

J-TERM 2016: Comparative Ecology of Latin America – Ecuador

SUPPLEMENTAL APPLICATION

Use care in completing the supplemental application; generally more applications are received than space available. The supplemental application will be used to determine an initial screening of the applicants starting on Tuesday, the 31st of March at 9:00 am.

You are advised to complete the supplemental application form between the 25th of February and the 31st of March (If possible, please attend the information session on the 25th of February prior to submitting the application). The date that your supplemental application is received will be used to establish the priority in assigning the cabins on the boat in the Galápagos Islands.

The supplemental application form should be returned directly to W^m Teska, while other application materials concerning study of J-term off-campus should be sent to the Wang Center. It is recommended that you either have your finished supplemental application put in Mr. Teska's campus mailbox or slid under his office door (Room 143, Rieke).

Date Supplemental Application Received ----- _____

Did you attend (or will be able to attend) the special information session on 25 February at 6:00 pm in Room 210 of Rieke? Yes or No?

Name:

Major:

(This course is best suited for Biology majors. Environmental Studies majors are equally encouraged to apply)

Year of Study: (e.g., First-year, Sophomore, or Junior)

Overall GPA:

Home town:

Names of Biology, Chemistry, and Environmental Studies courses completed or presently enrolled in:

Course Name	Professor	Grade (<i>Estimate grade if presently enrolled</i>)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What Biology or Chemistry courses do you plan to take in Summer & Fall 2015?

Name (and Department) of your academic advisor:

Name (and Department) of the professor who knows you best:

This course will be taught in English. While knowledge of Spanish is not a requirement for this course; it would still be helpful if you were familiar with the language. Describe your knowledge of Spanish. If you have taken Spanish courses please list them.

If you have participated in a J-term course off campus, what was the course and who taught it?

List in descending order four extra-curricular campus activities/organizations that occupy your "free" time. List first the one for which you allocate the most time. (Possibilities are: work, varsity athletics, intramurals, volunteer work, Residence Halls, The Mast, specific clubs, Diversity Center, ASPLU, religious organizations, scouts, student government, choir, etc.) Be sure to include specific names of the organizations/activities and if you are an officer or organizer.

1. _____
2. _____
3. _____
4. _____

LET'S TALK FOOD!

For all of us, food turns out to be an important component of our daily lives. Traveling abroad requires some flexibility with regard to diet. During the program in Ecuador our meals are generally varied and not particularly spicy, so normally most of us adapt well.

Kindly indicate for the following list of foods, the frequency with you have eaten the following (0 or blank) never; (1) once; (2) a few times a year; (3) regularly. This list is NOT meant to be a list of the foods that will be served during the program, but instead is to help you think about the variety of foods that you normally consume.

Fish		Rice	[]	Corn	[]	AT RESTAURANTS:	
fried	[]	White Potatoes	[]	Green Beans	[]	Mexican	[]
baked	[]	boiled	[]	Bananas	[]	Chinese	[]
Chicken		mashed	[]	Pineapple (<i>fresh</i>)	[]	Thai	[]
fried	[]	baked	[]	Papaya	[]	French	[]
baked	[]	Sweet Potatoes	[]	Pears	[]	Pizza	[]
Beef		Yucca (<i>manihot</i>)	[]	Apple	[]	German	[]
steak	[]	French fries	[]	Oranges	[]	Italian	[]
hamburger	[]	Pasta (<i>white sauce</i>)	[]	Guanábana	[]	Indian	[]
stewed	[]	Pasta (<i>red sauce,</i>	[]	Mango	[]	South Amer.	[]
Pork	[]	<i>like spaghetti</i>)	[]	Guayaba (<i>Guava</i>)	[]	Cuban	
Goat	[]	Black Beans	[]	Maracuyá	[]	(<i>Caribbean</i>)	[]
Shrimp	[]	Red Beans	[]	Avocado	[]		
Insects	[]	Peas	[]	Quinoa	[]		
Cheese	[]			Cilantro (<i>coriander</i>)	[]		

You may want to comment on your experiences with eating these foods, especially if you have never tried them or have only had them once.

Are there specific foods that you cannot eat?

Are there specific foods that you prefer not to eat?

What is the most unusual food that you have tried and why did you try it?

The following questions should be answered with care. Please number and type your responses (1-11) and then staple your responses to this form.

1. What are your career objectives?
2. How do you hope to incorporate this experience into your academic, career, or life plans?
3. Do you have hiking or camping experience? Describe the experiences, situations, and locales.
4. What are your experiences with travel abroad?
5. Traveling with a group under field conditions requires each participant to adopt a group attitude. Individual needs become secondary to that of the group. For example, each person will need to carry and maintain a portion of the group equipment.
 - A. If you have had experience in the past with group-oriented activities, please explain your contribution to the success of the group.
 - B. Describe a way in which you might actively contribute to the group on this trip.
6. What is your physical fitness routine? How well can you swim?
7. Living under field conditions with limited facilities sometimes becomes stressful and sometimes requires sacrifices (such as no showers or running-water toilets). Those who enjoy the experience the most are those who have a "zest" for life and who are not afraid to try new things. Describe a situation or experience you have had that exemplifies this approach to life.
8. Reflect on the statement: I am concerned about my safety in a foreign country.
9. Reflect on the statement: I am concerned about my health in a foreign country.
10. Write a brief description of a biological research project or study that you would like to complete in Ecuador. For example, in the rainforest, high elevation woodland, and tropical alpine páramo (tundra) we will have approximately one full afternoon to conduct a group oriented or individual field study. This should be about a paragraph in length. This question is intentionally left open-ended to give you the flexibility to express your own interests.
11. Read the article, "Rain forest for sale," National Geographic, January 2013, pages 82-119. The link for this article is shown below. This is EXACTLY where we are headed next January (you will be standing in the canopy of the rainforest right where the first picture in that article was taken). The final sentence in the article is "Will we even know where that breaking point is?" In one short paragraph answer the question by stating how we will recognize the breaking point. (As you construct the paragraph, keep in mind that the question has no single, easy answer – it's one of the questions we will explore during the course; but draw upon your knowledge and experience to address the question to the best of your ability.)

<http://ngm.nationalgeographic.com/2013/01/yasuni-national-park/wallace-text>