

How to Apply for Fellowships

Assignment Description: This assignment will teach you how to write a fellowship proposal, based on four, commonly requested sections: 1) research and contributions, 2) competencies and skills, 3) workplan and budget, and 4) final product and dissemination. Specifically, using the CLIR Mellon Fellowship application as a guide (see page reverse), you will leverage the materials and knowledge that you have gained from this course to argue for a year-long trip to conduct research at the two European sites listed below. Ultimately, this will set you on a path to successfully compete for external funding for your own projects in the future.

A) Musée de la Chasse et de la Nature (Paris, France)

Access: www.chassenature.org/?lang=en#

Picture glass cases filled with dusty giraffe heads set under gilded paintings of old European hunters. How does a museum based on such holdings stay relevant in modern times? The Museum of Hunting and Nature has taken on this task by diversifying their programming. On your virtual tour, you can also attend a discussion on Feminist eco-resistance between French philosopher Emilie Hache (“The Ethics and Politics of Living and Dying”) and American anthropologist Laura Ogden (researches alligator hunters in the Everglades). Their discussion is moderated by Florence Grisanti, a noted artist and taxidermist.

Talk Access: <https://vimeo.com/99001799>

B) Centro di Documentazione di Storia Locale di Marghera (Venice, Italy)

Access: www.centrodocumentazionemarghera.it

Citizen-Activist Gabriele Bortolozzo created this archive to house the medical records of Marghera’s 424 victims, leading to legal trials and new environmental policies. Greenpeace and Medicina Democratica now run its holdings. This is a classic example of with difficult, dense, and boring materials archive that is incredibly useful for improving civic life. Use it to understand institutions, not materials.

Alternately, if you are an advanced student and are already involved in a research project with an ecocritical theme, you may propose visiting a site more geared towards your current work. Please speak with the professor after this class if you want to pursue the independent option.

Assignment Format: Successful grants demand regular writing, but you must turn them in all at once. To mimic this format, we will work on these grants together in class almost every Thursday. These guided workshops will provide professorial instruction, solo writing time, and peer editing. You will also need to work on your writing at home. By the end, you will need to turn in the following documents: a project description (5 pages maximum: double-spaced, Times New Roman, 12 pt. font), an eligibility statement (300 words maximum), a qualifications statement (250 words maximum), and a research schedule (1-page maximum: single-spaced, Times New Roman, 12 pt. font). Please include all of these elements in a single PDF document.

Grading Criteria: This project comprises 30% of your final grade for the course. For the specific grading criteria, please consult the Fellowship rubric available on Canvas.

Assignment Due Date: To turn the assignment in, you will need to email a .pdf version of the assignment to dgarvin@uoregon.edu by 9am on Thursday, November 22. You will also need to upload the project description to your ePortfolio.

Graduate students! Please note that you are eligible to actually turn this in to apply for the CLIR Mellon fellowship. It is due just after our class due date, in early December.

The Council on Library and Information Resources (CLIR) is pleased to offer fellowships generously funded by The Andrew W. Mellon Foundation for dissertation research in the humanities or related social sciences using original sources.

The program offers about fifteen competitively awarded fellowships a year in amounts up to \$25,000. Each provides a stipend of \$2,000 per month for periods ranging from 9-12 months. Each fellow receives an additional \$1,000 upon participating in a symposium on research in original sources and submitting a report acceptable to CLIR on the research experience. The purposes of this fellowship program are to:

- help junior scholars in the humanities and related social sciences gain skill and creativity in developing knowledge from original sources;
- enable dissertation writers to do research wherever relevant sources may be, rather than just where financial support is available;
- encourage more extensive and innovative uses of original sources in libraries, archives, museums, historical societies, and related repositories in the U.S. and abroad; and
- capture insights into how scholarly resources can be developed for access most helpfully in the future.

Selection Criteria

A special committee of scholars in the humanities, archivists, and special collections librarians will select fellowship recipients.

The committee includes representatives from different fields of the humanities and related social sciences, reflecting the variety of fields represented in the research proposals. The committee will assess quality with reference to the following criteria:

- originality and creativity of the research proposal;
- importance of the proposed dissertation to the applicant's field;
- appropriateness of the primary-source collection(s) and institutions in which the applicant proposes to do research;
- competence of the applicant for proposed research as indicated by references, transcripts, language skills, research experience, and other academic achievements; and
- prospects for completing specified research within the time projected.

Recipients will not be expected to complete all dissertation work during the fellowship period—merely the portion of their research outlined in the proposal.

The committee will give preference to sound, non-traditional projects that—

- use sources in innovative, creative ways;
- use newly available or little studied sources;
- make interdisciplinary use of sources; and/or
- use sources in repositories that cannot, themselves, provide financial assistance to researchers.

Fellowship Evaluation

CATEGORY	Excellent	Good	Satisfactory	Unsatisfactory	POINTS
Research Content	10-9 points	8 points	7 points	6-0 points	___/10
	Application is carefully completed and well presented. Creativity and original research present an ecological dilemma in a brilliant, memorable way. Theoretical points of view and personal stakes are presented with color and depth. Includes a wide variety of appropriate, well-researched sources drawn from students' own research as well as the course materials.	Application is complete. Strong research presents an ecological dilemma in precise and accessible terms. Theoretical points of view and personal stakes are accurately presented. Includes appropriate and informative artistic, scientific, and theoretical sources drawn primarily from the course materials.	Application is complete. Some research is inaccurate, presenting an ecological dilemma in overly simplified or dualistic terms, for ex. as a parable of good and evil. Theoretical points of view and personal stakes are sometimes accurate, but may evoke vague assumptions more than clear evidence. Includes some variety of informative sources.	Application is incomplete. Information is inaccurate. Includes little or no original research or engagement with the course materials.	
Heroic Narrative	10-9 points	8 points	7 points	6-0 points	___/10
	Project narrative is well-written with detailed answers that are thoughtful and focused. It highlights current circumstances in the news/world that support the need for this project. Application clearly connects the applicant's academic strengths and research goals with CLIR Mellon Fellowship priorities.	Project narrative is well-written and/or thoughtful but it could be more focused or in-depth. It highlights general circumstances in the field that support the need for this project. Application provides insight into the applicant's academic strengths or research goals for fellowships in a general sense.	Project narrative is not as well-written or in-depth as it could have been, with answers to questions that are not fully thought out. The applicant could have put more thought and effort into explaining the circumstances that support the need for this project.	Personal narrative is poorly written, demonstrates a lack of effort and focus. The applicant did not explain why this project is needed. Application does not articulate why the applicant can undertake the project.	

Storytelling Structure	10-9 points	8 points	7 points	6-0 points	___/10
	Brilliant title. Catchy and clever introduction, including a hook. Provides relevant information and establishes a clear purpose engaging the listener. Argumentation and examples illuminate the complexity of the human-nature interactions. Conclusion assesses the relevance of key information and suggests what is at stake in this research project.	Interesting title. Sets the stage with helpful description and engages the reader as the narrative proceeds. Well-ordered and numerous examples animate and recount the human or natural stakes of an ecological issue. Conclusion summarizes the key points in a memorable way.	Workable title. Somewhat engaging (covers well-known topic), and provides a vague purpose. Examples are few, and seem chosen for convenience. Conclusion vaguely summarizes key information, trailing off rather than articulating the meaning of the presentation and its relevance to the reader.	Boring or jargon-based title. Examples are presented inaccurately. Includes little or no original research or engagement with the course materials. Introduction and conclusion are absent.	
TOTAL POINTS					___/30