The Fulbright Scholarship

The Fulbright Scholarship provides funds sufficient to complete a proposed research or study abroad project for one year. Applicants submit written outlines of their research or study plans, which may include a year of graduate study, original dissertation research, a creative or performing arts project, or a teaching assistantship. Because the study is undertaken abroad, applicants must have sufficient maturity, character, and literacy to work within the host country.

The Fulbright Scholarship Selection Criteria
Criteria that selectors use to award Fulbright Scholarships include:

- likelihood of the candidate and project to help advance the program and promote mutual understanding among nations;
- sufficient written and spoken literacy in the host country's language;
- feasibility and specificity of the proposed plan.

A final criterion is the ratio between the number of awards offered in the target country and the number of applications received—i.e., students applying to countries that receive fewer applications have a greater statistical chance of acceptance. Applicants can assess competition statistics and other details for a particular country by consulting the Fulbright website noted on the next page.

Composing a Curriculum Vitae and Statement of Proposed Study
The primary written portions of the Fulbright application are the curriculum vitae (CV) and statement of proposed study. Though most students are used to thinking of a CV as a resume (the terms are often used interchangeably), the Fulbright application defines a CV as a "personal/intellectual biography in narrative form." The CV is your opportunity to discuss personal motivations, your experience and activities, and future goals. Though your examples should still be concrete, you have the room to reveal your personality—indeed many applicants view this as their chance to let the selectors know them as individually as possible, and they use lightly entertaining anecdotes to set themselves apart from other candidates. In plain terms, the goal is to write a CV that no other person could have written.

In writing the statement of proposed study or research, begin by making sure not to repeat material from other parts of the application unnecessarily, and present detail tailored as much as possible to the host country. If you can show that you have performed

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research on (or, better yet, *in*) the host country already and have made contacts with potential supervisors, you increase your odds of success dramatically. The Fulbright website cautions writers against the use of discipline-specific jargon, and a good rule of thumb is to define any jargon that you do use in context, keeping the focus of your proposal on addressing problems that will provide valuable contributions to society and within your field. Also, practicality and feasibility are principal concerns, so the best applicants provide a timeline, discuss their methodology and goals, and analyze such variables as the host country's cultural and political climate and resources. Finally, of course, you must demonstrate as necessary your linguistic ability as it applies to the country and your proposed plan, especially if your primary goal is a teaching assistantship.

Evaluation of Written Materials from Two Sample Fulbright Applications

The first sample CV and proposal, covering the following five pages, do an excellent job of making the case for the writer's personal and intellectual readiness for the proposed project. The CV focuses on the student's experiences as inspired by his service-oriented grandparents—members of the Mennonite Church. These role models inspired the student to travel to Peru and contact the Mennonite Economic Development Associates (MEDA). As we learn in the student's proposal, he wishes to work on a grassroots project in Peru related to rice farming, and he shows that he has earned the support of the MEDA Consulting Group, underscoring the feasibility of his plan.

The second CV and proposal are also neatly intertwined, and the writer opens the CV with a delightful anecdote about her family puzzling over why a woman would be interested in geological research. The student uses the CV to detail her science background and educational travel, including a month in Thailand, where she plans to do her proposed seismic research. To underscore the urgency of such research, she opens her proposal with a poignant narrative and statistics about the devastating effects of a 1999 earthquake in Central Taiwan. Some readers might have valid concerns over whether the proposal is too technical at times, and whether its sources should be cited internally, yet these essays remain impressive overall. Indeed, the writer was named as a scholarship alternate.

Information on the Fulbright Scholarship program is available at
http://www.iie.org/FulbrightTemplate.cfm?Section=U_S__Student_Program

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SAMPLE CURRICULUM VITAE FOR THE FULBRIGHT SCHOLARSHIP

Curriculum Vitae for John Lerner

My grandparents have touched many lives: former drug addicts, refugees, neighbors, and my own. They have an uncommon ability to build relationships; they are a paradigm of service—where service is more than what you do and is also defined by who you are.

In my own life, I have aspired to affect people in the manner of my grandparents and others in the Mennonite Church. I still have that aspiration, but my vision has expanded. Prior to attending Mythic College, I pictured myself living in Mythic County near my family and my roots. I grew up attached to the local way of life, working at my family's snack food business, raising crops to earn money, and leading the local Future Farmers of America. During high school, I read the international section of the paper but the people and events seemed a world away. At Mythic College, professors challenged me with realities such as the fate of 500 million people who are chronically malnourished. I began to ask myself, "Why will I have thirty food options at breakfast tomorrow while whole populations around the world will wake up with almost nothing to eat?"

In the summer of 20xx, I traveled to Ecuador, equipped with rudimentary Spanish, a background in international politics and economics, and a desire to meet people, hear their stories, and learn from them. In Ecuador, the effects of a devastating financial crisis in 2000 still lingered. Many people had watched helplessly as banks froze savings accounts while the national currency plummeted, melting the life savings of many Ecuadorians.

Like helplessness, dependency often stems from a lack of opportunities. The children who begged on the streets of Quito depended upon strangers for money. If they were going to eat they had to beg. Reflecting on such matters, as part of my studies I had asked myself, "What is the goal of development?" Through the plight I witnessed among Ecuadorians, I came to define development as building the productive and institutional capacities that give people opportunities to lead lives that they value.

After my travels, I returned to Mythic County in December of 20xx and ate Christmas dinner at my grandparents' farmhouse. I knew that this area was my home, and that my family was the source of my inspiration. I also knew that my passion for studying international development would take me away from Mythic County. But my grandparents had taught me to empathize and act. While aware of problems within Mythic County, I had seen much greater need in Latin America. Driven by the values instilled in me, I contacted Mennonite Economic Development Associates (MEDA) to work on a development project.

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In June of 20xx, I traveled to Peru to assist with an innovative approach to agriculture lending pioneered by MEDA. While working for MEDA, I assessed a microcredit project involving rice farmers. The experience impressed upon me the value of a grassroots understanding as well as the importance of sound macro-level policies. Tariff rates, financial regulations, and public infrastructure plans could mean the difference between the project's success or failure. I left Peru convinced that sound trade and development policies could profoundly affect people's lives. Shaping macro-level policies became my goal.

With this goal in mind, I hope to pursue a law degree and a Master of Public Policy with an emphasis in international development. These degrees will give me the tools to craft and analyze development policy. I will use my experiences and education to hope to shape such policies in Latin America. Later, I plan to teach development studies at the university level.

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SAMPLE STATEMENT OF PROPOSED STUDY FOR THE FULBRIGHT SCHOLARSHIP

John Lerner
Study Proposal—Peru
Economic Development

Through my Fulbright independent research project I hope to better understand the production decisions made by Peruvian rice farmers in northern Peru. On what factors do farmers base their decisions to enter, to continue, or to exit rice farming? On what factors do farmers base their specific production decisions, i.e. how much rice to plant? Can accepted microeconomic theory explain these decisions or is another explanation needed? How do cultural or socioeconomic factors influence the decision-making process of these farmers? Finally, how should the answers to these questions affect agriculture development policy in Peru? Should the Peruvian government use the new state-run Agro Banco to subsidize rice farmers whom the formal capital markets ignore?

Understanding production decisions of small-scale farmers requires an understanding of the context in which they operate. Therefore, I will focus the first part of my project on understanding this context. One critical consideration is assessing the current trade, investment, and agriculture policies, such as the Agriculture Financial Rescue bill (RFA), that affect small-scale producers. Other important context issues include the production and price trends in the Peruvian rice market and the major international and domestic players in that market.

Developing a grassroots understanding of small-scale rice farming is both timely and necessary. It is timely because it complements current development organization trends. The Bagua Grande microcredit project, which I was involved with this year, is part of a larger shift in focus of development organizations that has occurred in the last ten years. Popularized by the success of the Grameen Bank, microcredit lending has boomed. The latest trend within microcredit lending is small-scale agriculture. This trend is popular among small development organizations as well as large agencies such as the U.S. Agency for International Development (USAID). In fact, USAID funded the Bagua Grande project as part of its multi-million dollar poverty alleviation project in Peru known as Project PRA.

Understanding small-scale agriculture is crucial in addressing poverty in Peru. According to the Peruvian Institute of Statistics and Information (INEI), the rural poverty rate was 35% higher than urban poverty rate in 2002. Child malnutrition and under five mortality are twice as high in rural areas compared to urban areas. Furthermore, INEI data show that among rural populations, small-scale farmers are the most vulnerable to rapid changes in income.

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The policy context in which small-scale rice farmers operate has changed dramatically in the last fifteen years. In the early 1990s, Peruvian officials adopted a more market-oriented agriculture policy, reducing import restrictions on agriculture goods and dissolving the state-run agriculture commercialization companies. In 1992, Banco Agrario, which subsidized the agriculture sector, was eliminated. As the Peruvian Ministry of Agriculture Strategic Plan states, these policy changes should cause a reorientation in the agriculture sector that reflects the new market conditions. The Strategic Plan confirms, however, that such reorientation has been slow, if not imperceptible. A 1994 Peruvian census found that the majority of Peruvian farmers did not consider prices as the most important signal in deciding what crop to plant. If farmers are not following price signals, what signals are they following?

My supporting institution, Mennonite Economic Development Associates (MEDA) Consulting Group Peru, has a wealth of experience working in the Peruvian rice industry. MEDA Consulting Group Peru offers both invaluable contacts and industry-specific knowledge that will facilitate my investigation. I have personally met with Sonia Dominguez, the MEDA Consulting Group Peru country manager, and she has offered her organization's support to me. Further, my previous study abroad experiences in Chile and Ecuador and my ten-week internship in Peru have allowed me to develop my Spanish speaking and writing skills, making this project feasible from a language and cultural awareness standpoint.

I will conduct most of my research in the coastal city of Chiclayo, the center of the rice industry in northern Peru. Much of the rice from northern Peru is taken to Chiclayo where it is milled and distributed to regional or national markets. Farmers from a wide region accompany their crop to the mill where they oversee its sale. Two of these mills, Molino Las Delicias and Molino Tropical, have worked directly with my supporting institution in a rice microcredit project in the region. As a result, Chiclayo offers the most promising opportunities for me to both research the rice industry and to conduct surveys.

Surveys obtained at mills in Chiclayo will be supported by surveys obtained at local input suppliers in towns with a large rice industry such as Bagua Grande, Bagua Chica, Jaen, Moyobamaba, and Picota. MEDA has worked directly with input suppliers in Bagua Grande and Picota and can offer contacts in those towns. Traveling to smaller towns will permit me to access more small-scale farmers who sell their rice to intermediaries instead of directly to a mill, and help me understand how they make these decisions.

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Through this Fulbright project I can further develop my ability to engage in cultural exchange. As I learned while working for MEDA, surveying farmers is difficult. The surveyor must learn how to earn the cooperation of strangers by starting the conversation appropriately and by putting the person being surveyed at ease. When someone feels comfortable in a conversation they will more fully express their opinions, and they will probably also diverge into other issues as if they were talking to an acquaintance.

Surveying rice farmers in Peru will also give me an invaluable grassroots perspective on development issues. This understanding of how individuals respond to macro-level policies is vital to my career goal of working in international development policy. Upon returning from this Fulbright project, I plan to enroll in a Juris Doctorate and Master in Public Policy joint degree program. In both the J.D. and M.P.P programs I will focus on trade and development issues.

This project will also benefit development organizations that operate agriculture projects in the region. MEDA Consulting Group Peru has expressed interest in my findings. I will also offer my study to the many development organizations working in the region, including those that operate the Economic Services Centers as part of USAID's Project PRA. USAID has plans to continue funding development organizations in the region as part of its Economic Growth, Alternative Development, and Peru-Ecuador Border Region Development programs.

I plan on leaving for Chiclayo in early August of 20xx. I will spend the first month researching the rice industry of the region by gathering data from the regional agriculture offices, mill contacts, and contacts in rural credit institutions. In the following three months, I will survey farmers at mills in Chiclayo. To supplement those surveys, I will use months 5 and 6 to conduct surveys of farmers who visit agriculture input supply stores in towns such as Bagua, Jaen, Picota, and Piura in Northern Peru. Finally, I will use months 7 and 8 to analyze the data obtained from the surveys, finish a formal paper on the entire research project, and disseminate my findings to interested development organizations.

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SAMPLE CURRICULUM VITAE FOR THE FULBRIGHT SCHOLARSHIP

Curriculum Vitae for Janet Lerner

I decided that I wanted to be a scientist while I was still in elementary school, but even in high school where I was praised for my academic successes, my relatives were still against the whole idea. My grandma still asks me every Christmas what my major is and once I start telling her about earthquakes and mountain formation, she quickly changes the subject. Coming from a small town in Mythic County and being only the second person on either side of my family to attend college, it has been an ongoing issue to convince my family that a person, let alone a woman, can make a living doing geologic research.

As a freshman at Mythic University, I was accepted for a research assistantship designed for incoming freshman women. Through this program I worked with a Mythic University geochemistry professor on the sequestration of pollutants in aquifers. Going into the program, I expected merely to be washing lab equipment and capping bottles, but instead I got to make solutions, run pH experiments and learn how to use spectroscopy instruments. By my sophomore year, I was running samples and interpreting data. It was through this experience that I learned a valuable lesson: opportunities are endless if one is prepared for them.

The spring of my sophomore year I applied for a research course that required me to learn to scuba dive. Through this course I was certified as a PADI open water diver and was able to go to the island of San Salvador in the Bahamas. In San Salvador I was part of a team that conducted research on the island's coral reefs, which involved surveying them for disease and damage, through a program called Reef Check. That summer I also received a scholarship through Mythic University's Biogeochemical Research Initiative for Education to continue the geochemistry research I started as a freshman. Later that summer I left for a semester abroad at the University of Western Australia in Perth, Australia. Before returning home, I visited Thailand for over a month to satisfy my curiosity about Asian cultures and to obtain my advanced and rescue diver certifications.

To say the least, my study abroad experience dramatically changed my life. I had never really been away from home for very long at one time other than college, but even there I was only an hour away from home and had close friends who also attend Mythic University. Being in Australia taught me the true meaning of independence and gave me a new sense of confidence. In addition, I gained an international perspective on many issues that I had never considered before. My experience in Thailand opened my eyes to many misconceptions I had about Asian people, and it gave me a new appreciation for the term "culture."

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The spring semester of my junior year I was accepted into a collaborative research class in which we began to prepare an online geology course for Mythic University's world campus classroom. In the summer we spent three weeks in many of the southwestern US national parks producing short educational films to be used in the class. This fall we are editing the films and giving presentations about our experiences with the class. As I write this I am in the first semester of my senior year and I have just started my thesis research with a grant from the National Science Foundation. My work investigates uplift in the Himalayan Plateau.

Since studying abroad, I have gained a more compassionate outlook on life, which has caused me to re-evaluate my career choices. For a short time I considered changing fields to a major that would be more beneficial to humanity and thus more self-fulfilling. But after contemplating the issue for some time, I decided that I can make a difference in the world with any career choice. Now, I am devoted to using my geologic knowledge for the betterment of humanity. This is the main reason why I have chosen a project dealing with earthquakes in Taiwan. The research is not just about geology but about advances that will help to save people's lives.

In addition, I am very excited to learn more about the Asian culture, which I have taken a special interest in since my short visit to Thailand. I believe I am highly qualified to conduct my proposed research. Although my research interactions will be done in English, I have started Chinese lessons this fall at Mythic University to make my experience in Taiwan even more meaningful. I will have completed Chinese II by the time I graduate and I hope to take personal language lessons over the summer before traveling to Taiwan. After this experience I plan to obtain by PhD at a geology school in California, integrating the knowledge I obtained in Taiwan to studies on fault zones in the United States.

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SAMPLE STATEMENT OF PROPOSED STUDY FOR THE FULBRIGHT SCHOLARSHIP

Janet Lerner
Study Proposal—Taiwan
Earthquake Dynamics

At 1:47 in the morning, September 21, 1999, the town of Chi Chi in Nantou County, Central Taiwan began to shake violently. A release of built-up stress deep in the Earth caused the eastern side of the Chelongpu Fault to rise, rupturing the surface for an approximate extent of 86 km and creating a lasting offset upon the surface of the Earth.

The earthquake caused buildings to tumble and triggered landslides in some areas. A report from the Central Weather Bureau in Taipei reported a death toll of 2,333 and 10,002 injured. Over 46,700 buildings totally collapsed with 100,000 people left homeless. The initial tremor was followed by over 10,000 aftershocks, five of which were termed moderate earthquakes which caused minor death and damage. Direct and indirect losses associated with the Chi Chi earthquake totals 30 billion dollars. The Chi Chi earthquake was a catastrophe for the Taiwanese people and the largest recorded earthquake ever to hit the island.

I am interested in studying earthquake dynamics, and Taiwan is an excellent place in which to do so. Taiwan is an area of active mountain building and it lies along the boundary between the Luzon arc of the Philippine Sea Plate and the Chinese continental margin, where plate collision is occurring. The Chelongpu Fault in particular offers a special opportunity to study faults. Not only is it a major event that is geologically recent but the fault is well-mapped and relatively well-known. The Chi Chi earthquake is unique in that it provided a multitude of modern digital data for seismologist and earthquake engineers. These data can be attributed to an extensive seismic instrumentation program that had been successfully implemented in Taiwan three years prior to the Chi Chi Earthquake. In addition, recent drilling along the fault is allowing access to fault rocks at depths where rupturing initiates.

By studying the physical characteristics of the rocks, one can gain a better understanding of fault development and ultimately come one step closer to the earthquake mechanism. As motion on a fault commences, the rocks can either experience velocity strengthening, where an increase in slip rate makes further slip less probable, or velocity weakening, where an increase in slip rate makes the rocks weaker. Velocity strengthening and weakening are primarily a function of material properties of the rock bodies surrounding the fault. These properties of the fault zone can mean the difference between a steady creep in which fault blocks move without seismic slip, or a major earthshaking event like that of the Chi Chi earthquake. The faulted rocks of the

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Chelongpu Fault are especially valuable to geologists in that they record the history and evolution of deformation caused by the Chi Chi Earthquake.

Previous studies have determined the architectural pattern of major thrusting fault zones as asymmetric, meaning the damaged zone is thicker above the fault core than below. In addition, the fracture density tends to increase with depth, reaching a maximum at the fault core and abruptly decreasing thereafter. Observations such as these have been made on previous fault zones, but solid research on fault dynamics and how it relates to this architecture is lacking. Consequently, my research will focus on the asymmetric development of fault zone evolution.

With the help of Mythic University structural geologist Dr. John Teacher, I have been in contact with Dr. Yue-Gau Chen, Professor of Geosciences at the National Taiwan University, who organizes Sino-American collaborations in Taiwan, and Dr. En-Chao Yeh from the Deep Sea Research Department at the Japan Agency for Marine-Earth Science and Technology (JAMSTEC). JAMSTEC will be receiving drill cores from the Taiwan Continental Drilling Project (TCDP), an international effort dedicated to drilling the Chelongpu Fault zone. Dr. En-Chao Yeh is responsible for evaluation of drill cores at JAMSTEC and will be participating in a series of micro-scale and meso-scale analyses that will be done on the cores. These analyses include structural, physical property, rock mechanic, and geochemical examinations of the fault zone rocks. Each of these examinations is assigned to a separate group of researchers, and I have been given an invitation from Dr. En-Chao Yeh to work with him on the structural examinations and an invitation from Dr. Yue-Gau Chen to be associated with the National Taiwan University in Taipei, which would culminate in a master's degree in geology.

There are five tests that I would be performing on the drill cores, as follows:

1). Core observations will be done to characterize the meso-scale structures and textures on the cores and on scanned images. These structures can be associated with individual earthquake events to give an idea of how and to what extent the fault moved during each event and to decide a development direction: upwards, stationary or downwards.

2). Thin sections will be taken to look at micro-scale structures and textures under an optical microscope. Micro-structures can be used to develop cross-cutting relationships and allow for a better understanding of development sequence of the fault zone.

3). The Scanning Electron Microscope (SEM) will allow for examination of even smaller features including mineral phases and micro-textures.

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4). Transmission Electron Microscopy (TEM) will be used to identify the detailed atomic structures and the presence of glass which is only produced under high pressure conditions.

5). Microscopic X-ray Computed Tomography (Micro-XCT) will be used to determine the porosity, permeability and fluid dynamics across the fault zone.

These analyses would be conducted for a half year of study and would be followed up by a half year of interpretation of results, comparison to other studies, and linking to the bigger picture through collaboration with other drill hole examiners. It is expected that this work will result in a comprehensive overview of the asymmetric architecture of the Chelongpu Fault. Through characterization of a single fault where earthquake dynamics are well-known, principles will be generated that can be applied to other areas of potential seismic hazard.

My proposed project (which would start in September 20xx and end in June 20xx) is an excellent opportunity for geology to serve as a medium whereby intellectual exchange can be the basis for cultural connection. Earthquakes are an ever-present danger in Taiwan and the United States (particularly the San Andreas Fault area); a collaboration on research is not only about technology but about uniting powers to save lives and resources. Although both countries already have extensive programs that focus on earthquake research, it is only through combined efforts that the most rapid advances can be made. Furthermore, this opportunity has the potential to greatly enhance my professional career as a geologist. Not only is this project at the forefront of structural geology studies, but it will give me an international perspective on geologic and cultural issues alike. Finally, the project is an especially unique opportunity for a woman in a male-dominated field.

Sources:
Personal Communication: Dr. John Teacher and Dr. Yue-Gau Chen.
Statistics taken from: California's Partnership 2000 Conference website at:
http://www.ciwmb.ca.gov/Part2000/Events/00Conf/Presentations/EarthQks.htm.

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