



## Understanding CBD

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### **What does it mean to engage a question through the perspective of CULTURE?**

Broadly speaking, *culture* refers to the shared set of beliefs, activities, values, practices, material products, texts, attitudes, and social forms of a group or institution. Fields such as cultural anthropology, cultural studies, history, social and cultural psychology, and sociology inquire how and why such group-level characteristics can be formed, and how they inform, intersect with, or become influenced by other factors. Methodologies including ethnography, close textual analysis, and creative practice, shape approaches to the study of culture in the social sciences, humanities, and arts.

### **What does it mean to engage a question through the perspective of human growth and DEVELOPMENT?**

Human beings change considerably throughout our lifespan, most rapidly and consequentially during infancy through adolescence, but also in middle and later years. *Nature* and *nurture* are not two distinct and separable processes; they are constantly interacting forces. Fields such as physical anthropology, education psychology, genetics, developmental psychology, and developmental neuroscience, bring scientific methods to bear on understanding how these changes are influenced by human experiences and environments.

### **What does it mean to engage a question through the perspective of mind/BRAIN?**

The brain is often said to be one of – if not *the* – most complex systems in the universe. It is, some argue, the seat of the mind (the locus of consciousness, personhood, and cognition), and is intimately involved in the construction of our experiences, behaviors, beliefs, emotions, personalities, and attitudes. A broad array of fields such as neuroscience, cognitive psychology, physiology, cognitive ethology, philosophy of mind, linguistics, and other areas of the cognitive and biological sciences study the mechanisms of the brain, cognition, and other mental characteristics and processes.

## **What Makes a Project or Internship a CBD Project or Internship?**

To qualify for a CBD grant your project or internship must address two of the three CBD priorities: Culture, Mind/Brain and Human Growth & Development.

Here are some examples of student projects and internships CBD has funded. If you're thinking of applying to CBD for grant funding, these may help you understand how to develop your project and make a case for why it's a good fit for CBD.

### **CULTURE and DEVELOPMENT**

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**Scout LoPriore, Division III project, *Describing a Wound: Art, Political History & Embodiment***

A future midwife, Scout created a body of work—visual and written—that addresses how historical and current violence, politics, law, and culture impact our overall health, particularly, reproductive health. Scout created original art that reflects the stories and information gleaned from their research, which was exhibited in a gallery show with supporting written materials.

**Anya Uzo, Division II internship, *Nuestra Raíces, Holyoke, MA***

Anya worked as an intern at Nuestra Raíces, a grassroots urban agriculture organization based in Holyoke. Anya collected and interpret data that will help illuminate the relationships between culture, socioeconomics, and health in communities with very little access to food.

**BRAIN and DEVELOPMENT**

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**Jiahui (Marshall) Cao, Division II project, *Kyudo, Japanese Archery, Standing Meditation, and Mind Development***

As part of his Division II research project, Marshall Cao interviewed practitioners of Kyudo Japanese archery, a form of standing meditation. Working in the U.S. and China, Marshall looked at whether the practice of Kyudo can improve cognitive and neural plasticity.

**Julia Kersten, Division III research project, *Sign-Based Phonological 100P: A Look at Deaf Signers' Memory***

Julia's research goal was to provide evidence that short-term memory performance in deaf individuals is a result of the formational features of a visual language, and not a reflection on cognitive ability.

**CULTURE and BRAIN**

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**Zoe Pestana Division III Internship**

Zoe worked in Hampshire's ERP lab with Professor Jane Couperus to research the neural correlates of chronic pain and empathy. Zoe hopes her research will improve our understanding of pain and compassion for those who suffer chronic pain.

**Tapu Debnath, Division II internship, *Center for Brains, Minds & Machines, MIT, Cambridge, MA***

Tapu worked with Hampshire professor Ethan Myers at the Center for Brains, Minds & Machines at MIT to determine whether linguistic relativity can be used to identify differences in the visual attention of native English and Chinese speakers.