

NSEP Application (Printable Version)

Date: xx/xx/xxxx Submitted by: Firstname Lastname Term: Fall 200x – 200x SSN#: xxxxxxxx

Use this form for study abroad during Summer 200x, Fall 200x, and/or Spring 200x
National Application Deadline: Dayofweek, Month Day, 200x

****See your NSEP Campus Representative for your on-campus deadline****

I. Applicant Information

A. Applicant Data

Social Security Number: **xxx-xx-xxxx**

Application Semester: **Fall 200x – 200x**

This section is required to save the application.

Term: Fall 200x – 200x

Prefix:* xx.

Last Name: * xxxxxxxxx

First Name: * xxxxxxxxx

Middle Name: xxxxxxxxx

Email Address: * xxxxxxx@smith.edu

Current Address: * Box xxxx, 98 Green Street

City:* Northampton

State: * MASSACHUSETTS

Zip Code: * 01063-1000

Address valid until: * 5/200x

Current Telephone Number: * (413) 585-xxxx

Permanent Information

This section is required to save the application.

Permanent Address:* xxxxxx xxxxxxxxxxxxxx

City: * xxxxxxxxx

State:* XXXXXXXXX

Zip Code:* xxxxx-xxxx

Permanent Telephone Number: * (xxx) xxx-xxxx

Congressional Voting District: * State: XXXXXXXX District: xx

U.S. Citizen* Yes

Date Of Birth: xx/xx/19xx

Country Of Birth: UNITED STATES

State Of Birth: *(If outside the U.S., leave blank)* DISTRICT OF COLUMBIA

Naturalized U.S. Citizens Only

Date Of Entry Into The U.S.

Date Of Naturalization:

Naturalization City:

Naturalization State:

Naturalization Number:

II. Applicant Education

B. Education

Current College/University

Institution Name	Smith College <i>Please email nsep@iie.org or contact NSEP if your institution is not on this list.</i>
Institution State	MASSACHUSETTS
Date Attended From	xx/xx/200x
Expected Degree Date	xx/xx/200x
Major	Government
Double Major	Economics
Minor	
NSEP Campus Representative Name	Don Andrew
NSEP Campus Representative Email Address	dandrew@smith.edu
NSEP Campus Representative Address	304 Clark Hall 50 Elm Street Northampton, MASSACHUSETTS 01063-0100
NSEP Campus Representative Telephone	(413) 585-4913

Previous College/University

Institution Name	<i>Please email nsep@iie.org or contact NSEP if your institution is not on this list.</i>
Institution State	
Date Attended From	
Date Attended To	
Major	
Double Major	
Minor	

C. Other Academic Data

Are you currently matriculated in a degree program?*	Yes
Cumulative college GPA	x.xx (e.g., 3.5 or 94.00)
Maximum Value on GPA Scale	4 (e.g., 4.0 or 100.00)
Current Academic Status	Sophomore
Current Academic Semester Status	2nd Semester (As of <i>Feb</i> 14 2003 12:00 AM)
Name of High School	W.T. Woodson High School
High School State	VIRGINIA
High School GPA	x.xx (e.g., 3.5 or 94.00)
Maximum Value on High School GPA Scale	4 (e.g., 4.0 or 100.00)

III. International Experience

D. Foreign Language Previously Studied or Learned

MOST Proficient Language Other than English

Language	French
Years of Study in this Language	
High School	4
College/Univ.	2
Non-Academic	
Current Competence in this Language	Advanced
Competency Based On	Self Assessed
	Teacher Evaluation
	Test Score
Type of Non-Academic Study in this Language	

2ND MOST Proficient Language Other than English

Language	
Years of Study in this Language	
High School	
College/Univ.	
Non-Academic	
Current Competence in this Language	
Competency Based On	
Type of Non-Academic Study in this Language	

E. Applicant Experience Abroad

Previous Experience Abroad (Record up to 3 countries. Leave blank, if none. Use decimals for periods shorter than one month, e.g. one week = 0.25. Do not overlap experience abroad in more than one category, e.g., you can have 1 in 'months lived' and 1 in months studied,' as long as they do not refer to the same time period.)

Country 1 UNITED KINGDOM

Months Lived

Months traveled 0.33

Months studied

Country 2 GREECE

Months Lived

Months traveled 0.33

Months studied

Country 3 SPAIN

Months Lived

Months traveled 0.33

Months studied

IV. Proposed Programs

F. Proposed Study Abroad Programs

Preferred Study Abroad Program Please email nsep@iie.org or contact NSEP if your preferred Study Abroad Program is not on this list.

Study Abroad Country * SENEGAL

Preferred Study Abroad Program Sponsor* Kalamazoo College

Preferred Study Abroad Program* Dakar

Program Start Date* 9/9/2003

Program End Date* 5/30/2004

Foreign Language to be Studied Abroad* Wolof

Length of Study Abroad Program for this application* Fall

Estimated Costs for PREFERRED Study Abroad Program*

Cost of tuition and fees for the preferred program *	\$ 25780 <i>(Include tuition for the Study Abroad Program only)</i>
Cost of room and board for the preferred program *	\$ 8950
Cost of round-trip international airfare*	\$ 0 <i>(Ticketed through an American carrier only)</i>
Cost of books, insurance & local transportation *	\$ 206 <i>(Local transportation is travel between home and classes)</i>
Total cost of Preferred Study Abroad Program* (Sum of the above)	\$ 34936
What is the amount of your overall <u>financial aid</u> package (do not <i>include loans</i>) that can be used for the Preferred study abroad program *	\$ XXXXX
Total amount required for Preferred Study Abroad Program*	\$ XXXXX

OR Alternate Study Abroad Program (Please contact nsep@iie.org or contact NSEP if your Alternate Study Abroad Program is not available.)

Alternate Study Abroad Country	SENEGAL
Alternate Study Abroad Program Sponsor	Mount Holyoke College
Alternate Study Abroad Program	Culture and Politics in Senegal
Program Start Date	
Program End Date	
Foreign Language to be Studied Abroad	
Length of Study Abroad Program for this application	

Estimated Costs for ALTERNATE Study Abroad Program

Cost of tuition and fees for the ALTERNATE program	\$ 25780 <i>(Include tuition for the Study Abroad Program only)</i>
Cost of room and board for the ALTERNATE program	\$ 8950
Cost of round-trip international airfare	\$ 0 <i>(Ticketed through an American carrier only)</i>
Cost of books, insurance & local transportation	\$ 206 <i>(Local transportation is travel between home and classes)</i>
Total cost of ALTERNATE Study Abroad Program (Sum of the above)	\$ 34936
What is the amount of your overall <u>financial aid</u> package (do not include loans) that can be used for the ALTERNATE study abroad program	\$ XXXXX
Total amount required for ALTERNATE Study Abroad Program	\$ XXXXX

G. Financial Aid

Financial Aid and Study Abroad Cost Information: *Round all amounts to the nearest dollar.*

Do you receive financial aid (loans, scholarships, grants, work study, etc.) at your current U.S. institution?*

Yes/No

If yes, what is the total amount of financial aid (loans, scholarships, grants, work study, etc.) That you receive for an academic year at your home institution?

\$ XXXXX

V. Statement of Purpose

H. Survey Data

What, in general, are your future career plans in the international arena?

Federal Government

List any descriptive information (specific job title or career choice) about your response to the previous question (please limit to 10 words or less).

I plan to focus on democratization and international development.

The following questions are voluntary, but will be used to achieve a group of NSEP scholars representative of the US undergraduate population.

Gender

Female

Ethnicity

I. Other Scholarship Funding

I am planning to apply for other scholarships to help fund my proposed study abroad program.

Other Scholarship Funding

Yes/No

Note: Sections J - L are not included in the online application

M. Statement of Purpose - Part I

Do not respond to this section until you have reviewed the Statement of Purpose Guidelines in the NSEP Scholarship Brochure.

Type of Study Abroad Program

Organized Study Abroad Program

In case of organized study abroad program submit a one page program description.

In case of direct enrollment in a foreign university or individually arranged study submit two letters of support, one from home institution sponsor and one from the in-country sponsor.

Why do you want to study abroad? What are your academic and career objectives for studying abroad and how do they compare to the NSEP mission and objectives? How will NSEP scholarship help you meet your academic, professional and personal goals? How will you address global economic, political and social issues affecting national security? How will you apply your studies upon returning to your home institution and in your internationally related career?

Note: Any special formatting (such as bolds, italics, underlines, indents, bullets, etc) from your original document will not carry over to the online application form. Essay should be approximately 2 pages long

Essay

I want to take my background in political campaigns and strong interest in democratic development to Africa. I want to apply my knowledge and experience of electoral politics to a post-colonial setting. And I want to be in Senegal for the April 2004 National Assembly election.

From a relatively young age, I had the fortunate opportunity to participate in politics. I became involved in the local Democratic Party through the Young Democrats club at my high school, and I eventually held leadership positions in several Democratic organizations. This involvement led to some fascinating and rewarding opportunities, from volunteering on campaigns to participation in the Democratic National Convention to my first paid campaign position'- two years before I was even eligible to vote.

Campaign work provided a valuable and exciting insider's perspective on elections. I received a first-hand education in the role of the press in elections, the scope and detail of field work, the organization and function of political parties, the complex strategies of candidate policy positions, and the dynamics of civic participation. During the summer of 2002, I served as an intern for a non-partisan non-profit organization, working on a campaign to bolster civic participation among young people. My time with the non-profit organization gave me substantive experience with the problem of low voter turnout among young age groups and with solutions to increase civic participation and strengthen democracy.

I want to take the skills and knowledge I have gained from my professional and academic experience and apply them to analysis of the democratic process in Senegal. I am fascinated by the process of building democracy - with native agency - out of post-colonial structures. I want to experience the political climate of Senegal firsthand, armed with my knowledge of the sociology of civic participation and my studies of African politics and society. I am very interested in the processes of developing a stable democracy based on democratic institutions, and studied have such processes as they occurred in Eastern Europe. I am particularly concerned with analyzing the variables that contribute to democracy's success in a given setting, such as civic participation, leadership, party formation, and economics. In my present studies of African politics, I am interested by diverse perspectives on development, structural adjustment, nation-building, civic participation, and the role of the political party. I believe that furthering understanding of the variables that impact democratic growth and stability abroad, particularly in developing nations, can significantly advance the objectives of US national security. This is because finding the source of instability will help the US preempt or prevent the unstable situations that lead to violent conflicts and terrorism.

Academically, I have a strong interest in democratization. I have studied the process of democratization in Eastern Europe, and I am presently studying it in African nations. The methods, practices, and outcomes of campaigns and elections are not only contributors to the democratization process, but are often among the indicators of its progress as well.

Professionally, I plan to pursue a career in public service. I would like to spend time working on the issues of democratic development and international security. I am particularly interested in the electoral policies of developing democracies and how those policies reflect the political climate and sociological factors, and how they affect the democratic process in practice. Studying in Senegal would provide me with a valuable perspective on how these influences are manifested in a post-colonial setting. I want to observe and analyze how the political process resonates in Senegal decades after post-colonial independence was achieved. I believe that experiencing the current political consequences and outcomes of the democratization process in Senegal would be excellent preparation for a career in international security, focusing on the importance of democratic reform and change.

After a year abroad, I plan on writing a thesis for my government major. One of the topics of greatest interest to me is democratization. Having studied this process in post-communist and post-colonial situations in the classroom, I believe that experiencing the current situation in Senegal would be an incredible asset in my analysis of democratic development. I anticipate intense academic work in a stimulating cultural environment, one which will significantly augment my knowledge of governance and economics in developing democracies. A year in Senegal would prepare me for graduate school and law school by giving me an alternative perspective to the law and public policy, and how issues of reform and development apply to each area. Professionally, I plan to specialize in democratization and post-colonial development, and a year of study and cultural immersion in Senegal would provide me with an experience with what many consider a model of stable government for nations in the region. I would like to take the lessons learned from Senegal's experience in the post-independence reform process and apply them to a global context. I believe that the question of democratic stability is crucial to international security, as well as to US national security, and I want to use my experience in Senegal to further my own understanding the issue. I want to explore what makes democracy work, especially in the context of a country whose infrastructure underwent significant change in recent times. In so doing, I want to work internationally to apply that understanding to other nations experiencing political or economic transitions.

If I were accepted for the Boren scholarship, I would have the opportunity to apply practical and theoretical knowledge of democratic processes to analysis of post-colonial reform, and to contribute my analysis and understanding of political change to the objectives of US national security.

M. Statement of Purpose - Part II

Do not respond to this section until you have reviewed the Statement of Purpose Guidelines in the NSEP Scholarship Brochure.

Describe in detail, the nature and location of your proposed courses of study (include both preferred and alternate programs), the structure of the program (classes, independent projects, specific amount of formal language study per week, other academic subjects studied), how regional cultural activities are integrated in your study abroad program and why have you chosen these particular programs. List specific objectives you realistically hope to accomplish while abroad, and indicate how attainment of these objectives will contribute to your future academic and career plans. Why do you feel qualified to pursue this program of study? What administrative support is available in your proposed program (facilities, resident director, housing, etc.) ?

Note: Any special formatting (such as bolds, italics, underlines, indents, bullets, etc) from your original document will not carry over to the online application form. Essay should be approximately 2 pages long.

Essay

My proposal for international study includes three central components: academic, social, and political. While each of these elements stands alone as a compelling reason behind my choice to study in Senegal, they are also linked in significant ways. Academically, I would like to participate in either of two programs at the Universite Cheikh Anta Diop (C.A.D.) in Dakar, where I would continue my studies of politics and economics, while also engaging in new courses on unfamiliar subjects. From a social perspective, I would like to establish a student debate organization, conditions permitting. Politically, I am passionately interested in observing the campaigns leading up to the National Assembly election in April 2004, as well as the election itself. There are two very similar programs which fulfill the academic component to my proposal. My primary choice for study in Senegal is the Kalamazoo College Program. My alternative choice is a very similar program sponsored by Mount Holyoke College. Both programs enroll students directly in the University C.A.D. for the entire academic year, and both promise opportunities for students to engage in study among Senegalese students and learn from a non-western perspective. At the University C.A.D., instruction is entirely in French, with the exception of language courses. Both programs include classes in Wolof, the most widely spoken language in Senegal. The Mount Holyoke College program includes 100 hours of Wolof instruction over the course of the academic year; Kalamazoo's program includes 80 to 90. I plan to take courses in political and social thought, economics, Muslim society, the history of Senegal, and African cultures. I am particularly interested in studying international relations from an African perspective and post-colonial governance and politics in Africa. Some of the specific classes offered in years past that interest me are African Civilization, African Philosophy, the Economics of Development, Social Stratification of African Society, and African Economics.

Both programs also offer opportunities at Institut de Francais pour les Etudiants Etrangers (IFE), a division of the University that offers courses for

foreign students. As most of the students in these courses are from other African countries, and many of the courses focus on Senegalese or African topics, I believe that courses at the IFE would be an excellent way of learning more about the region. Both programs also provide opportunities to find unpaid internships in and around Dakar. The Kalamazoo program includes this opportunity in its requirement of an Integrative Cultural Research Project, which can take the form of either a research paper or an unpaid internship in the greater Dakar area, culminating in a 10 to 15 page paper due to the resident director for academic credit. The support and encouragement for students to pursue interesting independent projects is one of the reasons that the Kalamazoo program is more appealing to me. If I were accepted to either program, I would pursue such an internship in either a nongovernmental organization, a press organization, or - if possible - a government agency or political body (such as a public official's campaign, or a political party). Students in the Kalamazoo program live with homestay families assigned and selected by the resident director. The residence director also assists students with enrollment at the University. The program coordinator for the Mount Holyoke program arranges for students to be met at the airport, organizes an orientation program, advises students about their course selections, facilitates the registration process, arranges housing, and assists students in taking advantage of cultural and education opportunities in Dakar.

I believe that I am highly qualified to pursue either of these programs. By the end of this academic year, I will have completed significant study in government (including African politics), economics, history of decolonization in Africa. Additionally, I have taken courses in logic, poetry, and literature. I have a serious interest in African studies, particularly in the area of post-colonial politics. While in Senegal, I plan to continue in courses towards my major in government, concentrating in comparative government. Beyond study in a particular subject, however, I have an analytic and logical style of thought, and my experience in competitive debate has prepared me to argue many sides of a given issue, understanding that more than one may be valid at once.

I believe that my background in debate played and continues to play a fundamental role in my political education. I received training in argumentation and analysis in high school, and was fortunate to be able to apply those skills as I became increasingly aware and concerned about political issues. I see a strong connection between debate activities and political awareness. Further, as I learned from my own empirical experience and from my work with the Campaign for Young Voters, there is a strong connection between civic participation among young people and a strong democracy. Because of these two clear connections, I am interested in the possibility of starting a debate organization for Senegalese students of high school age. I realize that this idea depends on many variables of which I am not yet aware, and which I cannot control, so I plan to pursue it with flexibility and an open mind. If the project were possible, I would set up an alliance between the debaters' organization and the Universite C.A.D., such that older students could

serve as coaches. This model is based on my own experience in high school debate and in collegiate debate, and particularly on a program for debate outreach run by Mount Holyoke College. As a participant in this program (called Debate, Empowerment and Leadership: DEAL), I have judged and coached high school debaters in the local public schools. This experience has given me significant insight into not only the challenges of working with disadvantaged students, but also into the value of the skills that competitive debate can provide.

Both programs encourage students to expand their horizons culturally, as well as academically. At the Universite C.A.D. and at the IFE, I plan to take courses in African art and oral literature, as well as my central course of political science work. Outside of the classroom, the city of Dakar provides a wealth of cultural experiences, while a visit to the more rural areas shows the lifestyle and culture of the rest of the country. Both programs begin with orientation at the Baobab Cultural Training Center, where foreign students familiarize themselves with Wolof and local culture. As students on the Kalamazoo program live with host families in Dakar; this lifestyle would provide a more intimate, but perhaps more specific view of life in Senegal. If I participated in the Mount Holyoke program, I would live in a house near the University with other exchange students near the Baobab Center. Life in Dakar would provide me with abundant opportunities to observe the city's political climate, social atmosphere, and culture by observing and/or taking part in local activities - from examples of European and American influence to traditional customs. Both programs would allow me to enjoy cinema, restaurants, beaches, markets, art galleries, sports, and museums in the city. Living with a family would provide me with the opportunity to learn about local opinions on political and economic matters.

Politically, I am extremely interested in the National Assembly election, and the way in which political issues are treated by candidates, the media, and citizens. My observation and analysis of the election will challenge my perspective as one with a background in American campaigns, and give me insight into the variables that come into play in Senegalese politics. I am interested in assessing the ways in which elections are evaluated as successful, and how elections indicate democratic stability. I am very excited to learn how the political climate during the election season is reflected in the academic environment, as well as the local communities.

Each program demands independence, leadership, and flexibility of its participants - three qualities that I believe I possess. I frequently challenge myself to try new experiences and reach beyond my comfort zone intellectually and personally. I find that I learn a tremendous amount from immersing myself in an entirely new atmosphere. For example, after graduating high school, I participated in a bicycle ride from North Carolina to Washington, DC to benefit local AIDS charities. While not an avid cyclist and without any experience in athletic charity events, in a few months, I raised over \$3,400 and was trained for the 330-mile, 4-day journey. The ride was an incredible challenge, physically and emotionally, but proving my capabilities and independence - as well as serving a worthy cause - was a tremendous reward.

This academic year, I have started a new student organization at Smith. Disappointed by the apparent lack of diversity in political discussion across campus, from classrooms to dining rooms, I decided to start a political diversity forum, Roundtable. My intent was to combat what seemed to be uniformity in the political perspectives granted attention and validity. This is an example of an instance in which I acted independently as a leader to address a group problem. Also this year, I decided to try a completely new activity again - ice hockey. This sport was very new to me, but Smith's intramural team looked like so much fun that I happily put aside any fear of embarrassment or failure and threw my hat into the rink, so to speak.

Outside of school, my professional work has demanded significant flexibility. Working on political campaigns requires an ability to work changing deadlines and priorities, to work as a team, and to direct groups of people towards a common goal. From directing a volunteer corps to producing research reports to shifting message strategies in response to press coverage, my work experience has taught me not only to be flexible, but to chart my own course as well. When circumstances change, or when presented with the unexpected, I am capable of adapting accordingly and continuing towards goals.

The programs in Senegal coordinated by Mount Holyoke College and Kalamazoo College are extremely appealing to me, and I believe that each would serve me well in meeting my academic and professional goals. The opportunities for academic and cultural enrichment are remarkable in both programs, and I believe that I will make the most of the possibility to observe and analyze political and economic trends and present conditions by participating in either.