded that the Trade War already altered US-China medical trade ahead of the Covid-19 outbreak, a trend that the public health crisis will further advance after the pandemic is over.

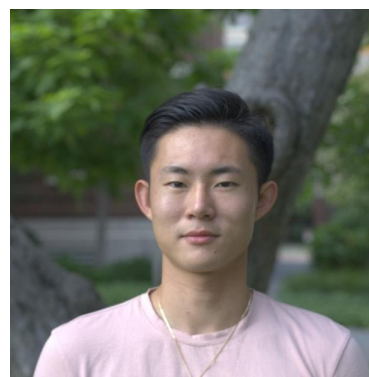
Given the central role of medical suppliers in the global response to the Covid-19 outbreak, we have closely monitored the performance of a set of companies that manufacture either ventilators or complementary respiratory devices, or personal protective equipment (PPE). We conclude that in the past 5 months, these major medical suppliers both changed and are changed by their specialization within the industry, their geographical focus, financing tools, and organizational strategies. Even more importantly, our team has directly undertaken to address the main challenge facing our Covid-19 response today: the disruption of the supply chain.

The central question that motivates us is: if, as Governor Cuomo has complained, it is neither efficient nor ethical for states—and indeed, the federal government—to bid for scarce ventilators against each other, and in doing so, drive the prices to

unprecedented and skyrocketing prices, then what would be an equally ethical and efficient way to organize the distribution of badly needed medical resources? Thanks to interviews and correspondences with CEOs and senior leaders of medical supplying countries, the team has identified the increasingly popular digital world of distributing platforms as an area most in need of theoretical innovations and policy reforms. We analyzed a number of scenarios and eventually decided to introduce a variable of 'neediness' into the traditional auction model, in order to incentivize both ethical and efficient allocation of limited medical resources. Most of the findings of the project over the summer will be published in the form of an edited volume.

Throughout the summer research, Roosevelt Scholar Brian Seo has made contributions to both quantitative and qualitative analyses, scheduled and compiled interviews, conducted a large number of academic literature reviews, and last but not least, formulated the various scenarios of ventilator-auction models, which contributed to the most important insight that we offer to the academic community and the policy world. We are grateful for Brian's work, for Michael's steadfast support, and to the donors who generously made our research possible.”

REMOTE SCHOLAR: BRIAN HYUN SEO



“This past summer, I assisted Hansong Li, a Ph. D. candidate in the Harvard University Department of Government, and Yifei Wu, a Ph. D. candidate at Harvard Business School, on their research on pricing and bidding strategies of medical supplies. As a Research Assistant,

my primary role was to construct different bidding models that address the problems associated with our current bidding strategy used by the federal and state governments. My secondary responsibilities involved literature reviews, quantitative analysis of different medical companies, and interview debriefs. Through the FDR Foundation and private donors, I had an enjoyable learning experience this past summer. I grew both academically and personally while further honing my technical skills. Thank you so much for this opportunity!”

EDUCATION AND GENDER INEQUALITY

TEAM LEAD: DEV PATEL



“This summer I had the privilege to work with Luke Walker. Together, we studied two of the largest education policies in the world: India's SAA and RTE schemes. The first built thousands of schools across the country with the explicit goal of increasing girls' schooling. The second required every private school in the country to allocate a quarter of their slots to disadvantaged children.

Luke and I spent the summer primarily working on the data to estimate the causal impacts of these policies on educational attainment and school integration across caste groups. Specifically, we worked with census data from the government of India and matched that with administrative data on schools.

Luke did some excellent work using geospatial analysis to connect these large datasets together. It was a joy to be able to work with him, and he says he has gained valuable skills for his future data analysis plans. Thank you very much for your support in making this opportunity possible.”

REMOTE SCHOLAR: LUKE WALKER



“There is an unspoken expectation at Harvard College that your summers must be spent on exciting adventures or high-profile internships. I had gladly succumbed to this pressure and had planned a trip to the Holy Land and an internship in Ghana before COVID-19 shook the world. In the midst of the deep sense of loss that this brought, I learned of the FDR Foundation's summer research opportunities for students with financial aid, and my excitement was restored. I am so grateful that, at a time when this country suffered record-high unemployment rates, I was able to secure a Research Assistant position through the foundation.

The project that I worked on was a great fit for me. I had the privilege of working with Dev Patel, a Harvard Economics Ph.D. candidate doing important research on education policy in India. I'm a statistics concentrator at Harvard College and I was able to get hands-on experience working with massive data sets from the Indian census. As such, I encountered a wide array of problems that Dev was patient enough to help me solve. He was incredibly encouraging which made the whole experience that much more enriching for me. He has also inspired me to think of ways in which I could apply my Harvard education to problems faced by my own country, Trinidad and Tobago. This experience truly helped to put the things I've learned at the College into perspective and it would not have been possible without your generous support. Thank you.”

POLITICS AND EDUCATION IN MEXICO

TEAM LEAD: JULIA SMITH COYOLI



“This summer my RA (Melisa Santizo) helped me in the process of creating a database containing information about education policy and politics in Mexican states. In my dissertation, I combine this information with a more qualitative, in-depth look at 3 states, with the goal of using this analysis to advance our understanding of how political decisions shape (both positively and negatively) educational outcomes. Working with an RA this summer allowed me to advance on both types of analysis simultaneously. This was incredibly helpful as the information that my RA found helped shape the questions, I asked in my Zoom interviews, and vice versa.

I think both Melisa and I also benefited from having an opportunity to connect every week, particularly given the solitude of the current moment. In addition to talking about the RA work, we frequently discussed her own upcoming thesis research and how the lessons she was learning from conducting RA work could be applied to her own research process. I really feel like the process was mutually beneficial and I am incredibly grateful for the support.”

REMOTE SCHOLAR: MELISA SANTIZO



“This summer has been an invaluable opportunity. Thanks to the FDR Foundation, I attained both academic and personal growth. I was finally able to participate in a summer of academic research, something I hadn't done formally before. During my time at Harvard, I have taken courses that explored two of my previously separate interests: culture/politics of Latin America and the intricacies of education policy. Through this summer internship, I was able to combine these interests and develop a more nuanced understanding of why education policies work and don't work in various Mexican states.

Moving forward, I hope to harness this new love for research and continue participating in research that analyzes and seeks to promote communal well-being during the remainder of my time at Harvard and beyond. Financially-speaking, this opportunity also helped me provide additional income for my family during these difficult times. Overall, I cannot be more grateful for the amazing opportunity. Thank you!”

HEALTHCARE PROVIDERS

TEAM LEAD: LJUBICA RISTOVKA



“As part of her work this summer, my research assistant helped with two research projects. First, she painstakingly and thoughtfully hand-collected data on clinical trials conducted to test pharmaceutical interventions in several mental health disorders, chronic conditions, and neurological conditions in order to determine how many of these studies are conducted in children versus adults and whether there exist differences in the efficacy and safety of drugs between these two populations. The data she collected is an absolutely essential foundation for answering an expansive set of questions aimed at assessing whether we as a society are conducting a sufficient number of studies in children, as well as how the treatment of various conditions responds to information produced in these studies.

Second, my research assistant wrote a detailed report surveying data available on health care markets (hospitals, clinics, insurers, health care professionals) in middle-income countries such as India and China. As these countries become more developed, the health care markets change in structure, particularly as more individuals suffer from chronic conditions rather than infectious disease. However, few comprehensive sources exist on what types of data are available on the markets themselves rather than on health outcomes.

Finally, my weekly check-ins with my research assistant provided a sense of normalcy in these turbulent times and were a wonderful source of human connection. We chatted about work, personal life, and also about how COVID-19 had affected the areas where we respectively live and the transition to remote work/study. Such conversations were a welcome respite from the state of the world nowadays, and I am grateful to have had the opportunity to interact with someone hardworking, inspiring, and from outside of my own research field of interest for the summer.”

REMOTE SCHOLAR: ANAI ADINA MORALES



“Throughout the assistantship, I learned many valuable skills that I believe will help me succeed in my future research endeavors. I spent countless hours reading through hundreds of clinical trials every day. To some, that may seem tedious, but to me, it was incredibly interesting and informative to read through all of the medications and interventions that have been tested to treat different conditions, such as ADHD, epilepsy, and diabetes. Reading through these trials and recording specific information drastically improved my attention to detail and Excel skills.

Toward the end of the assistantship, my focus was shifted from pediatric clinical trials to the developing healthcare markets in China, Ethiopia, and India. My primary responsibility was to find as many documents with useful data on these markets as I could. Throughout this process, I learned so much about the intersection of healthcare and economics. It was so eye-opening to read about the enormous disparities that exist in so many places, between socioeconomic status and access to healthcare. This really allowed me to reflect on how these issues present themselves in my own community and the steps I can take toward repairing them.

My understanding of the research process changed remarkably this summer. It is more apparent to me now more than ever that the hands-on aspect of research must be preceded by months and months of reading and data collection. I’ve definitely developed a stronger appreciation for the research process, and I look forward to leading my own research project one day! Thank you so much for making this possible. I am forever grateful for your support in this experience!”

WOMEN IN THE WORKFORCE

TEAM LEAD: NATALIE EMMANUEL



“This summer, we assembled four distinct datasets, cleaned them, and combined them to prepare for analysis on two projects. First, we sought to understand the effect of school closures on domestic violence and separately to explore the effect of childbirth on the gender pay gap. I was utterly impressed by the undergraduate with whom I worked. She got up to speed on coding and brought a clear eye and incisive mind to the team. Thank you so much for making this possible -- she grew tremendously, I appreciated the opportunity to mentor, and we pushed forward two valuable sets of research.”

REMOTE SCHOLAR: ROSHNI CHAKRABORTY



“The FDR Fellowship has been an incredible experience. I've been working with an Economics professor whose class I loved to examine the relationship between domestic violence and holidays or school breaks in the United States. This is a topic I'm really passionate about and I had never approached it from a quantitative angle because my training so far has been in anthropology.

Over the course of this summer, we've learned so much about how differently child maltreatment and intimate-partner violence manifest in different situations, which we would not have been able to do if we weren't working with a database of millions of entries. From a methodological standpoint, this RAship has been invaluable. Prior to this summer, I had done almost no coding. Now, I've written over 1000 lines in R! Huge thanks to my professor and to the FDR Foundation for providing an opportunity for me to keep learning when everything else in the world was so uncertain.”

MIGRATION IN DEVELOPING COUNTRIES

TEAM LEAD: OLIVIA WOLDEMIKAEL

Ph.D. Candidate in Government



“My project was greatly advanced by my RA. My research focuses on the host community reception of migrants and refugees in the Global South. With the assistance of my RA, I was able to gather information on politicians and municipal policy responses to Venezuelan refugees in Colombia from 2015-2019 from newspaper articles, policy documents, and data from UNHCR, create policy timelines and map out policy changes in Africa and Latin America, and explore the role of social media outside of the US in directing and shaping public opinion towards migrants through a comprehensive collection of tweets, Facebook posts, and TV interviews. She also completed a literature review on migration and citizenship which allows me to situate my work in broader scholarship. Taken together, this work has given me a solid foundation for future dissertation work for this fall.”

REMOTE SCHOLAR: ALONDA PONCE



“This summer I was involved in research work that focused on immigration/refugee policies both in Colombia and Uganda. We focused on these two countries because they consistently have some of the most accommodating refugee policies in the world. I collected policy timelines for both countries. I also created extensive case studies for various Colombian cities, mainly using local news outlet sources and politicians' twitter accounts to try and get a more comprehensive understanding of the tensions (or lack of) between Colombian citizens and Venezuelan migrants.”

CRIME AND CORRUPTION IN BRAZIL

TEAM LEAD: JESSIE BULLOCK



“Thank you so much for the opportunity to hire an undergraduate RA through the FDR Foundation. My research assistant provided valuable assistance in advancing my dissertation project on the relationship between organized crime and corruption in urban Rio de Janeiro, Brazil. She helped code several large databases linking demographic covariates with election data, geospatial data, and a database I had hand-coded myself on the presence of organized crime.

It was a mutually beneficial experience -- I nearly have a complete draft of the entire paper she was helping me on, and my research assistant was so fascinated by the topic that she is planning on taking a course I will TF this upcoming semester on the politics of Brazil. We enjoyed getting to know each other and I hope to stay in touch with this motivated, bright student. Again, thanks so much for the opportunity to connect and receive so much high-quality help on this project.”

REMOTE SCHOLAR: SWATHI SRINIVASAN



“This past summer, I worked with Jessie Bullock on her dissertation book project regarding criminal activity and politics in Rio de Janeiro. Using R and ArcGIS, I was able to understand the metrics of socioeconomic analysis in Brazil and tie them to voting locations and gang violence. This experience was wonderful; not only was I able to learn multiple, cutting-edge quantitative social science methods, but I was able to focus on an area of particular interest to me: Brazil.

My senior thesis project now involves many of these social science methods with a focus on socioeconomics in Brazil, and I’ve also just submitted my application for a Fulbright in Brazil! The exposure to this research opportunity would not have been possible without gracious funding made possible by a donation to the FDR Foundation. I am incredibly thankful for this opportunity and what I have learned as a result.”

COLLEGES AND MENTAL HEALTH

TEAM LEAD: AUBRY THRELKELD



"Mason and I worked on creating a comprehensive literature review centered on the questions emerging from a long term book project I am working on about mental health service provision, higher education and the culture of mental health. We examined the literature on how higher education managed crises both longstanding and short in duration as a way of understanding what mental health services were provided. This work is being completed to respond to the national conversation about mental health in higher education and how universities and colleges are complicit in producing mental health crises and simultaneously one of the only institutions where mental health services are provided and available though perhaps under-resourced.

I could not be happier to report that working with Mason Forbes was one of the best collaborations. He worked independently and diligently turning up not only many of the resources I needed for my book project on mental health and higher education, but he was delightful to work with. While I am still processing all the literature and archival material we came up with, I anticipate it deeply influencing my book project. I could not be more grateful that we could work together with Mason. I look forward to continuing to work with him as the project evolves."

REMOTE SCHOLAR: MASON FORBES



"This summer I worked remotely as an assistant researcher alongside Aubry Threlkeld for the FDR Foundation. Our work aimed to catalogue and examine mental health resources provided by colleges for their students—with a particular focus on historical responses and interventions following crises such as 9/11, mass shootings, COVID-19, and other trauma-related events. Under Aubry's leadership, I explored a variety of strategies employed by colleges across the United States to promote student mental well-being. The implications of this research concerned the efficacy of these interventions and how future interventions can improve student mental health on college campuses. My experience working this summer was both engaging and informative, and the research I conducted along with the instruction I received from Aubry will be indispensable to my personal endeavors in the areas of psychology and education."

TREES AND THE URBAN ECOLOGY

TEAM LEADS:
BEN GOULET-SCOTT AND DAKOTA MCCOY



“Our project, with Hana Kiros as our FDR undergraduate fellow, was to look at the urban ecology of city trees across the USA. Hana was an outstanding researcher, coming up with innovative questions about equity within cities and the presence of trees across income strata. Over the course of the summer, we assembled a dataset of more than 40 million individual trees in the top 150 cities across the USA. We did this by contacting individual cities and using computer science tools to clean and sort a large dataset. Now, we are working on analyzing the data-- what proportion of trees are exotic or invasive? How biodiverse are different cities' tree communities?

And a brief additional note: this summer was set up to be so, so hard for low-income students. The specter of COVID erased summer opportunities for people who need it most. I was so thrilled-- THRILLED!-- to see the FDR Foundation step up and provide funding for talented undergraduates to pick up new skills and use the summer well. Thank you SO much for supporting this program.”

REMOTE SCHOLAR: HANA KIROS



“This summer, thanks to the FDR Foundation, I worked with graduate students in Harvard's Organismal and Evolutionary Biology Department to analyze the species composition of trees in the 150 biggest cities in the U.S, quantifying the ratio of native vs. exotic tree

species in these cities and analyzing variables related to tree height. We engaged in this work in order to create the first-ever national snapshot of the biodiversity of trees in U.S cities and to analyze whether trees best equipped to fight climate change (in terms of carbon captured, shade provided, etc.) are being planted. We are also conducting an environmental justice-minded analysis of whether the placement of trees within a city correlates at all with data on race, socioeconomic status, and air quality in an area, in acknowledgment of well documented racial disparities in exposure to pollution. We are currently working on a manuscript summarizing our findings and intend to eventually publish our work in an academic journal.

I found this work incredibly gratifying and interesting. My two mentors on this project, Dakota McCoy and Benjamin Goulet-Scott, were friendly, understanding, and generous in giving their advice when I approached them with life, career, and research questions. When I am seeking a thesis and eventually Ph.D. advisor, I hope they are as diligent and as kind as the mentors I was lucky enough to have this summer. Through this project, I learned so much about ecology and environmental science, and have come to appreciate the profoundly positive impact trees can have on the climate, air, and even the mood of people with access to green spaces.

I also enjoyed this project because the graduate students I worked with treated me as a collaborator rather than their stooge. When I brought up the idea of using our data to examine issues related to environmental justice, they were incredibly receptive. As a black researcher that has often felt unsupported when I've tried to conduct scientific research with justice and equity in mind, this experience was incredibly affirming.”

MEDICINAL PLANTS IN THE MEDIEVAL ISLAMIC WORLD

TEAM LEAD: SHIREEN HAMZA



"As a PhD candidate in the history of science department working on a topic about which very little has been written, the opportunity to work with a research assistant was one I could not ignore. I have worked as a research assistant myself on numerous projects, but this was my first opportunity to direct the research of a student on my own project: the history of medicine & Islam in the medieval Indian Ocean World. Thanks to Heba's work compiling annotated bibliographies, I have grown familiar with relevant research in a number of fields outside of the history of science, from botany to archaeology to art history. She took the lead on working with a specialist at Harvard to learn to make a map in QGIS, a data visualization software. I will include the maps she created in my dissertation — and thanks to the guides she compiled for me, I have the ability to edit them as new material comes to light. It was a pleasure to work with Heba this summer, and I thank you for the opportunity. "

REMOTE SCHOLAR: HEBA MOHAMED



"I am Heba Mohamed, a sophomore at Harvard College and a 2020 Roosevelt Scholar. Being an FDR Scholar provided me with wonderful opportunities that helped me deeply immerse myself in an engaging U.S. history curriculum and gain valuable research

experience. For the history immersion portion of my FDR experience, I had spent at least 6 hours every week in history seminars and historical & political discussions

with Michael, Cynthia, and the 5 other RS students. A recent immigrant to the United States, I initially did not have a good foundation of the history of the United States. However, the contextual readings, movies, documentaries, debates, and discussions I had about American history allowed me to make many deep reflections about civic life and duty, and despite the many unpleasant parts of history that I have come across, my connection to my adoptive land was strengthened as a result. Ever since, I have been able to engage in multiple conversations about contemporary American politics and draw parallels between modern-day events and history. This is an eye opening experience that I will always remember.

Moreover, I was able to work with Shireen Hamza, PhD student in the History of Science department, whose project explored the history of medicine in the medieval Islamic world. Each week, I spent many hours conducting secondary research and compiling annotated bibliographies for 4 medicinal plants commonly used in the 14th-17th centuries: aloes, socotrine aloes, ajwain, jatropha curcas. This research would later inform a plant biography for each plant included in my mentor's PhD dissertation. I also conducted research about and read deeply into art history and architecture of medieval structures relevant to the medical establishment in Yemen, India, and Egypt. Some of the additional topics I explored and learned about: botany, ethnobotany, archaeobotany, and ethnopharmacology. My mentor and I met weekly to discuss my findings and the potential use of sources I found for her dissertation work.

In addition, I installed and learned how to use diacritic transliteration systems (Arabic/Persian) on my computer. I composed geospatial maps that highlighted the origins of manuscripts used in my mentor's PhD dissertation. In order to do that, I reached out to the Harvard University Cartography Specialist, attended three training sessions with him, and composed the map using the geospatial software QGIS.

Through my work with my mentor Shireen Hamza, I was able to acquire an incredible set of academic research skills that will set me up for success in the future. I am grateful for this opportunity and thankful to the FDR Foundation for taking such initiatives to support FGLI students like myself. "

FULL LIST OF FDR SUMMER 2020 INTERNSHIPS

Research Assistant in Government: Administrative Burden of U.S. Social Policies

Research Assistant in Government: Accountability, Election and Corruptions in Developing Countries (Latin America and Beyond)

Research Assistant in the History of Science

Research Assistant in International Development and Climate Change

Research Assistant in Education: Colleges and Mental Health

Research Assistant in Education Policy: Higher Education and Economic Mobility

Research Assistant in Government: Decolonizing the State

Research Assistant in Religion: American Religious History

Russian-Language Research Assistant in History and Government

Research Assistant in Sociology: (In)Security among Young University Graduates in Spain and the United States

Research Assistant in Government: Democratizing Political Parties

Research Assistant in Government: Women Entrepreneurs in Africa

Research Assistant In Government: Expressions of "Personalism" in Democracies

Research Assistant in History: Mapping Past Societies

Research Assistant in History: Japanese or Chinese Source Material

Research Assistant in International Relations

Research Assistant in Government: Refugee Crises and Local Government in the Middle East

Research Assistant in Government/Economics: Public Goods Provision in Brazil and the United States

Research Assistant in Sociology: China and the One Child Policy

Research Assistant in Religion and Society: African American Religion in the American West

Research Assistant in Government: Public Diplomacy, the U.S., China, and the Middle East

Research Assistant in English: Anachronism and Historicization in the Anglophone World

Research Assistant in Government: Migration in Developing Countries

Research Assistant in Government: Politics and Education in Mexico

Research Assistant in Government: Political Parties in Europe

Research Assistant in Government: Crime and Corruption in Brazil

Research Assistant in Economic History/East Asian Languages & Literature

Research Assistant for Work on Native American Oral Literature

Research Assistant in Economics: Rohingya Refugee Camps

Research Assistant in Government: Education and Politics in Sub-Saharan Africa

Research Assistant in Political Economy: Taxation in Developing Countries

Research Assistant Position: Digital Humanities 3D-Modeling Project

Research Assistant in Government: Criminal Organizations in Mexico

Research Assistant in Government: Technology Impacts on International Relations

Research Assistant in Education: Refugee and Emergency Education

Research Editor in West African Arabic Poetry

Research Assistant in Economics: Education and Gender Inequality

Research Assistant in Economics: Women in the Workforce

Research Assistant in Trees and the Urban Ecology

Research Assistant in Education: Immigrant Studies

Research Assistant in Economics: Health Care Providers

Research Assistant in Economics: Government Distribution of Goods and Services

Editorial Position in US History: Glossary Writer

Editorial Position in US History: Image Researcher

Qualitative Research Assistant: Culture Institutions and Society

Data Assistant in Government: Religion and Politics Book Project

NEXT STEPS: STRENGTHENING THE ROOSEVELT SCHOLARS PROGRAM

Deo volente, we won't need another Remote Scholarship Program this summer. But astute readers of the previous pages may have noticed several references to the Roosevelt Scholars Program. This academic experience for first generation/lower income students is about to enter its third year, and we will again be selecting between 4 and 8 (the number will depend on available funding) rising sophomores to participate in an entirely unique educational program in Cambridge during the summer of 2021.



The Inaugural 2019 Roosevelt Scholars during a practicum in the Hudson Valley. From left to right, Mohammed Ahmed, Brian Seo, Shavonna Jackson, and Sheila de la Cruz.

Unlike other fixed educational curricula, the Roosevelt Scholars program is adaptive to the needs of its students. Once chosen, each scholar is allowed to select a research field of personal interest, and the Foundation then reaches out through its contacts at the University to find a project lead who will function both as an academic advisor and mentor.

The Roosevelt Scholars Program is also income-positive for the students—a very important consideration for undergraduates who depend on

earnings to support themselves, and sometimes, their families. Over the course of the summer, the Scholars engage in highly meaningful research four days per week, for which they receive a \$4000 stipend. This covers the cost of board and allows them to save a certain amount for term-time expenses. (The College provides free housing.)

But what truly distinguishes the Roosevelt Scholars Program from other educational experiences at Harvard is that on Fridays, the students together participate in a specially designed practicum, Framing the American Experience, designed and taught by Dr. Cynthia Koch, the former director of the FDR Presidential Library. Curated readings and study visits to Plimouth Plantation, the Mills at Lowell, and the FDR Presidential Library at Hyde Park, among others, underscore for our scholars one of the key Rooseveltian tenets: that for democracy to survive, the nation requires an informed and empathetic citizenry aware of its own history. This deep-dive into the forces that have shaped and continue to shape our country is often the first time these students have had the opportunity to really consider what it means to be an American of the 21st century.

Our 2020 cohort was six, and we ideally would like to expand the cohort to eight students for 2021 and 15 for 2022. The costs of the program run approximately \$7000 per student, which covers their stipends, as well as all the associated travel and program costs. While not inexpensive, this is a fraction of the cost of other summer programs at Harvard, and offers a truly unique experience that combines education, personal/professional growth and perhaps most importantly, a real sense of community.

We are actively engaged in soliciting funding opportunities for this program, both short and long term. If you would like to learn more about becoming involved, please email michael.weishan@fdrfoundation.org