

# CARLETON FELLOWSHIPS

(Larson, Class of 1963, Independent Research, Paul and Lynn Kelley,  
Allen and Irene G. Salisbury, Richard A. Salisbury)

## How do you write a winning proposal?

Start by looking at sample proposals, so you get an idea of what projects have been funded in the past. Some samples are included here, and more are available at the Dean of the College's office.

Clarify your personal and intellectual goals. Is this a research project preliminary to comps or a chance for you to experience something? The rules are very different if you are applying for an experiential rather than a research fellowship; rather than making an academic study of a subject, experiential fellowships emphasize non-academic experience, such as working on an organic farm cooperative in Germany or retracing the footsteps of a figure in history. It is important that your proposal make clear which type of project you envision, as the fellowship committee will be evaluating your proposal based on the very different criteria for experiential and research fellowships. So if you want to do an experiential fellowship on the uses of public spaces in Paris and produce a blog documenting these uses, don't say you will be studying the demographics and economic implications of public uses of Parisian space. If you make statements like this that are not clearly backed up with thoughtful research questions and an attention to methodology, the proposal will be read more as an incomplete research proposal than as an experiential one and might get denied as a result.

Once you know what you want to do, there are some basic guidelines about what makes a strong proposal.

- It should lay out a clear plan, with details about what you will do and how it connects to your interests
- It should be doable and doable by you (e.g., it doesn't require knowledge of a language you don't speak)
- It should show initiative and dedication
- It should demonstrate that you have thought through safety issues
- It should explain *why the project is worth doing*

Some tips for writing strong proposals:

Seek faculty feedback on drafts. Some proposals are rejected by the committee because they have not been thought through carefully enough and show a lack of attention to detail; faculty can provide vital feedback on these issues before your final draft reaches the committee. If you are going to an area of the world where safety may be an issue, speak to a faculty who works in that area to find out whether the project you propose is safe to do. Asking opinion questions about government projects in China, for example, may be deemed too risky. Likewise, asking very personal questions (about sexuality, for instance) through a translator will likely be viewed by the

committee as inappropriate. A faculty member might recommend you adjust your proposal to do different work or similar work in a different place.

Please note that faculty tend to comment on these proposals as if you were a junior colleague rather than their student, and their comments might be more straightforwardly critical than you are accustomed to. Take this as a sign of respect, and don't be offended by comments that direct you to change or rethink your proposal.

Ask appropriate people to recommend you. It looks peculiar when you are proposing a sociology project but get recommendations from an English professor and a hall director. You need feedback from people experienced with the type of project you are proposing or the part of the world you plan to visit, and the committee needs to know that experts on your subject think your project is worth doing.

Write to convince a general audience that your project is worth funding. Your readers may have backgrounds in history, music, economics, literature, or biology. Write to explain the thinking behind your project, pertinent background in the field of study, and the methodological and practical issues you might encounter to an audience composed of people in diverse disciplines. Geologists and anthropologists will use very different conceptual frameworks as they read your project, and you want to make sure you're clarifying things that someone outside your discipline might not otherwise understand.

Do your homework on your budget. Committee members know how much travel expenses cost. If your request is not grounded in reality, it suggests you were not committed enough to do the necessary research.

Provide rationale for why you want to do the work where you propose to do it. Why is your project on fast-food restaurants focusing on Sweden, exactly? Committee members want to know why you need pricey plane tickets to go do work halfway around the world that could also be accomplished in Minnesota.

Explain the importance of the project to you and your development as both a student and a person. If this project is vital to your comps research, for instance, mention that. If your work involves investigating ancestral history important to your understanding of your ethnic identity, say so. If your project helps link your two majors, say biology and anthropology, explain how it does this.

If you're proposing complex travels, include maps so committee members can see you've thought through geographic issues. An itinerary that skips around without a clear rationale shows lack of planning and is not an efficient use of limited financial resources.

Make clear that you possess necessary language skills to do the work you propose. If you are competent in a language, say so. If your fluency in one language can serve you in other, closely-related languages, explain this, as readers might not otherwise know. If you plan to hire translators, mention this in your description and include it in your budget.

Let readers know about contacts you've made in the places you propose to visit. This shows you've begun taking steps to make your trip possible and helps convince readers that you will have the support you need to complete your project.

You may propose to do projects that do not require travel. A research project on a historical subject using the Carleton library or scientific inquiry at labs on campus, or research you will conduct in your own community may all be funded by Carleton fellowships. You may also choose to attend a school or a work as an apprentice to study a subject not offered at Carleton, such as hip-hop or glass-blowing, as long as you make a case for why it's worth studying and why it is important to you.

You may propose to do projects that require you to work in a group setting. An independent geology project, for example, will usually be carried out as part of a team investigation. Work in a foreign newspaper office or medical organization will also be considered as long as you can demonstrate that you will be getting valuable experience, and not just making photocopies.

If you demonstrate financial need, you may also apply to get compensation for wages you will not be earning while you are doing the proposed project. Include up to \$1000 for lost summer wages in your budget if your fellowship will keep you from earning money at a job.

Get Institutional Review Board approval when you will be working with human subjects. If you plan to do interviews, even informal ones, you need to go through the process of getting IRB approval (see [http://apps.carleton.edu/governance/institutional\\_review\\_board/](http://apps.carleton.edu/governance/institutional_review_board/) for more information on whether you need IRB approval to do your research).

In answer to the question asked about experience abroad, be truthful; don't downplay or overstate your travel experiences. In some cases, experience abroad will help persuade committee members of your capacity to complete the project. Other fellowships favor students with very little travel experience.

## Some sample proposals:

### *Experiential:*

<b>STUDENT NAME:</b> Sean Noonan	<b>CLASS YEAR</b> 2008
<b>MAJOR:</b> International Relations	<b>GENDER:</b> Male
<b>PROPOSAL TITLE:</b> Breaking Away to China	
<b>DESCRIBE YOUR RESEARCH OR PROJECT IN ONE PARAGRAPH</b> (no more than 100 words)	
<p>I will break away from the American culture of bike racing and test myself in Chinese culture. I will join, train, and race with a cycling team native to Qinghai province in western China. I will see China from a different perspective than most travelers: from behind the handlebars of a bike. I will go to the Tour of Qinghai Lake, China's most internationally competitive race to see the interaction between foreign and Chinese professional cyclists. I will learn a lot about myself from the challenges of fitting in with a team whose native culture and language is completely different than mine.</p>	
<b>DESCRIBE YOUR RESEARCH OR PROJECT</b> (no more than 650 words)	
<p>In the 1979 movie <u>Breaking Away</u>, Dave, the hero, attempts to take his cycling to a new level: racing against the Italians when they come to the US. They are some of the best in the world. He goes as far as speaking Italian and shaving his legs to emulate their culture. He fails to join their team, but in the process he learns a lot about himself and another culture.</p>	
<p>Like Dave, I am a cyclist, and will build on this idea and travel to China to race with a Chinese cycling team. While the Chinese are not the best in the world, they have a strong and quickly developing cycling community that benefits from the infusion of foreign cyclists. Racing across China will give me a greater knowledge of a rapidly changing culture in China.</p>	
<p>There is no better way to see China than from the saddle of a bike. Riding through new territory leads to an experience where you feel every rut in the road, feel every yak stare at you and get accosted by every policeman that thinks you are riding illegally.</p>	
<p>Traveling by bike will give me the opportunity to talk to people all over the areas I ride through about the changes in their country. I will be able to see every part of the culture, from the developed cities to the small farming villages on training and race routes.</p>	

I will 'join' the all-Chinese Qinghai Provincial Cycling Team. I will train and travel with the team to races. This involves spending 4-6 hours a day on the bike, traveling many of the roads and trails throughout Qinghai Province. I plan on living, eating, and riding with the team as much as possible. In training camps and races, I will also have the opportunity to travel to different areas of the province. Due to the massive amount of time on the bike, I will have ample time to talk with Chinese racers and take part in their culture. I will get to travel to a few races in early June with the team throughout China.

I will also head to the Tour of Qinghai Lake, China's largest and most international cycling race. While I am not a professional, and thus cannot participate, I will still participate in the multitude of cultural exchanges that this bike race instigates. I am curious to look at the exchanges between Chinese and the top international pro teams from Europe and the US. I will also venture around the race course to see the impact it has on the small towns and cities in western China that have very little experience with foreigners and their cultures.

Breaking away is cycling jargon. It describes one racer separating him from the pack through an all out physical effort. In this trip, however, I will be metaphorically breaking away. In the movie, the hero was living at home after high school and unsure of what do with his life. I know I love China and love cycling, but I have no idea where that will lead me. On this trip, I will learn so much about my ability to integrate in Chinese culture. An all-Chinese team will challenge me not just on the bike, but also force me to live by different habits.

**WHAT OUTCOMES DO YOU EXPECT TO ACHIEVE?** (no more than 100 words)

Cycling in China will give me an opportunity to explore new places and cultures from my favorite point-of-view: behind the handlebars. As a result, I will broaden my knowledge of what China is all about. More specifically, I expect to gain an understanding of cycling culture in China. I will learn about myself in dealing with challenges integrating and adapting to other cultures. I will bring an American outlook on training and racing to share, while learning Chinese methods.

**WRITE A BRIEF PLAN OF IMPLEMENTATION AND/OR SCHEDULE OF ACTIVITIES. IF TRAVELING, INCLUDE COUNTRIES AND APPROXIMATE DURATION OF STAY.**

6/11- Leave Des Moines (home) for Beijing  
6/12, Arrive in Beijing  
6/13- Meet Qinghai Team at a national bike race  
6/20- 7/14 Train with Qinghai Team around Xining (capitol), Qinghai Province  
7/14-22 Tour de Qinghai Lake  
8/5- within the next week leave Qinghai to meet up with friends in India (program finished)  
I could at any time travel to other places in China for racing and training.

**WRITE A BRIEF STATEMENT EXPLORING THE RELATIONSHIP OF THE RESEARCH OR PROJECT TO YOUR EDUCATIONAL GOALS AND YOUR QUALIFICATIONS FOR UNDERTAKING THIS WORK (no more than 250 words)**

As a student of International Relations and Chinese, my educational and career goals lie in Asia and most specifically China. This fellowship will allow me to better develop my Chinese beyond my current level. It will give me a better idea of how I need to finalize my studies at Carleton to put me in Asia after graduation.

My qualifications involve cycling experience, Chinese study, and traveling experience. I have been riding bikes since I could walk. I have qualified for the Collegiate National Championships in 3 disciplines: road, mountain bike, and cyclo-cross. I have studied Chinese at Carleton through 205 and plan on taking Chinese 206 in the spring. My traveling experience is explained below.

**BUDGET**

Transportation to and from site	\$1300
Transportation at site	\$497
Lodging (per week x number of weeks)	\$630
Food (per week x number of weeks)	\$236.25
Passport, ID	\$75
Supplies (film, tapes, gifts, etc.)	\$
Fees (Race fees)	\$100
Other expenses (note: Carleton will not purchase camera, CD players, etc.):	
Other	\$
Other	\$
Other	\$
Other	\$
TOTAL	\$
Health insurance if supplemental insurance is required by your insurer	\$
<b>TOTAL BUDGET</b>	<b>\$ 2893.25</b>

For Larson, and Salisbury Fellowships, include the above plus:

**DESCRIBE YOUR PREVIOUS EXPERIENCE ABROAD (IF ANY)**

I have only travelled outside of North America once, but the '06 Beijing Seminar provided an opportunity to get my feet wet in Asia and get ideas for this proposal. We spent one week each in Thailand and Vietnam and more than two months in China. While on the Seminar, I had a chance to try out cycling in China so I know that an American can do it. During the trip I had an opportunity to borrow a bike and participate in two local races in Beijing. I took as many opportunities to ride my bike to get places, rather than take the bus or other transportation. Thus the Beijing Seminar provided an inkling of a broader experience I would like to have this summer.

**DESCRIBE HOW YOU PLAN TO “BRING BACK” SOMETHING OF YOUR EXPERIENCE TO THE CARLETON COMMUNITY**

Perhaps this idealistic, but it would be wonderful if through my racing in China, I could open the door for a Chinese team to come to the U.S. and more specifically Carleton.

I will bring back a story that shows how Carleton students can adapt and experience another culture through a common activity. I plan on giving a detailed PowerPoint presentation with pictures and testimony from Chinese cyclists showing this interaction. On a broader level, I will be able to show the interaction of European and American cyclists with Chinese at the Tour of Qinghai Lake.

**What makes this a good proposal?**

The student has created a project that connects to personal interests and allows for new experiences and adventures. The proposal demonstrates that travel plans have been thought through, that contacts have been made to allow the work to happen, and that the student is prepared to do the project.

*Research proposal example*

<b>STUDENT NAME:</b> Peter Olds	<b>CLASS YEAR</b> 2008
<b>MAJOR:</b> Biology	<b>GENDER:</b> <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female
<b>FELLOWSHIP(S) YOU ARE APPLYING FOR (CHECK AS MANY AS APPLY)</b> <input checked="" type="checkbox"/> Class of 1963 <input type="checkbox"/> Larson International <input checked="" type="checkbox"/> Independent Research <input type="checkbox"/> Allen and Irene Salisbury <input checked="" type="checkbox"/> Paul and Lynn Kelley <input checked="" type="checkbox"/> Richard Salisbury	
<p>Students may apply for and be awarded more than one fellowship, but can accept only one. Please submit six copies of your application, even if you apply for more than one fellowship.</p>	
<b>PROPOSAL TITLE:</b> Social Networking and its Roles and Influence Within Healthcare in Madagascar	
<b>DESCRIBE YOUR RESEARCH OR PROJECT IN ONE PARAGRAPH</b> (no more than 100 words)  <p>Social networks, which arise for cultural and economic reasons, aid in the delivery of medical care in Madagascar. This project aims at analyzing these networks and their affect on the healthcare a patient receives. I will study the strength of these social networks through an evaluation of their makeup, roles in Malagasy healthcare, and how the groups approach problems that arise prior and during treatment. These goals will be accomplished through conversations and interviews with public health professionals, patients and their families, Malagasy uninvolved in medical care, and medical professionals at the hospital and a health center in Tolagnaro, Madagascar.</p>	
<b>NAMES OF TWO RECOMMENDERS</b> (include address if not Carleton faculty) 1. Stephan Zweifel 2. Jonathan Kipnis, University of Nebraska Medical Center, Omaha, NE 68198	
<b>INSTITUTIONAL RESEARCH BOARD APPROVAL</b> (for research involving human subjects, all students must fill out an approval form at <a href="http://go.carleton.edu/irb">http://go.carleton.edu/irb</a> ) <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Submitted <input type="checkbox"/> Not Necessary	
<b>DESCRIBE YOUR RESEARCH OR PROJECT</b> (no more than 650 words)  <p>In developing nations, when a family member falls ill, it is not unusual that certain members of the family will live with the patient while he/she is at the hospital, caring for the patient's cooking and hygiene. Such cases are common in Madagascar—a country where nurses and medical aides are scarce—and are representative of Malagasy culture as well as the</p>	

economic state of the country's healthcare system. I am very interested in studying the way in which healthcare is delivered in Madagascar, a country where care has adapted to the country's limited economic resources along the lines of the social networks valued by the Malagasy.

While having often become individualized here in the United States, sickness and healthcare in developing countries such as Madagascar are part of a rich and vibrant social environment in which whole families and communities participate. I first discovered this healthcare culture while spending a semester in Madagascar and through a month-long research project in which I analyzed the access to medicine and healthcare in the country. My interviews with doctors and pharmacists immersed me in the Malagasy culture and healthcare system, giving me a global view of how the system functions, its infrastructure, and the multiplicity of problems that prevail within it.

Through my visits to health centers and hospitals, I became increasingly interested in how care was delivered on the peripheral level—between medical professional and patient—and specifically how the social dynamics created by the family and community, or the therapy management group, affected the nature of the care received. The members of the therapy management group are the patient's mediators, responsible for many aspects of the care of the sick person, including the choice and timing of therapy, medications, and the diagnosis. Though these groups in part arise due to a lack of healthcare workers in the country, they are also enmeshed in the Malagasy culture, and are thus an important part of the healthcare process.

In fully appreciating the dynamics of the Malagasy healthcare system, one must look at the social support networks that are created when a family member falls ill, as they are largely responsible for the nursing service for the patient. This project will analyze the role of the therapy management group and other support groups in the medical system in Madagascar, through discovery of how their role arises, their efficacy, and how they influence the patient's therapy. I will explore the issue by visiting the hospital and a health center (Centre de Santé de Base, CSB) of Tolagnaro, Madagascar. Whereas CSBs serve very small districts and deal with basic outpatient care, the hospitals serve a large region and have many inpatients in more serious stages of illnesses. Studying the two separate establishments will allow me to analyze two very different healthcare environments in the country and to observe how the social networks change in response to the nature of the care and the seriousness of the illness.

Through interviews with patients, therapy management groups, healthcare professionals, and Malagasy who are uninvolved in the medical system, I hope to understand the composition, roles, and origins of the social networks of Malagasy healthcare. It is also important to see how these networks are formed and perceived by society, as this influences the healthcare route taken by a patient. Addressing who makes up the therapy management group is important in ascertaining the social composition of both the health center and Malagasy society. As intimate relationships in Madagascar often extend past the nuclear family, educating which people are chosen to assist the sick person will illustrate the hierarchy of personal relationships within the society. The decisions and actions of those who help the sick are a product of previous dialogues among family members and the community, which I aim to draw out through interviews regarding the history of the patients' illnesses and the decisions that have brought them to the public healthcare facility.

**WHAT OUTCOMES DO YOU EXPECT TO ACHIEVE? (no more than 100 words)**

In completing this project I hope to understand better the therapy management group that permeates the healthcare systems of developing countries, allowing me a perspective of how medicine is approached in such cultures. From this knowledge, I hope to gain better insight into the problems found in Madagascar's medical system. In light of the fact that this type of research has yet to be carried out in Madagascar, I will add to the knowledge of Malagasy healthcare in hope that effective and novel approaches can be developed to improve both the social networks surrounding healthcare and the medical system itself.

**WRITE A BRIEF PLAN OF IMPLEMENTATION AND/OR SCHEDULE OF ACTIVITIES. IF TRAVELING, INCLUDE COUNTRIES AND APPROXIMATE DURATION OF STAY.**

The proposed project, "Social Networking and its Roles and Influence Within Healthcare in Madagascar", will be undertaken in Madagascar, and more specifically in the cities of Antananarivo and Tolagnaro. I anticipate conducting my research in the country for a month during Carleton College's winter break of the 2007-2008 academic year, spending one week in Antananarivo, and three and a half in Tolagnaro.

I will begin my research by speaking with public health professionals regarding the health issues facing the region of Tolagnaro. In light of a new mining project in the region producing an influx of capital investment and people, Fort Dauphin is currently an incredibly dynamic town, and an up to date knowledge of the region will be an important tool for putting any information I acquire into the proper perspective. This initial work will be done in the capital of Madagascar, Antananarivo, as it is the center for government officials, public health professionals, and healthcare information.

While in Antananarivo, I will conduct formal interviews with Michael Park and Dr. Noe Rakotondrajaona of USAID, Eric Ribaira of UNICEF, and Dr. Herimino Rajonson of the Ministry of Health. The knowledge I acquire from these interviews will be a supplement to the research that I did in the fall of 2006, regarding the access to medicines and healthcare in Madagascar. I interviewed all four of these contacts for my prior research project, and at the time they stated their willingness to help me in my future endeavors. Their enthusiasm in aiding me and the facility with which I was able to interview them, only affirms the reliability of these contacts (please see footnote\*). I have already received the consent of Eric Ribaira, and his email is attached to this proposal.

From Antananarivo I will fly to Tolagnaro, where I will continue my investigation of the region's medical issues by interviewing Jennifer Talbot, the USAID regional director. During my stay in Madagascar, Ms. Talbot spoke to my School for International Training (SIT) study abroad group, regarding development projects in Tolagnaro and the surrounding area. Since Ms. Talbot specializes in health, I will interview her about the city's hospital and its Centres de Santé de Base (CSBs), and specifically the Manambaro clinic. I have written Ms. Talbot an email, and currently await her response (please see footnote\*).

As the goal of this research project is to better understand the healthcare system in Madagascar, acclimating myself to the environment of the hospital and CSB is necessary in contextualizing any information I gather in my study. This will be accomplished by first interviewing and shadowing the physicians there; more specifically, shadowing Dr. Goulzar Jogee and Dr. Solange, who work at the Tolagnaro hospital. I will shadow the health professionals of the Manambaro clinic as well. Through semi-formal and informal interviews conducted during these shadowing opportunities, I will explore the views that the physicians have towards the therapy management groups and how the groups affect their work, and of the Malagasy healthcare system in general. Not only will these experiences allow me the time to observe how the hospital and CSB function, but the patients there will become accustomed to seeing me, making any interviews with them less threatening and my presence at these centers less of a risk. I have attached an email from Jim Hansen, the director of the SIT: Ecology and Conservation study abroad program in Madagascar, who has received the consent of doctors and health professionals, at the hospital and Manambaro clinic, to aiding me with my study and allowing me to conduct research at their facilities.

The bulk of the project will consist of semi-formal interviews with patients at the Tolagnaro hospital and the Manambaro clinic. I aim to bring out, through dialogue-based interviews, the history of the patients' illnesses as well as how and what decisions were made regarding therapy. These interviews will cover a number of topics, including the role of the therapy management group in the patient's current therapy, the time frame of malady identification and therapy choice, and what financial and non-financial barriers are being encountered in the treatment process. All interactions between the group and the medical professionals will be mentally noted.

To obtain a broader perspective of the therapy management group, I will also conduct formal interviews with Malagasy that are not involved in the healthcare system. Attempting to reflect the town's demographics, I will include a random sampling of Tolagnaro residents. These interviews will focus on the perception that the subject has of healthcare and what routes he/she would take to approach the illness of a family member.

Due to the high illiteracy rate in Madagascar, there is a strong probability that subjects will be illiterate. To protect the subjects, they will be read an Information Form in which the subject of the study will be clearly defined, allowing them the chance to provide oral consent prior to being interviewed. When needed to facilitate communication, I will have Andreas Miha as translator. I have received prior consent from Mr. Miha with regards to acting as my translator, which is found in the attached email from Jim Hansen.

Information from the interviews I conduct will be recorded in a journal of all my notes, impressions, and thoughts, which I will update during and after interviews. This journal will be a compilation of the experiences and viewpoints of many Malagasy, including patients and non-patients, therapy management groups, public health professionals and medical professionals. My presentation for the Carleton community following my study will come from the information gathered in this journal.

\* All relevant correspondences, in which contacts have agreed to aid in my research, have been attached to this proposal. Internet is tenuous in Madagascar, especially in Tolagnaro where

it was down for a month during my time there, and its use is not widespread. Airmail to and from Madagascar, like Internet, is also very slow and insecure. For these reasons, it was impossible for me to have contacted and had responses from all my contacts in Madagascar. That being said, I do not doubt the prospect of my being able to meet with any of the contacts that I have mentioned in my proposal because, as I stated before, I have personally spoken with, worked with or interviewed all of them during my time in Madagascar in the fall semester of 2006.

**Proposed Itinerary**

- Nov. 22: Depart for Madagascar from the United States
- Nov. 23: Arrive in Antananarivo, Madagascar
- Nov. 28: Flight to Tolagnaro from Antananarivo
- Dec. 21: Flight to Antananarivo from Tolagnaro
- Dec. 22: Depart Madagascar for the United States

**WRITE A BRIEF STATEMENT EXPLORING THE RELATIONSHIP OF THE RESEARCH OR PROJECT TO YOUR EDUCATIONAL GOALS AND YOUR QUALIFICATIONS FOR UNDERTAKING THIS WORK** (no more than 250 words)

Due to the nature of the project, interviewing ability will be invaluable to my data collection. I developed good interviewing skills interviewing applicants for liver transplants at the University of Nebraska Medical Center during the summers of 2005 and 2006. I further improved my interviewing proficiency during my 2006 study of access to medicines in Madagascar, conducting interviews with doctors, pharmacists, and public health professionals at various NGO's. I plan on conducting my research in Tolagnaro, Madagascar, a region where I was immersed in the culture and language for two months in the form of home stays and language courses. My knowledge of the culture and languages will enable me to approach the topic appropriately and competently—I am fluent in French and have working knowledge of the Malagasy dialect of the Tolagnaro region.

In light of my plan to attend medical school, I feel that a project such as this is vital for my perspective of the social dynamics that govern medical practice in countries around the world. Knowledge of different approaches to medicine will help me to be a versatile physician in America and abroad. Furthermore, I recently began an internship through the Mayo Clinic in Rochester, MN, for which I will be looking at American healthcare through both biological and economic lenses. This project will allow me to build on my internship experience, allowing me the opportunity to compare the ways in which healthcare is offered in two dissimilar cultures, offering me further avenues for academic research.

**BUDGET**

Transportation to and from site -----	\$2,350
Transportation at site -----	\$225
Lodging (per week x number of weeks) -----	\$300
Food (per week x number of weeks) -----	\$300
Passport, ID-----	\$33.45

Supplies (film, tapes, gifts, etc.) -----	\$50
Fees (program fees, admission fees, etc.)-----	\$0
Other expenses (note: Carleton will not purchase camera, CD players, etc.):	
Other <u>Malaria Prophylaxis</u> _____	\$90
Other <u>Translator</u> _____	\$150
Other    _____	\$ _____
TOTAL -----	\$3498.45
Health insurance if supplemental insurance is required by your insurer -----	\$ _____
<b>TOTAL BUDGET</b>	<b>\$ 3,498.45</b>

For Larson, and Salisbury Fellowships, include the above [plus](#):

**DESCRIBE YOUR PREVIOUS EXPERIENCE ABROAD (IF ANY)**

One of my most memorable personal experiences comes from participating in a protest in Besançon, France, in 2002, against the presidential candidate Jean Marie Le Pen. Prior to the 2002 presidential election, there were high school protests across France, and as a sophomore in high school, I found it fascinating how much the French students cared about the political process. This protest took place during one of four times in which I lived in France for roughly seven months each time. While in France I attended French public schools, and took part in a number of activities, including playing soccer on competitive teams, singing in an award winning choir, and playing in a rock band. Living in France not only allowed me to become fluent in French, but it was also an opportunity for a constant cultural dialogue that was very enriching, teaching me about the French culture as well as my American culture.

These experiences in France have given me the ability to adjust quickly to a foreign environment and make the most out of my experiences there. I found this especially helpful during my study abroad program to Madagascar during the fall semester of 2006. Throughout the program, I was completely immersed in the culture and language of the country, living with three different Malagasy families and taking courses taught by Malagasy. The experience was incredibly rewarding, both personally and academically. It being my first time in a developing country, everything was very novel—down to the fact that even rules of the road were mere suggestions—allowing me to gain new perspectives of our world.

Though quite different, these aspects of Madagascar put the United States into a new light for me. While in Madagascar, I conducted a month-long research project regarding the access to medicines and healthcare in the country. For my project, I interviewed public health professionals, government officials, doctors and pharmacists, in both French and Malagasy. My research revealed to me many of the luxuries that Americans take for granted, such as clean running water, infrastructure, and reliable medicine, and gave me the acute desire to return to Madagascar and make a difference in the healthcare offered there.

**DESCRIBE HOW YOU PLAN TO “BRING BACK” SOMETHING OF YOUR EXPERIENCE TO THE CARLETON COMMUNITY**

Because research depends so heavily on dialogue, I hope to share my study with the Carleton community through a formal, on-campus presentation of my work and findings.

**PROPOSED DATE OF YOUR PRESENTATION:** January 17<sup>th</sup>, 2008

**WHAT RESOURCES WILL YOU NEED TO HELP WITH YOUR PRESENTATION?**

My presentation will require only a computer and a projector.

Note: If you would like to send an invitation of your presentation to the donor (which is always a nice idea) please send it to Elizabeth Ciner, Dean of the College Office, and she will forward it on to them.

What makes this a good Research proposal

The project is cogent and compelling: it demonstrates that the student has carefully thought through the project, anticipating and addressing likely objections; that the student is prepared (as to scholarly skills, knowledge of the field, etc.) to do the project; that the project is academically meaningful (and, perhaps ideally, that it fits, or might fit, into a larger research agenda); that with the project the student will either make a contribution to knowledge or advance in a significant way toward being able to make such a contribution.