

## Statement #1 – Law

The doors of the subway closed before our eyes, separating us. It was only my mother and I. My father and my three-year-old sister were now on the train without us. It was our second day in Canada, without a word of English, or even a dollar in her pocket, my mother decided we had no option but to sit and wait where we were, hoping my father would come back for us quickly. I recognize this moment as the epiphany of the struggle of many new immigrants, just the first of many obstacles to be faced living a life diaspora, wherein the notion of home would be unclear. The feeling of helplessness and confusion that one is overcome with in an unfamiliar country would be the defining feature of my parents' struggle to adapt and give us a better life filled with opportunities, one they did not have. This struggle has been both a source of inspiration and curiosity throughout my life.

I was six years old when we immigrated to Canada, but over my lifetime my family and I have visited Iran several times, as nearly all of my relatives still live there. These trips reminded me of the life of restriction, and limited opportunities I would have been subject to as a woman in Iran. Freedom of speech, religion, and association, do not exist in Iran. In fact you are imprisoned, or worse if you speak up against the government. Each trip I was forced to endure a fraction of the social injustices that occur in Iran on a daily basis. In fear of being detained by the Basiji Militia, I experienced first-hand how it feels to be told how to dress, behave, and who to interact with. The reminder of the life I would have had engendered in me a sense of purpose to ensure that such social injustices do not occur in Canada.

The stark contrast in the rights afforded to citizens in Iran and Canada is what sparked my interest in the law. Naturally, when I learned about the law, I grew to appreciate the law and democratic ideals that our legal system affords us and have been passionate about the law ever since. My Criminology studies further solidified my desire to be a lawyer. I was enamoured by the objectives and central tenets of the justice system, as well as the centrality of the system to the functioning of society. Additionally, by examining specific landmark cases such as *R v. Lavallee* [1990], I was able to appreciate the organic nature of the law. Surely I learned of the negative aspects of the justice system as well, such as the overrepresentation of minority populations in prisons, or the treatment of Aboriginal peoples throughout the justice system. Even so, this was a source of inspiration; I was inspired to be part of the change towards a more equitable justice system. My undergraduate studies have taught me to take an interdisciplinary approach to every issue, to dedicate the time to research the relevant issue thoroughly, and to critically analyze it in order to prepare an argument based upon facts.

It is also important to note the role my non-academic work has played in my life. My parents' degrees from Iran were not recognized here, which is why we have always

struggled financially. As a result, I provided for my sister and myself by working as a salesperson, while at the same time, at my father's Immigration Consulting Office, without pay. Working twenty to thirty hours in a commission-driven sales environment, as well as an Immigration Office, while being dedicated to my academics, was exhausting. This had an adverse effect on my grades in my first two years, and led to a lesser course load in my second year.

Fortunately, I was able to find a balance between my academic goals and non-academic responsibilities, and thus achieve grades more representative of my ability in following years. Nevertheless, I am proud to say I was able to persevere and graduate Magna Cum Laude and on the Deans Honour Roll.

I have grown and accomplished a lot since that unlucky day at the subway station. I believe that law is a central facet to the functioning of society. It can affect the whole of society by either solidifying the beliefs of citizens in the form of a law against a certain act, or prompting a cohesive response against particular aspects of the law, inaugurating its change. I wish to be a part of such a change. My interests, as a result of my experiences, lay in the protection of human rights. I aspire to play a role in ensuring that everyone is treated equally both within the justice system, and throughout society, firstly, in Canada, and eventually on an international scale.

I believe that my firsthand experience growing up in a developing country, the passion that I have for law, as well as my fluency in English and Farsi, make me uniquely suited to fulfilling this aspiration. As a minority and an immigrant, as an Iranian and a Canadian woman, my experiences have provided me with a unique lens, which I am confident I will carry through to the University of XXX, and the legal profession as a whole.

## Statement #2 – Law LLM (Daily Inch 润色修改)

Born into a family of lawyers, I am well aware of the tremendous effort and great sacrifice required to become a lawyer. My father, as a senior and noted lawyer in China, still works very hard days and nights. When I was young, the big piles of documents on his desk seemed to be telling intriguing stories. I wanted to explore these “stories,” so I set a goal of pursuing a career in law.

Thanks to my father’s influence and encouragement, I embarked on my undergraduate studies in law at the East China University of Political Science and Law with honors. A series of courses in subjects such as company law, general theory of criminal jurisprudence, and property law have familiarized me with the fundamentals of different sub-fields in law, and have endowed me with a trained law-mindset. Additional courses in finance, comparative literature, and internal relations have exposed me to the ever-changing economic-political conditions of our world. Gradually I found a strong interest in international law, especially in the commercial realm. In my eyes, law and business are the two best manifestations of human being’s *logos*, reason. What would be more exciting than studying how human being’s two greatest forms of reasoning arouse and limit each other? In order to better prepare myself for further studies in this field, I intentionally took courses in statistics, accounting, and banking to better understand the international economy.

My interest in international law was further strengthened after gaining first-hand experience during an internship. Here I recall a case experience in Tian Tong Law Firm. It was about a Canadian citizen’s initial litigation against the Chinese government for investment disputes. As it involved two parties with different nationalities, it was a great chance to gain experience in private international law. It was a highly delicate situation requiring good knowledge of all kinds of arbitration rules and administration procedures. Such cases must be handled by well trained professionals. As China becomes a great engine for the world’s economy, I believe that there is an increasing need of expertise in international commercial law. I indeed look forward to applying my knowledge in this field, and promoting a freer and healthier business environment.

Indeed, I am lucky and privileged to be able to get high-quality education and professional training. And one of the reasons that I am so interested in the study of law is that I hold a strong belief in every human being’s equal entitlement to rights and happiness. To make the world a better place sounds like a big slogan, but I believe that the power to achieve this task lies in everyone’s daily good will and continuous endeavors. In the year of 2018, I volunteered in Sri Lanka to teach English to village children. Like many places in the world, Sri Lanka faces many issues related to gender, and the quality of girl’s education is one of them. Privileged though I have been, even I confronted questions about my career

choice for being too “artistic,” too “sensitive,” or too “tempered,” let alone those girls growing up in a society with weaker public awareness of feminine power. I am driven to become a great lawyer, not in order to copy my father’s success, but rather in order to give expression to my potential as a woman—to be caring, to be creative, and to succeed in order to contribute to a more equal society!

Taking a graduate program in the United Kingdom serves as a key step in fulfilling my career and personal goals. I expect to accumulate professional knowledge, to gain international perspective, and to build my English proficiency, in order to lay a solid foundation for my future career. I select the Master of Laws (LLM) programme at UCL for several reasons. Firstly, I believe that the erudite professors and rich alumni resources at UCL will be of great help to my intellectual growth and career development. Secondly, the specialized training in international commercial law available through the LLM programme aligns perfectly with my academic interests and career goals. Furthermore, your school enjoys a worldwide prestige, with students around the world converging here to pursue academic growth. These excellent peers are valuable resources, and exchanging ideas with them will definitely be my lifetime treasure. I therefore sincerely hope that your esteemed committee can offer me this precious opportunity.

### Statement #3 – Law (J.D.)

I waited patiently by the bench in what all Harvey Mudd chemistry majors call the "Super Lab," staring for what seemed to be hours at a small flask bubbling with something that looked like a cross between Pepto-Bismol and whipped cream. I was waiting for the color to turn just the right shade of blue before I could go home for a late dinner, but it was obvious that this solution was as far from blue as baseball is from rugby. I realized then that "Super Lab" was not so Super, and neither was a career as a chemist.

Every summer since high school, I worked at Lawrence Livermore Laboratory as a research assistant. One of my major projects involved working on a team to develop probes for the detection radioactive substances. When I turned in my final report, a computer program that would give the same results in five minutes four people would in a week, my pride turned into disappointment when my supervisor took credit for all of my hard work. Unbeknownst to me, somewhere in tiny print in the contract signed as an employee; it said something to the effect that as an employee I would relinquish all rights to everything that I developed at Lawrence Livermore National Laboratory. I felt that it was unfair for a company to claim such rights to its employees' innovations and wished to learn more about the issues that surround intellectual property.

I was introduced to the field of intellectual property law in industrial chemistry, taught by Professor Gerald Van Hecke. For my final report, I researched the development of the Gore-Tex fiber by procuring its patent from an online patent service. At that time, I was considering a career in the management sector of the chemical industry because I wanted to be able to use my knowledge of applied chemistry while at the same time work with people. However, once I was introduced to industrial chemistry law, I realized that a career in law would not only incorporate all of my skills but would give me more breadth than management in a chemical company. Whereas management would limit me to a particular industry, IP law would expose me to a number of industries. IP law would also not confine me to a particular strategy in dealing with problems but force me to develop different strategies based on the industry and the problem that I am dealing with. Law school suddenly became a very attractive career path to me, especially because it would allow me to use my education creatively to help protect the product of peoples' ideas.

Although I am an applied chemistry major, what I have learned as an undergraduate can be applied in many ways to law. Because I have a strong technical background, I have been trained extensively in solving problems both alone and in teams. Although the problems themselves have been technical, the analytical skills that I have acquired in solving such problems can be applied to the world of law. Harvey Mudd's unique engineering clinic program allowed me to work on a team of five students to develop a project plan for General Electric Nuclear Energy to bring the concentration of toxic organic compounds



in their waste system down to environmentally safe levels. I have also worked on student teams to solve problems for Habitat for Humanity, and during my summer internships to solve problems for the government. Because I am an applicant from a nontraditional background, I can provide a different perspective to problems encountered in law, and can even introduce vastly different but equally effective approaches to solving these problems.

My technical background is not the only factor that sets me apart from the traditional law school applicant. Because Harvey Mudd balances its technical program with an equally strong emphasis in the humanities, I am not only leaving Mudd with a great education in chemistry but I am leaving Mudd as a technically educated student who is skilled in writing and communication. In addition to possessing a liberal arts background that is unequaled by most technical applicants to law school, I also possess a back-ground that is unique even for a Harvey Mudd student. The typical Harvey Mudd student studies at Mudd for four years, then pursues graduate school in a science or engineering field, and then works in either industry or academia. Unlike the typical Mudd student, I have managed not only to perform well academically, but to take advantage of nonacademic opportunities in order to better balance my life. My experience as the resident assistant of my dorm has given me tools that are necessary to a lawyer such as time management, interpersonal and conflict resolution skills, as well as the ability to effectively deal with crisis situations. Having to juggle my responsibilities as a resident assistant, a student, and an athlete has increased my organizational skills by orders of magnitude. As freshman and sophomore class president, and team leader of an engineering project, I learned how to be more assertive and gained valuable leadership skills in the process. In addition, my membership the National Forensics League and participation in Lincoln-Douglas debates have provided me with the skills of impromptu speech, or communication, and the art of persuasion using sound facts as the basis for arguments.

I finally managed to completely break the mold of the typical Harvey Mudd student by attempting to study abroad for one semester. This was the greatest challenge of my undergraduate career because not many science and engineering majors, let alone Harvey Mudd students, leave to study at foreign institutions. Many attribute this to the specificity of the science curriculum and the resulting difficulty in finding compatible curricula at foreign institutions. After making use of all the resources possible, I realize that although it is indeed an arduous task to find a university abroad that matches our curriculum, it is not impossible to do so. After one year of persuading some reluctant administrators to make it easier for a Harvey Mudd student to leave for one semester, I found myself at the University of New South Wales in Australia where I had some of the most valuable experiences in my life. I returned much more independent, and especially aware of the world around me. Upon my return, and due in part to my own example, I discovered that the school had proposed many changes to allow more flexibility in the students' education so that studying abroad would be possible for others who follow me.

I once had the misperception that those who are educated in disciplines such as political

science, public policy, or pre-law are more likely to be prepared for a graduate education in law than most other students. Now I believe that a student coming from a more nontraditional background can contribute in many ways to society as a lawyer. In a world where technology is the dominant means of progress and is advancing at such a breakneck pace, it can be a great advantage to society to have knowledgeable people working with laws concerning technology. I not only believe that I am qualified to perform this service to society as a lawyer, but I am convinced that XXX possesses the quality of education and diversity in student body that can best help me fulfill these goals.

#### Statement #4 – Education (Daily Inch 原创)

The mediocre teacher tells; the good teacher explains; the superior teacher demonstrates; the great teacher inspires. Coming from a family of educators, I showed an early liking for teaching. Through years of edification and nurture, I gradually have had a preliminary understanding of the profound thought of educators from home and abroad. I admired Confucius's spirit of "instructing others indefatigably," and I am touched by Spencer's Positivism, feeling inspired by Tao Xingzhi's "the unity of teaching and action," and marveled at the philosophical wisdom of Socrates. Afterwards, not only did I gain the insights into certain methodologies and teaching principles, but more importantly, I dawn upon that an instructor plays a decisive role in student growth.

Along with my growing up, the young sapling of education keeps growing in my mind, eventually turning into the direction of my lifelong pursuit. It is said that the highest motivation is self-actualization. From my perspective, my self-fulfillment lies in passing down professional knowledge of years' experience and figuring out the bewildering puzzles of students which accumulated for a long-standing time.

Although the major of my undergrad is history, it has a close connection with education for the reason that its extensive and profound characteristics have a number of similarities with education. To be more specific, history originates the lessons accumulated from countless events and experiences; to understand history is to explore the entire civilization of the human beings. While pedagogy, as a carrier of thoughts, knowledge and cognition, studies the phenomena, problems as well as laws of education. Choosing history as my major is largely owing to my deepest desire for looking into the educators' historical background so as to better understand the educational ideologies proposed by them. Moreover, only by summarizing history can we reflect more on the present and look into the future. It occurs to me that it's far from enough being a distinguished educator by merely absorbing the essence of history. Therefore, I made up my mind to make cross-major application in order to receive the top-tier methodologies. Majoring in history lays me a solid foundation of culture, enabling me to have an in-depth understanding towards the major I am applying for.

I have the confidence that my past academic experience can make me competitive for you program. For I am a strategic learner who can make practicable study plan and stick to it. For example, I consistently ranked the first in my class and being the top-two student throughout my college years. Further, I was awarded several weighty scholarships of normal college which I view as both obligation and opportunity. In addition to that, I was willing to take my time to engage in several teaching practices and achieved satisfying results successively. Those experiences assisted me in constructing a complete system of education, laying the root for my future development. In terms of course work, I did a



particularly excellent job in the central courses of my Alma Mater's well-developed curriculum, such as the course of Psychology (90.2/100), Professional Ethics of Teachers (94.6/100), Middle School History Pedagogy (92.3/100); and the knowledge I derived from those courses has benefited me immensely for their close relevance to the major I subsequently take up in my postgraduate studies.

Being proactive at study, I actively participated in school-organized innovation and entrepreneurship project called The Collection and Arrangement of Chang Zunchun's Material. As the core member of my group, I was responsible for the on-the-spot investigation to collect data and analyze data. My duty was also covered assisting professors in completing the declared project and apply for the grant. Encouragingly, it showed preferable success in the defense of my dissertation.

On such a tight schedule of my undergraduate period, I was able to squeeze my time to involve in a variety of activities and internships. It is worth mentioning that I have respectively got a first prize in the departmental and provincial pedagogical skill competitions. In the process of the practice regarding design of the course work, the scene teaching, and impromptu speech, I give my full play of improvisation, sociability and strain capacity. What impressed me most was the educational practices I engaged in Yuci No.1 Middle School and Jinhua Middle School. Under the guidance of my instructor, I facilitated my skills of lesson preparation, trial teaching, managing and organizing students, after-class evaluation etc. Owing to my outstanding performance, I won the title of "Excellent Intern". With high adaptability and flexibility, I am sure that I will face up to the difficulties that lie ahead.

I also demonstrate my remarkable leadership which can embody in my multiple identities as monitor, president of Youth Volunteers Association, and Student Union. Maintaining high levels of enthusiasm, I succeeded in organizing various activities and incorporating the society so that everyone worked for a shared commitment. Admittedly, I indeed confronted numerous drawbacks, but with ceaseless perseverance, I enhanced the cohesion of the community and developed my problem-solving ability, through which I discovered my gifts and agility.

I believe I have the intellectual ability to complete a Master's Degree in your university and I have illustrated my drive, ambition and dedication to do this in many ways. In addition to that, your high-privileged university matches my respective development needs as well as research interests succinctly, and is an especially alluring study prospect due to your university's impeccable reputation for excellence. I conceive a degree in your program, challenging yet rewarding, will light my future job prospects and will gain me the most advanced academic theory to broaden my mind. I am eagerly longing for your favorable consideration and I sincerely hope your esteemed committee can offer me this precious opportunity.

## Statement #5 – Education

At the age of nine, I moved from Bangladesh to Pacifica. I was in the Pacifica Public School Board system from Grades 5 to 12. To adapt to my adopted country, I was able to make friends and excel at English, learning communication skills, as well as flexibility. From this experience, I have come to value multiculturalism and diversity. I appreciate that each individual has his/her own strengths and talents. As an educator, I have a strong belief that all students can learn and each student is unique and possesses different learning needs.

My passion for teaching and my development of teaching skills were demonstrated in my APT. My university facilitator, mentor teacher, and another teacher that I taught with all commented on the improvement in my teaching voice, confidence, and classroom management skills. By the fifth week of my APT, my mentor teacher was impressed with my teaching and had reassured me that I had already passed my course. I was encouraged to continue my learning and try different teaching styles. I developed effective working relationships with my students. I also honed my teamwork and interpersonal skills by cooperating with other teachers in planning our teaching materials according to the Alberta curriculum and by sharing teaching resources.

My commitment and devotion to teaching led me to volunteer an extra week of teaching after my practicum. Outside of the classroom, I participated in the Community Living Skills program (CLS). The CLS experience expanded my knowledge in instruction differentiation for students with different learning abilities and needs, in terms of their disability, family background, and current living circumstances. As a Program Instructor, I had the opportunity to further share my experiences with new immigrant families and teach and assist their children in adapting to the school environment.

I try to create a learning environment with trust and respect, where my students and I feel safe to explore, take risks, and learn. I motivate students to increase their interest, problem solving, and critical thinking skills in science by supplying stimulating activities. With my passion for chemistry, my goal in teaching it is not to just to reiterate information from the textbook. Rather, I include intriguing and captivating stories for my students. The goal in my professional growth plan is to increase my knowledge of curriculum and provide anecdotes and interesting facts to supplement the content in my classes. My mentor teacher assisted me in reaching this goal by giving me a year subscription of the magazine, Discover: Science, Technology, and the Future, at the end of my practicum.

In addition to my studies at university, I sought out various experiences to improve my teaching skills. My interest with special needs children initiated when I started to work as a Relief Care Worker. I have worked with a family since 20XX. Through the eyes of the family, I am able to recognize their strength in managing my client's diverse needs and

demands. The most rewarding aspects of my work with my client are her smiles, giggles, and blinks whenever she has learned something new. Although my client has low capacities in communication and physical activities, her family and I still hold high hopes and expectations for her to continue to learn.

In the spring of 20xx, I volunteered at the Student Help Line at the university. I completed 50 hours of training and learned to be a good listener, empathetic, resourceful, and nonjudgmental. What motivated me to join the Student Help Line is my belief that the counseling skills I have learned can be directly applied in a school setting when my students need support. As my interest in counseling increased, I took two educational psychology courses: Introduction to Counseling and Working with Exceptional Children.

Throughout my various work experiences, I have always enjoyed teaching and learning from others. As I enter the teaching profession, I am inspired to be a teacher who is a life-long learner, and who teaches students according to their needs. I welcome forthcoming challenges and continue to empower and encourage students to identify their own learning needs and develop to their full potential.

## **Statement #6 – Business School (MBA)**

As a child I often accompany my father to his small coin shop and spent hours watching him work. When I was older, I sometimes set up displays, waited on customers, and even balanced the books. This experience instilled in me the desire to own and manage my own business someday, yet I understand that the business world today is more complex. This complexity requires more education, and with that in mind, I am applying to the Master of Business Administration program at xxxx Business School.

In addition to my helping out in my father's business, I have had numerous other work experiences that further enhance my qualifications for this program. My resume enumerates the work experiences the various positions I have held at Kerasotes Theaters, Chili's restaurants, and my college's new Student Recreational Sports Center (SRSC), and what all of these positions have in common is an emphasis on serving the public effectively. Further, as an assistant manager in the Showplace 11 and a staff coordinator at the SRSC, I have gained valuable expertise in managing employees and creating work schedules. Both of these positions have allowed me to develop my sales and people skills, which are extremely important in an increasingly service-driven marketplace.

Not all of my work experience has been as a paid employee. Part of my volunteering experience Middleway House, the local battered women's shelter, involved extensive work on computers, including word processing, organizing database and creating spreadsheets. Also, I recently participated in an internship program for academic credit with the Eli Lilly Corporation in the personnel division. As a management intern, I was able to watch the workings of a major corporation up close and would like the opportunity combine my experiences with the theoretical background available in the MBA program at Big Business School, with its emphasis on computers, marketing and human resources.

My successful internship is one element of my overall academic success as an undergraduate here at XXX College, yet I have also made time for a variety of extracurriculum activities including working for my sorority and competing in instrumental basketball. My positive experience here has resulted in my desire to stay in XXX to continue my academic endeavors; furthermore, continuing my education here would allow me to make important business contacts, with the career goal of opening my own computer consulting firm in the Southeast.

## Statement #7 – Economics (Daily Inch 原创)

It was the year 2015 that witnessed the bust of global stock market with all sorts of news on economic downturn flooding newspaper headlines. The door to the world of finance opened in front of me when a leader from a famous investment fund reshaped my perception of value investing at the time. The underlying principles and operations of hedge funds that reduce the risk of adverse price movement fascinated me immediately. This contributed to my choice of majoring in finance and from then on, I have learned more about various economic derivatives by attending training events to understand operational mechanisms of securities, quantitative TB software, and how these could magically avoid risks. Considering my aim to conduct my own research on the secondary market, I believe that your Diploma plus MSc programme offered through the Department of Economics would provide me both solid theoretical build-up of Macroeconomic and Microeconomic theories and quantitative methodologies in a real-world financial market.

My undergraduate academic performances in Finance have well prepared myself to continue my graduate study in Economics at your programme. My enthusiasm in the area of finance and economics allowed me to maintain a position of academic leader within my major, through which I gained basics in economic concepts and theories. Moreover, with the aim to maintain up-to-date economic knowledge in face of the ever-changing markets, I have sought opportunities for professional development. While I gained the necessary techniques and skills to implement a complete investment analysis report when I took an internship as a data analyst at the Hua Chuang Securities Institute, I was trained to conduct investment strategy report using DDM and DCF model as an intern at the Hai Tong Securities. From all these hands-on internships, I realized that economic principles and strategies play a significant role in understanding macroeconomic policies and in establishing investing strategies, which greatly intrigued me to continue major studies in Economics at a graduate level.

The opportunity to study at the University of Warwick could empower me in numerous ways. Not only would I hone my professional knowledge of the field via your rigorous training of the programme that serves as a chance for me to transfer from Finance to Economics, but also the diverse campus resources here are a perfect environment in which I can grow further as an individual in an academically challenging way. In order to accomplish my career goal of distinguishing myself as an effective problem solver, I plan to take optional courses such as EC306 Econometrics 2: Time Series and EC338 Econometrics 2: Microeconometrics, where I could concentrate on quantitative methods and techniques. Also, I am looking forward to inspirations from your master programme in Economics that encourages innovative and cross-disciplinary collaboration, and to mastery of the language of economics to explore the nature of economic principles in real-world and discover the utmost academic ability to research and contribute of myself.



## Statement #8 – Economics (Doctoral Program)

I am applying to XXX's doctoral program in economics in pursuit of a career in academic research. I entered economics research because I enjoy modeling real-world situations with math. This interest was confirmed by my research work, which included projects on mortgages, optimal surveys, and consumer savings. These research experiences also led me to discover that I enjoy theory work, especially theory fields that see wide use in empirical research, fields like game theory and mechanism design. My interest in game theory and behavioral economics recently led me to explore the subfield of learning in games, in which I have a few research ideas.

I entered economics research because I enjoy the process of modeling social situations, the process of looking at an economic phenomenon, thinking about the key empirical factors, and making the correct variable and structural choices to generate a tractable model that explains the situation. For example, one project I worked on for Professor John Jonson involved finding a formula that gave the best time to refinance mortgages. In this project, I enjoyed contemplating the various tradeoffs between simplicity and richness that went into the model design. Should we model interest rates as mean reverting, or is a simple random walk sufficiently approximate? Should we be precise and model mortgage amortization time, or should we avoid an extra state variable and instead just use a time-stationary hazard rate? These tradeoffs were interesting to think about, and existed in all projects: for example, my work on optimal surveys required careful consideration of response interaction complexity. Overall, my research work confirmed my interest in economic model building.

In doing research work, I also began to discover a new interest in economic theory, especially in theory work that is heavily used by empirical economics. For the mortgage-refinancing project, my major personal contribution was finding a closed-form solution for the refinancing formula. I discovered that I enjoy carefully thinking about the highly mathematical parts of the problem, like the existence conditions for the formula's solutions or the analytic details of the bellman equations. Similarly, I enjoyed the process of finding mathematical insights in my optimal survey project. One insight involved using a multidimensional envelope theorem; another insight involved pushing a standard delta-method technique in statistics to infinite cases. In both projects, I was especially satisfied to know that these theoretical results advanced practical goals in empirical research. For mortgage research, a closed-form solution significantly advances the paper's goal of providing a simple formula homeowner can use. For optimal survey research, the math insights led to a method of construction of the best survey possible. The method was put to actual use for a separate journal article on empirical intertemporal discount rates. Through all these projects, I both enjoyed generating mathematical insights and knowing that these theoretical advances have real empirical benefits.

My revealed interest in economic theory led me towards theoretical fields with wide applications, fields like game theory and mechanism design where advances in theory increase the power and scope of all of economics. For example, in game theory, sequential equilibrium in extensive form games allows richer dynamic models. In mechanism design, the revelation principle simplifies mechanism calculations. Implementation theory allows economists to design novel institutions to meet an objective that was previously untenable. The applicability of such theory work appeals greatly to me.

In addition to game theory and mechanism design, behavioral economics also interests me because of my recent exposure to the field in research assistance work. Behavioral economics is appealing because it questions the basic assumptions of rationality in an attempt to generate more accurate predictions about human behavior. However, work in behavioural economics often lacks unity. Instead of a central model that explains a wide set of phenomena, oftentimes, there are numerous models that each explain a specific phenomenon without the ability to generalize further. For example, in the subfield of learning in games, reinforcement models like Roth and Erev (1995) explain trends in learning, but predicts convergence much too slowly in coordination games (Boylan and El-Gamal 1992). In contrast, belief learning models like Fudenberg and Levine (1998) allow hypothetical reinforcement and hence faster learning, but performs slightly worse on zero-sum games (Battalio, Samuelson, and Van Huyck 1997; Mookerjee and Sopher 1997). Camerer (1999) synthesizes these two models in an Experience Weighted Attraction (EWA) model, but EWA has a high number of parameters that vary widely for different games, and still exhibits poor performance in zero-sum games. These models predict zero sum games poorly because they fail to consider a fraction of players who overpredict reinforcement learning in opponents. The missing component then is having players who are heterogeneous in level of sophistication, a structure in the style of Nagel (1995) or Stahl and Wilson (1995). However, instead of  $n$ th order reasoning, the correct concept seems to be  $n$ th order sophistication, an idea that Camerer (2007) broaches with the Cognitive Hierarchy (CH) model. CH is a static model however and needs to be extended to a dynamic setting, perhaps by allowing player sophistication to rise over time, or by basing the actions of level zero player on historic outcomes as in Stahl (1996). This model would explain quick convergence in median action games – sophisticates jump to the median very rapidly. This model also explains reinforcement overprediction in zero-sum games: level-one players number higher than level-zero players. If such a theory is confirmed through experiments, it would advance the goal of having more general models for behavioral economics.

In addition to giving me ideas, my past work has also given me the skills needed for graduate school. To build a technical toolbox, I have taken theoretical math, graduate statistics, and graduate economics classes, culminating in earning an A on the graduate micro generals last year. To experience working with real research, I have done research in behavioral economics and consumer finance with John Jonson and in auction theory with

Barbara Babson. I have been exposed to many parts of the research process: I have solved mathematical models in mortgage refinancing work; I have advanced theoretical proofs in my optimal survey research; and I have analyzed large data sets including US Census for behavioral research. These experiences have given me skills for graduate work and have confirmed that research work is something I enjoy.

Overall, I am fascinated with economics and very much enjoy research. I especially enjoy building models and doing theory work with empirical impact. I am interested in game theory, mechanism design, and behavioral economics, and would like to explore these and other economic fields in graduate school. My fascination with research will provide me with the necessary ambition to succeed in XXX's program, while my extensive coursework and field preparation will provide me with the necessary skills to succeed in XXX's program.

## **Statement #9 – Psychology (Doctoral Program)**

I became initially interested in psychology when I was helping a friend who was having problems at home and considering suicide. I felt so helpless trying to deal with this problems that I decided to learn more about human behavior and how to help those in need. This experience led me to enroll in an introductory psychology class in order to understand more about what motivates people. I have become more and more interested in the field of clinical psychology during my four years as an undergraduate psychology major.

In addition to my educational experience, I actively pursued work experience in psychology-related fields. I worked as a resident assistant in one of the dormitories during my junior year. In this role, I encountered students who had problems relating to their family, depression, suicide, alcohol, and drugs. I attained an internship position during my senior year as a residential supervisor at the Indianapolis Center for Neuropsychological Rehabilitation, but to overcome them. I witnessed counseling of both clients and their families, and I learned to administer and score several psychological tests used in clinical assessment (e.g., the Wechsler Memory Scale and the MMPI). My work experience has proven to me how much more I need to learn before I can attain my goal of becoming an accomplished researcher and teacher.

I became interested in research as a sophomore when I enrolled in a senior level research class. By the time I graduate, I will have presented a total of five papers on a variety of topics at undergraduate research conferences. My experience with the first study, an examination of mood effects on time perception, led to other research endeavors on topics including student evaluation of faculty, academic integrity, and comparisons of personality profiles of brain-injured individuals. The relevance of two of these projects, academic honesty and student evaluation of faculty, led the President of my college, to invite me to present my results at two Open College Forums. This is the first time a student has presented at an Open College Forum. At Pursue University, I am specifically interested in the research efforts of Harvey Ashland (Schizophrenia), Nancy Bennett (child adolescent psychotherapy outcomes), and Thomas Ginsburg (clinical, personality, and community assessment). As an undergraduate, I have learned the importance of working closely with members of the faculty. A great deal can be accomplished by working with someone who is already an expert in the field.

I have become firmly committed to the beliefs that the most appropriate way to answer “real world” question is through basic research and these answers should be communicated in a professional manner to those audience who can benefit most from them. My undergraduate experiences have inspired me to continue my education in graduate school so I can further my research and make meaningful contributions to psychology.

## **Statement #10 – Psychology (Clinical Program)**

Several experiences have stimulated my commitment to Psychology. The first is that fact that my mother is diagnosed schizophrenic. As a child I did not understand why her behavior was so different from other adults. Her behavior promoted my curiosity involving the development, duration, and treatment of schizophrenia. At an early age I gained insight about how society is not always accepting of those persons who are “unusual” and “abnormal”. She is a high functioning person who is in an institution. I felt there had to be alternative ways to deal with her behaviors than to put her away from a close supportive family.

A second experience involves my academic background. The knowledge I have gained from class material and applied experience has inspired a desire to come to a more in depth understanding of psychological phenomena. The phenomena include the manifestation of mental illness and the adaptation difficulties associated with mental abnormalities. I have financed approximately ninety percent of my education in my request for said psychological knowledge.

In the upcoming semester I will be gaining more experience in the research and teaching aspects of psychology. My research experience will be supervised under Dr. Osman. I will be involved in the conceptualization, data collection, data analysis, and report writing within the research areas of pain, anxiety, and suicide. Also, I will be a teaching assistant for Dr. Whitsett in a research methods course. I will be responsible for implementing understanding of the material and the processes involved in five students from a class of twenty. I will be guiding their writing of a bibliography and a proposal. I expect to gain more experience for myself in understanding the research process for later use in graduate school and beyond.

My practicum at the Battered Women’s Shelter enlightened my understanding of interpersonal interaction and how different individuals deal with crisis situations in their own unique ways. I observed a minimal part of male-female relations within the realm of violence. This includes how the development of the male versus the female gendered personalities can affect overt as well as covert behavior in adult interpersonal interaction.

The third experience was a difficult one. It involved a friend who was a substance abuser. While using these psychoactive substances he displayed cognitive and behavioral problems. The time duration of this abuse and termination of use of these drugs was an educational period for me. I observed in him the behavior, affect, and cognitive aspects I had learned in my academic courses. I have an interest in how drug abuse is psychologically and sociologically oriented and how preventative measures can be implemented.



At this time my special interests include schizophrenia, substance abuse, and social psychological factors in interpersonal interaction, especially that of male-female relations involving the attitudes held by both men and women and society's perpetuation of status quo relationship structures. I am determined to explore these research areas and hope to expand upon the knowledge base of precipitating factors and the treatment strategies after diagnosis.

Long-range objectives in pursuing advanced study of psychology include the various areas of research application. These include teaching as a professor in a university setting, research, consultation, and private practice. I intend to use my knowledge and expertise obtained at the University of XXX to further the research areas of schizophrenia, substance abuse, and interpersonal interactions involving social psychological aspects with research and practice. The University of xxx has a strong emphasis in research and this would be beneficial to my research interest in that I would be given ample opportunity to explore and expand upon my areas of study within the clinical program.

I aspire to be one of the multitude of researchers who participate in the prevention and treatment of substance abuse, schizophrenia, and adaptation difficulties involving daily relations between individuals.

## Statement #11 – History

*Please describe your aptitude and motivation for graduate study in your area of specialization, including your preparation for this field of study, your academic plans or research interests in your chosen area of study, and your future career goals. Please be specific about why XXX would be a good intellectual fit for you.*

"Luscious fare is the jewel of inordinate desires," cautions the author of *The Gentlewoman's Companion* (1673), one of many early modern conduct books I surveyed this past year for an honors thesis entitled "'Chaste, Silent, and Hungry': The Problem of Female Appetite in Early Modern England, 1550-1700." As indicated by the title, this project explores a provocative but as of yet scarcely studied facet of early modern gender constructions: female food desire. I use the word "desire" here rather deliberately, as early modern definitions of appetite extended well beyond the physiological drive to eat to encompass all those physical (and shameful) longings associated with the body. And, in a culture where women were by definition immoderate and sensual, female food appetite, I argue, constituted an unruly desire that demanded both social and moral discipline. In brief, my research concerns the patriarchal control of women's bodies in sixteenth and seventeenth-century England vis-à-vis a cultural idea about food desire and satiation as suggestive and immodest.

In lieu of a formal introduction of my research interests and aspirations I offer a summary of my senior thesis, which earned me the 2003 Chancellor's Award for Excellence in Undergraduate Research at the University of California, Davis. This first venture into serious historical scholarship has affirmed my passion for early modern culture and history; and it has given me the confidence to assert and contest my opinions regarding the status of women in early modern Europe and the current state of early modern historiography. Continuing along these avenues of research in graduate school, I would like to use my thesis as the basis for a future dissertation. Though I remain wary about committing myself prematurely to a specific topic of research, I am also eager to elaborate, modify, and complicate my original assertions about the nature of the "problem" of female appetite in early modern England. Indeed, many of the conclusions reached in the thesis, such as my claim that the cultural eroticization of feminine appetite in early modern England betrayed a deep-seated masculine mistrust of female sexuality and sexual power, serve as starting points for future research and study.

On a more basic level, writing a thesis gave me the chance to become better acquainted with the essentials of historical research. Suspecting that normative discourses in early modern England participated aggressively in the monitoring of women's appetites, I navigated the sea of early English printed sources in pursuit of the slightest mention of food and diet. Those sources I encountered during my research, which ranged from the popular conduct book, *The Education of a Christian Woman* by Juan Luis Vives, to the

anonymous sex manual, Aristotle's Masterpiece, challenged my basic understanding of history and the original premise of my thesis in ways not anticipated. From deciphering esoteric type-fonts to developing an awareness of the importance of time and funds, I experienced the mundane realities of research that inevitably stunt the historian's aspirations. Even more important was my gradual acceptance of the fact that early modern sources, no matter how we read them, do not always accommodate modern biases and expectations.

Though I cannot predict the course this project might take in graduate school, I expect that it will address the following themes and issues. First is the overarching issue of distinguishing the phenomena I observe from other forms of food restriction and obsession, namely the modern ritual of dieting and its most extreme manifestation, an eating disorder. Though not willing to evade those complicated (and controversial) parallels between modern and early modern usages of food and food symbolism to control the lives of women, I also wish to offer as an historian a nuanced portrayal of how early modern conceptualizations of female appetite were infused with contemporary, historically contingent notions of sexuality and gender.

Furthermore, the question of female agency in a project devoted almost exclusively to male prescriptions for diet and behavior demands further discussion. Admittedly, on more than one occasion, my own extensive use and analysis of conduct books and various obstetric manuals, works composed primarily by educated men, caused me to pause and wonder whether it was best to relate a history about women's actions or the patriarchal apparatus under which those actions were oppressed. While I refuse to see women as simply passive receptacles of masculine command, I neither wish nor aspire to focus solely on their achievements; for, in my mind, the history of women and the history of patriarchy are inextricably related. My goal, then, will not be to detail just another example of how women in history were dominated by men, but, rather, to interrogate the means, in this case food, or, better yet, the cultural meaning of appetite, by which women's desires were suppressed or denied.

Indeed I am proud of my thesis and, given extra time, could say much more. But I should also stress that that at the heart of my specific research concentration lies a more general interest in early modern European history, cultural and women's history to be more exact. To date, my knowledge of the early modern period has been informed and my imagination sustained by an array of courses on early modern history and literature (I was a joint history and English major), including a graduate seminar on Renaissance urban culture taught jointly by Professors Margaret Ferguson and Deborah Harkness. My personal penchant for cultural history stems largely, I believe, from my training in literature and literary criticism, where sensitivity to the importance of language and metaphor is a necessary skill. Also of crucial importance to a professional career in history are my growing skills in Latin and French, and my fluency in Spanish.

This year I find myself in that difficult and frustrating transitional period between undergraduate and graduate studies. Though I would have preferred to directly continue graduate school after graduation, I opted to take a year off. A year away from school, I reasoned, would afford me the time needed to recuperate from an exhaustive undergraduate education, gain some perspective, and work on fulfilling the language requirement for a doctorate in European history. In fact, I am currently enrolled in a French course at a nearby university and plan to take a subsequent course during the upcoming spring semester. This academic hiatus, moreover, has imposed some much-needed distance between myself and my thesis, which I can now reread from a more critical, less invested stance. And, finally, a break from school has given me sufficient time to search and research for graduate programs that best suit my needs.

XXX's history program looms large in my mind, largely because of its outstanding faculty and interdisciplinary approach to history. In my own quest for a suitable graduate program, I was thrilled to learn that Professors Thomas Laqueur and Carla Hesse both taught at XXX. Professor Laqueur's book, *Making Sex: Body and Gender from the Greeks to Freud*, stands out among the many books I read during my undergraduate education; and I credit his book with introducing me to the nascent but fascinating field of the history of sexuality and the body. Together, Professor Laqueur's cutting edge research and Professor Hesse's knowledge of early modern women's history would make my experience at XX a challenging and enjoyable one.

In addition, XXX provides an ideal climate for me to develop my cross-disciplinary interests. In particular, I am interested in pursuing a designated emphasis in women, gender, and sexuality, a unique option that distinguishes XXX's history program from that of other institutions. The cross-disciplinary nature of XXX's graduate program would foster, I hope, fruitful discussions with other departments, notably the department of English and Women's Studies, thus broadening and enriching my research as well as my general understanding early modern culture and history.

## Statement #12 – History (Doctoral Program)

One of the proudest accomplishments of my life was earning my college degree, despite the fact that my early adulthood pointed in the opposite direction, beginning with my marriage at the age of 19. Throughout the 1990s I lived as one of the “working poor,” someone who slipped through the cracks of supposedly historic prosperity. By the age of 25 I was divorced and frustrated with menial, low-paying jobs: clerk, and housecleaner. There is nothing like scrubbing someone else’s toilet to inspire one with determination toward obtaining an education. Because of my absolute commitment toward earning my degree, I got a flexible shift at a retail warehouse which enabled me to acquire my degree with supporting myself financially.

Enrolled at the local community college, I experienced a different world opening up to me; excited by a new encouraging environment, I excelled academically. I learned that if I tried hard, I could succeed; if I wanted something badly enough, I possessed the ability to take advantage of these opportunities. I worked a minimum 35-hour workweek for five years to put myself through school without succumbing to the temptation of student loan. I paid tuition up front with money I earned. It was the example of my mother, A Puerto Rican immigrant working diligently to provide for her family, who instilled a work ethic into me that has stood me in good stead.

With a lifelong passion for history, I have developed an interest in the cultural history of early modern and modern Europeans, especially women’s history. The experiences of ordinary women fascinated me: how they constitute their world through popular folk tales and literature; how the seemingly irrational paradoxes of the past to modern eyes are completely rational when taken within the historical context; and finally, how these historical changes and transformations in culture constitute the present. I enjoy studying the early modern period of English history, especially the Tudor-Stuart Period, because of the tensions that existed between medieval philosophies and the rising Enlightenment intellectualism. My influences have been diverse. I read the popular historian Barbara Tuchman, not for her technical accuracy, but for her beautiful prose. Natalie Zemon Davis’s research inspires me in the way that she cleverly picks out fresh life from tired sources. And finally, Michel Foucault’s philosophies have profoundly influenced the way I write, for now I have a philosophical grounding that makes me highly sensitive to my own biases. In fact, Foucault’s post-structuralist matrix has been instrumental in shaping my current project focusing on the 17<sup>th</sup>-century midwife Elizabeth Cellier. In this project, I am reexamining the current histories of English midwifery using Cellier as a case study, detecting a decided bias embedded within them. The underlying assumption of these histories is that pre-industrial professional women-and Cellier in particular – struggled against patriarchy and oppression from the male medical community, when in fact Cellier’s literature shows that she utilized the accepted discourses of patriarchy available to her in



her writing and turned them into useful tools of political and religious power.

As a student, I feel that my success lies in the fact that I approached my studies as if I were a professional (historian, not student, that is). I always enrolled in the most challenging courses and worked with professors I felt were the most qualified in my areas of interest. Never did I settle for an A- or B+. If I got one, I would ask what I could do to improve – and ultimately, I utilized the advice to strengthen my work. My personal academic milestone occurred while I was completing a research seminar on historical methods. This required course was taught by an Americanist – Dr. Julie Worth, director of the [school withheld] history department – so our research topics were limited to American sources. I was able to work within my main interest, which is marginalized women, while using the primary sources of *The New York Times*. The resulting paper, “Biologically Unsound: Women, Murder, and the Insanity Plea in the Progressive Era” examined the preponderant use of the insanity plea for women who went outside my focus, which is European history, this paper was selected for publication in the Phi Alpha Theta journal, *The Historian*.

My focus as an undergraduate has always been with an eye toward graduate school and a career as a professional historian. Aware of the rigors of graduate study, I have not only completed an undergraduate language requirement in Spanish, but I am also currently enrolled in an accelerated French course. In addition, I have become active in the historical honor society, Phi Alpha Theta, including serving as chapter president. During my tenure our chapter hosted the Phi Alpha Theta Regional Conference, the largest regional conference in the nation. With the help of faculty adviser Dr. Judith Gaillard, I created the conference sessions, chose appropriate student commentators for those sessions, and gave a keynote speech. The experience taught me that I have a flair for organization as well as mediation. Under my leadership, our chapter also published its first journal, and hosted a variety of campus activities. This year I am working with the Computer Society in order to establish a Website for students who need help succeeding in history courses; we are going to call it the Clio home page. My position as an authority figure both in classroom work and within these various organizations has awakened a desire to embrace teaching, for I enjoy sharing the excitement of education with my peers, as well as helping them achieve their own academic success. I feel that my life experiences as well as my commitment to education would be an asset to XXX's doctoral program in History. XXX has an exciting interdisciplinary program that is exceptionally impressive. In particular, Dr. Rayna Wilhelm's specialty in Tudor-Stuart social and cultural history complements my own interest in studying the experiences of English preindustrial women. This combination will provide the strong background I desire in order to shape my future research interests. I feel that XXX is a premier institution for an aspiring Ph.D. candidate and as such, a very competitive program. But I know I have the tools and the determination to excel in such a stimulating and challenging environment.

## Statement #13 – Japanese Literature

I'd always possessed an affinity for storytelling—my other major was English, after all—but I'd never considered integrating my passion for Japanese with my love of literature until my junior year of college. While studying abroad at Sophia University in Tokyo, I enrolled in an introductory course on Japanese literature through which I discovered an array of acclaimed Japanese writers, including Kawabata Yasunari, Tanizaki Jun'ichirō, Mishima Yukio, and Enchi Fumiko. I quickly fell in love with the evocative and visceral imagery ubiquitous in their works and began to crave more. The following year, I registered for Aiko Nakamura's "Love, Gender, and Identity in Japanese Literature" and Aaron Smith's "The Natural Environment in Japanese Literature and Culture." In these courses, I particularly enjoyed Tanizaki's twisted love story, *Quicksand*, and the pungent sense of desolation in Abe Kōbō's *The Woman in the Dunes*. Since obtaining my bachelor's degree, my interest in modern Japanese literature has only grown stronger. I've devoured several short stories by Murakami Haruki and am steadily unraveling Kawabata's oeuvre. So far, my favorite pieces of Kawabata are *House of the Sleeping Beauties*, "One Arm," and *Palm-of-the-Hand Stories*.

But modern literature isn't the only Japan-related field for which I've developed a sincere fondness; I am also deeply intrigued by Ainu culture. In 2013, I expatriated to a small town in Hokkaido to work as an English teacher. There, I plunged myself into Ainu culture: I visited several Ainu museums, conversed in Japanese with various Ainu people, and attended a weekly Ainu-language immersion class for two months (irankarapte!). I'm specifically fascinated by Ainu mythology, or *kamuy yukar*, and its survival into the modern age. Ideally, I'll eventually be able to translate the *kamuy yukar* into English without using Japanese as an intermediary.

Both of these interests of mine, albeit evidently distinct, share a defining characteristic: they tell a story of Japan—a story I am committed to engaging with on a scholarly level. This is why I am ready for graduate school at the University of XXX. Your Master of Arts in Japanese Studies program offers an ideal interdisciplinary environment wherein I can develop strategies for decoding the symbolism and syntax of Japanese narratives while honing my Japanese-language skills. A master's degree will also assist me significantly in my career. For the past year I've worked as a freelance writer and editor, but my overarching goal is to break into Japanese-English translation, preferably in the literary sector. Despite my holding JLPT N2 certification, I lack both basic knowledge of translation methods and sufficient exposure to the Japanese literary canon; thus, I believe the University of XXX's program in Japanese studies will not only improve my Japanese but also provide me with the tools, support, and foundation necessary for ultimately becoming a successful literary translator.

Truly, I am committed to this intellectual journey, and to the University of XXX itself. Though I've yet to meet personally with any faculty members, Christopher Hill (for modern Japanese literature) and Jennifer Robertson (for Japanese ethnography) appear to possess research interests most closely aligning with my own. Attending the University of XXX for Japanese studies is a natural step for me, one I'm prepared to take and work tirelessly for, with both diligence and alacrity. I've made my decision.

Now, I look forward to yours.

## Statement #14 – Literature Studies

Having majored in literary studies (world literature) as an undergraduate, I would now like to concentrate on English and American Literature.

I am especially interested in nineteenth-century literature, women's literature, Anglo-Saxon poetry, and folklore and folk literature. My personal literary projects have involved some combination of these subjects. For the oral section of my comprehensive exams, I specialized in nineteenth century novels by and about women. The relationship between "high" and folk literature became the subject for my honors essay, which examined Toni Morrison's use of classical, biblical, African, and Afro-American folk tradition in her novel. I plan to work further on this essay, treating Morrison's other novels and perhaps preparing a paper suitable for publication.

In my studies toward a doctoral degree, I hope to examine more closely the relationship between high and folk literature. My junior year and private studies of Anglo-Saxon language and literature have caused me to consider the question of where the divisions between folklore, folk literature, and high literature lie. Should I attend your school, I would like to resume my studies of Anglo-Saxon poetry, with special attention to its folk elements.

Writing poetry also figures prominently in my academic and professional goals. I have just begun submitting to the smaller journals with some success and am gradually building a working manuscript for a collection. The dominant theme of this collection relies on poems that draw from classical, biblical, and folk traditions, as well as everyday experience, in order to celebrate the process of giving and taking life, whether literal or figurative. My poetry draws from and influences my academic studies. Much of what I read and study finds a place in my creative work as subject. At the same time, I study the art of literature by talking part in the creative process, experimenting with the tools used by other authors in the past.

In terms of a career, I see myself teaching literature, writing criticism, and going into editing or publishing poetry. Doctoral studies would be valuable to me in several ways. First, your teaching assistant ship program would provide me with the practical teaching experience I am eager to acquire. Further, earning a Ph.D. in English and American literature would advance my other two career goals by adding to my skills, both critical and creative, in working with languages. Ultimately, however, I see the Ph.D. as an end, as well as a professional stepping stone; I enjoy studying literature for its own sake and would like to continue my studies on the level demanded by the Ph.D. program.

## Statement #15 – Material Culture

**Prompt One:** *Please give a short statement that describes your academic interests, purpose, objectives and motivation in undertaking this postgraduate study.*

Since I was a child, my favorite thing has always been a book. Not just for the stories and information they contain, although that is a large part of it. Mostly, I have been fascinated by the concept of book as object—a tangible item whose purpose is to relate intangible ideas and images. Book-bindings and jackets, different editions, the marginalia in a used book—all of these things become part of the individual book and its significance, and are worth study and consideration. Books and their equivalent forms—perfect bound, scrolled, stone tablets, papyrus—have long been an essential part of material culture and are also one of our most significant sources of information about the human historical past. Through both the literal object of the book, the words contained thereon, and its relationship to other books—forms of context, text and intertext—we are able to learn and hopefully manage layers of information with which we would otherwise have no familiarity.

Furthermore, blogs, webcomics, digital archives, e-readers, and even social media sites like tumblr and Facebook have revolutionized the concept of the book by changing how we share and transmit ideas and information, just as the Gutenberg printing press revolutionized the book all those years ago in the fifteenth century. Once again there has been an explosion both in who can send out information and who can receive it.

I am deeply interested in the preservation of the physical book, as I think it is an important part of human history (not to mention a satisfying sensory experience for the reader). However, I am also very concerned with the digitization and organization of information for the modern world such that the book, in all of its forms, stays relevant and easy to access and use. Collections of books, archives, and information as stored in the world's servers, libraries and museums are essential resources that need to be properly organized and administered to be fully taken advantage of by their audiences. My purpose in applying to the University of XXX's Material Culture and History of the Book is to gain the skills necessary to keep all forms of the book relevant and functional in an age when information can move more radically than ever before.

Additionally, I intend on pursuing a PhD in Library and Information Sciences upon completion of my master's and I feel that this program will make me uniquely suited to approach library science from a highly academic and interdisciplinary perspective.



**Prompt Two:** Relevant Knowledge/Training/Skills

As a folklore and mythology student, I have gained a robust understanding of material culture and how it relates to culture as a whole. I have also learned about the transmission of ideas, information, stories and pieces of lore among and between populations, which is an important component of book history. Folklore is also deeply concerned with questions of the literary vs. oral lore and the tendency for text to “canonize” folklore, and yet text can also question or invert canonized versions; along with this my studies in my focus field of religion and storytelling have been deeply concerned with intertextuality. One of my courses was specifically concerned with the Heian-period Japanese novel *The Tale of Genji* and questions of translation and representation in post-Heian picture scrolls and also modern translations and manga. In addition to broader cultural questions concerned with gender and spirituality both in historical Japan and now, we considered the relationships between different *Genji* texts and images.

I also have work experience that lends itself to the study of the book. After my freshman year of college I interned at the Chicago History Museum. Though I was in the visitor services department I was exposed to the preservation and archival departments of the museum and worked closely with the education department, which sparked my interest in archival collections and how museums present collection information to the public. After my sophomore year of college and into my junior year, I worked at Harvard’s rare books library, Houghton. At Houghton I prepared curated collections for archival storage. These collections were mostly comprised of the personal papers of noteworthy individuals, categorized into alphabetical folders. This experience made me very process-oriented and helped me to understand how collections come together on a holistic basis.

Finally, in my current capacity as an education mentor in Allston, a suburb of Boston, I have learned the value of book history and material culture from an educational perspective. As a mentor who designs curriculum for individual students and small groups, I have learned to highly value clearly organized and useful educational resources such as websites, iPad apps, and books as tools for learning. By managing and organizing collections in a way that makes sense we are making information accessible to those who need it.

## Statement #16 – New Media (Daily Inch 原创)

Among those upheavals our society has witnessed since the 21st century, the rise of new media interests me most. Without any doubt, it has fundamentally changed, and will continue to change the way we interact with each other and the world. Holding such a strong belief in new media's shaping power in future, I am applying for the MSc in New Media program at XXX University. In the past few years, I've learned and practiced a lot in related areas. Thus, I am confident in my potentials to thrive during the pursuit of a master's degree.

Holding a fever towards media in general, I was admitted by the School of Journalism at XXX University with great honor. There I embarked on my systematic studies. A series of fundamental courses crossing disciplines in public relations, diplomacy, and sociology, etc. greatly satisfied my intellectual curiosity. In addition to that, the specialized courses, like Journalistic Ethics, Visual Reports, Interviewing and Writing gave me a solid professional background. Surrounded by hardworking and smart peers here, I never stayed in my comfort zone and slack off. I not only treated my academic training with full attention, but also actively explored my passion and competitive edge. With my earnest effort and teachers' selfless help, I grew to be one of the best photographers in my school. This expertise won me a precious intern opportunity in *China Youth News'* photo department. After that, with a lot joy and pride, I even became a contract photographer in *Visual China*. My shots recorded some key news events, in which scientists, politicians and Olympic champions stay!

The reward of my studious learning and practicing goes far beyond this. Instead of setting down on my skills and making a living of it, knowledge and experience lead me to ask more, to pursue further. One of the most exciting things about majoring in journalism is that we encounter new things consistently. And, to embrace and to understand what's upcoming is encrypt in the DNA of journalism. From my point of view, one of the very important up-comings in this field is the ever-changing new media. Yes, new media! It not only becomes an inevitable term in classroom and hustles the whole academy, but also urges industries to change. Learning from my internship in *China Youth News*, old-fashioned media are facing tremendous challenges. They have realized new media are taking over the power. Everybody wants to change. However, this shift of power is far more complicated than moving contents from one platform to another. The underling rules and logics are changing. Traffic becomes everything, and pictures are enchanted. What's more important, people are changing, or being rediscovered, along this revolution. This is something has not been taught in the past, and I desire to know more!

To achieve this objective, pursuing studies in Hong Kong serves as a crucial step. I wish to possess a global perspective so as to gain a full picture. I select the MSc in New Media

program at XXX University for several reasons. Firstly, I believe that erudite professors as well as the rich alumni resources will be of great help to my intellectual growth. Secondly, the MSc program, to my expectation, emphasizes the continuous technique innovation and its impact on industries and job market. Plus, your school enjoys a worldwide prestige with students around the world converging here to pursue academic development. These excellent fellows are valuable resources, and exchanging ideas with them will definitely be my lifetime treasure. Hence, I sincerely hope your esteemed committee can offer me this precious opportunity.

## Statement #17 – Biomedical Engineering (Daily Inch 原创)

Back when I was an Engineering Mechanics major in Northwestern Polytechnical University (NWPU), I attended a lecture by Prof. Huang XX, which turned out to be both an eye-opening and life-changing one that completely transformed the way I approached mechanics. Seeing how non-organic electronic devices could play a huge role in the field of healthcare and military, for instance, cardiac pacemaker, inspired me to, instead of solely focusing on large-scale engineering projects, expand the application of mechanics to a fine scale, including bioengineering and nanotechnology. Meanwhile, biomechanics undoubtedly represents the future demand both academically and practically. As human beings, we are facing increasingly complicated issues in a wide range of domains, which requires cooperation and coordination from multiple disciplines. Realistically, as we have gradually shaken off the burden of famine and war, new threats like cardiovascular diseases and bone fracture have become increasingly prominent, in which fluid mechanics and solid mechanics would come in handy.

The time I spent at NWPU, under the supervision of Prof. Liu XX, has been an incredibly rewarding journey that not only taught me how to listen and communicate but also ignited the love for research in me. I was one of the organizers of a group meeting that was held weekly among students who shared the same passion, during which each member would freely express their ideas on one specific knowledge point. The meetings gave me an important opportunity to listen to and learn from others' opinion, which definitely broadened my horizon. I also contributed, as the fourth author, to a paper, A Parameter Study on the Stability of Axially Functionally Graded Material Pipe Conveying Fluid Considering Temperature Changes Using Different Types of Volume Fraction Function, which has been published in International Journal of Mechanics & Materials in Design (MAMD) and included in Science Citation Index (SCI). On the basis of original DQM program, I wrote the subroutine of axially functionally graded material model and thermal expansion model and modularized the original code.

In the summer of 2015, I participated in a research project of Aviation Industry Corporation of China, Ltd on vibration and noise reduction plan for fluid flowing pipelines. As a project assistant, I monitored operating condition of experiment equipment, including strain gauge and vibrating table, an experience that solidified my knowledge and fueled my interest in strong coupling. But perhaps the most valuable lesson from the project came after its completion as it made me realize how much I had to catch up in terms of understanding in mechanical vibration, which was exactly why I voluntarily studied it afterwards along with signal processing, functional analysis and Python. It started to dawn on me that by utilizing resources available, I could explore so many more territories. Currently, I am planning to build my own blog on cloud server and studying Docker Container technology and server setup.

Cisco Certified Network Associate (CCNA) certification is also something I aspire to acquire in the near future.

Sponsored by China Scholarship Council in 2017, I was admitted to Institut National des Sciences Appliquées de Lyon's (INSA Lyon) Engineer program with a major in Mechanical Engineering, thus opening a new chapter in my academic pursuit. In the following year, I successfully joined University of Lyon's Master program in Acoustics, further extending my knowledge base to a new frontier. My life in France also prepared me well for future endeavor in UK as I would easily fit into an English-speaking classroom. More importantly, as a student, I have always been mindful of developing cross-discipline competency. For example, I have taken some mathematical courses including stochastic process, numerical partial differential equations and functions of real variable during undergraduate education. And course, Dynamics of Human Biological Systems, under the Acoustics program served as a solid foundation, giving me a preliminary understanding in biomechanics.

Last but not the least, the program, MSc Biomedical Engineering, at Imperial College London (IC) complements me perfectly, which would provide me with a crucial insight into how mechanical forces impact biological function at the molecular, cellular, tissue, organ and organism levels. At the same time, I would be taught in areas including biology, physiology and anatomy where I could see myself making most of the improvement in. Besides, I strongly believe that graduation project at IC, spanning across six months, would offer a full dissertation experience and cultivate my basic academic quality and ability that are of great importance for future doctoral education. It would be such a giant step closer to my dream to work in academia as a lecturer and even potentially start my own business venture to promote researched medical equipment.



## Statement #18 – Interactive Systems Engineering

Dear Sir or Madam,

I am writing to express my interest in applying for a Master's Degree Programme in XXX starting in autumn 20xx. I believe my educational background would enable me to make a strong contribution at the University.

I have graduated in year of 20xx, from a Business Information Technology programme and got a bachelor degree in Business Administration. My academic performance has been always on top of class. I have been an active member of the IT League Academy for the North Region of Finland where I have been involved in the development of several software projects. Moreover, I can say that I would like to continue my studies in order to gain knowledge and experiences by academic research and I believe a Master Degree Programme in Interactive Systems Engineering would offer me the possibility of receiving the complete picture of all aspects of this field.

The reason for choosing this specific Master Programme comes from the fact that in the near future, I would like to get to know more things regarding for example Artificial Intelligence studies. I already got some ideas in my head, but unfortunately until now I did not have the right knowledge and the right tools for putting them in practice, and that is why I know that this Master Programme would be an excellent starting point for me. Also, if I will get selected for this programme I will have the opportunity to learn from the best, and the fact that I will study in an international environment will give me the privilege to create new relationships with people from different cultures. I am also aware of the kind of dedication and perseverance I will need to have for achieving the best results in the field, and I believe my background will qualify me for such a Master Programme.

Finally I can say that I look forward to join this Master Degree Programme in Interactive Systems Engineering in order to prove my abilities and gain new skills and I will be patiently waiting for a positive reply.

Sincerely,

Xxx Xxx

## Statement (Letter of Motivation) #19 –Information Systems

Xxx Thomas  
14 Breakers Way  
Pacifica, CA 97854  
xxxxxx@email.com

Dr. Xxx Hijio  
Department of Psychology  
293 High Street.  
Green University  
Canton, NY 29382

Dear Madam or Sir,

With this letter, I am applying for a position in the Masters of International Information Systems programme, offered at XXX. With my current experience as a Pharmaceutical Market Research professional, I wish to expand my technical knowledge of information systems and turn my focus towards their wide-scale applications in hospitals and pharmacies as a Clinical Workflow Consultant. By reading the course curriculum available online, I have found that the subject material covered will best suit my career goals. Lastly, the prospect of participating in a mandatory exchange program is an excellent way to observe divergent information systems, as well as build upon my cultural cognisance.

By trade, I specialise in Pharmaceutical Market Research and provide decision support solutions to large pharmaceutical companies. As part of my role I liaise with clients regarding their marketing and management objectives, create and update surveys to capture consumer behaviour, assist with technical data quality management, code complex responses and in turn, produce insightful reports. Additionally, as it is a small company, my role often demands that I gather primary data from academic papers, adapting content and converting them into real market practices. During this role, I undertook and completed a Graduate Diploma in Applied Statistics. The purpose of which was to better my understanding of clinical trials, improve in survey design, and to learn how to program and store statistical data sets. My responsibility, diligence and management aptitude were integral to the role, however, it was clear that my progress was decelerated by my lack of technical, information systems-related, training.

The customised introduction to International Information systems addresses the next step in my professional development. The Australian health care system is changing from a paper-based recording system to a digital enterprise/network. This remodelling of a national health system implies the need for large investments in hardware and software

infrastructure and in people with the right skillset to meet this demand. The combination of subjects such as 'Advanced Service Management' and 'Fundamentals of Enterprise-wide IT Architectures management' in the Management stream and 'Data Warehousing', 'Knowledge Discover in Databases' and 'Process-oriented Information Systems' in the Informatics path would contribute to my professional ambitions.

I graduated with a Bachelor of Business (Marketing) from XXX in Australia. During my degree, I was very active in many facets of university life. I completed a number of internships around my university campus, working for small business owners. This gave me an outlet to apply theoretical knowledge in a practical setting and also sparked my interest in Market Research and Business Consulting. Further to this I remained engaged in university affairs by volunteering for the Student Ambassador program. In this program, my duties varied from taking prospective students on tours, introducing and guiding guests of honour, and speaking to schools around Australia regarding scholarship programs. Furthermore, I was highly committed to the development of a hitherto non-existent University Tennis Club. Taking over the tennis committee in my first semester I had plans on developing the club to be a self-sustaining, award-winning, and socially interactive club. Forming a committee of tennis enthusiasts, our club achieved all of the aforementioned goals within the duration of my degree and were awarded numerous accolades, listed in my up-to-date resume. Lastly, with all of the responsibilities at hand, I remained vigilant with my academic performance. I was hence awarded a Deans Honour for high academic merit and, in Industry Management, received the highest grade amongst my peers.

Before moving to Australia I had spent much of my earlier childhood living in the Philippines and Sri Lanka. Having exposure to these experiences at an early age sparked my interest in cultural interactions and how information is shared by means of globalisation. With this upbringing, I became interested in languages and henceforth learnt Spanish in both schools and in my free time. Learning intensively in Spain for a month, I reached an A2 proficiency. Learning about this program some time ago I set aside Spanish and began learning German. As I write this I have reached a B2 level and am capable of communicating effectively. Given the opportunity, however, I would use the mandatory language program to improve on my Spanish and look at potentially studying abroad in Spain or Spanish-speaking Latin American countries.

My ambition to study in Germany stems from a dearth of equivalent professional programs offered in Australia. As mentioned earlier, the future of healthcare in Australia will demand a workforce with a specialised skillset. With this degree I would like to meet this demand and, in the future, be a pioneer in the architecture, management and protection of information systems. Furthermore, Germany's geographic location and current economic strength attract industry experts from around the world. With the notion of idea-sharing in mind, this would be a perfect ground to establish the next step of my professional career.

With all of my experience listed, I am in search of bringing my career to the next level. The subjects offered in this program are specifically in line with my professional goals. Additionally, the mandatory study abroad semester provides a great grounding in which to further experience divergent cultures and exchange knowledge. I am certain that the knowledge and skills learnt from my professional experience, university, and extracurricular activities would make me a valuable addition to the Masters of International Information Systems program offered at XXX.

Thank you in advance for considering my application.

Regards,

Xxx Xxx

## Statement #20 – Science (Undergraduate Program)

Growing up with separated parents has not been the easiest life, but it has been my life. When I was younger, I'd hate going out to eat with my dad and seeing a family of four happily enjoying a meal. If my mother and father ever went out together to a restaurant, it was with me, once a year for my birthday, and was usually interspersed with various disagreements.

It was when I was in first grade that I began to realize that, although my parents had their differences and no longer loved each other, I was the one thing that united them. I had no basis to be envious of what I thought of as “complete” families.

Both my mother and father, wanting the best for me, recognized early on my love and fascination with all things scientific. They worked to create opportunities for me to pursue my interest. My mother would read at bedtime, at my request, nature field guides instead of nursery rhymes. The two of us often made long journeys at 3:00 A.M. to witness meteor showers in the clear skies of the mountains. She encouraged me to set up experiments around the house, which I happily did—measuring the growth of palm tree saplings and dissecting owl pellets to extract the mouse bones inside. An environmental scientist, my father could not wait to transfer all of his scientific knowledge into my young head. needless to say, many of his spontaneous lectures were far above my grasp—I still vaguely remember a quantum physics talk he gave me when I was eight—but they inspired me to learn more on my own.

My thirst for scientific knowledge grew over the years, without limits in any one specific area. Then, in January four years ago, my Aunt Diane died after a five-year battle with breast cancer. It was during my aunt's illness that I realized I could use my natural love of science to benefit others facing similar challenges.

I have continually pushed myself closer to this goal by excelling in my AP science classes, studying biotechnology at UC Davis through the COSMOS program, and competing as a member of my school's Science Bowl Team. This past summer, I had the opportunity to intern at the Reijo Pera Lab at Stanford University through the Stanford Institutes of Medicine Summer research Program. During this two-month internship, I worked with human embryonic stem cells to explore the function of PrDM1, a potentially-useful gene in the creation of regenerative medicines.

The scientific spark my parents recognized years ago has shaped my life, and with it, I wish to shape the lives of others. I aspire to become a biomedical researcher, a career that harnesses my long-time fascination of science and my commitment to improve the quality of life for those facing medical challenges. It would be a privilege to work alongside scientists, exploring new treatments and technologies to create exciting new options for patients and their families.