**Brown’s Open Curriculum allows students to explore broadly while also diving deeply into their academic pursuits. Tell us about an academic interest (or interests) that excites you, and how you might use the Open Curriculum to pursue it. (250 words)**

I have always been intrigued by choose-your-own-adventure motion pictures that let the audience choose a character’s actions to build their own narrative. Capturing scopes of possibility of different outcomes, the genre is parallel to reality itself. How each decision we make, each careful or uncareful step, ultimately fruits an aftermath, whether it be affirmative or else, significant or otherwise, anticipated or contrarily. How do we leverage freedom amidst the world’s endless uncertainty? It no longer becomes a question of ‘what’ but ‘how’ to make said choice a responsible and successful one.

Economics answers this question. Hence why I find its study so profound, the notion of choice explores how we can make the best use of available resources. However, an opportunity cost is often incurred: humanity, equality, and environmentalism become the next best alternatives foregone for rational economic decisions. Trees near my school were cut down to build a 505 meter square mall, replacing what pumped the breath of life with a money machine. Every time I pass by, patches of land become more barren, in a time-lapse you would have seen green superseded by grey concrete. My frustration in not being able to reverse this occurrence turned into curiosity as to how environmental science and economics both serve the same purpose of efficiency, yet are often contenders.

Realizing how they can be complementary, I began a youth NGO in my region to restore the economic value of waste by introducing low-income populations to local “trash banks” where recyclable waste is exchanged for money. **With Brown’s open curriculum, I can further nurture my curiosity in environmental science and economics by taking “Sustainability in Development” courses alongside an economics concentration. Brown’s Capstone Project also creates an opportunity for me to synthesize this interdisciplinary knowledge and dive deeper about an economic model that is self-sustaining.**

Furthermore, **flexibility in Brown’s broad economics concentration will allow me to study public policy in cross-reference to sociology.** During my internship, I visited a rural region in Indonesia’s capital city, Jakarta, and saw the disparate inequality as microentrepreneurs selling *gado-gado* with only a tarpaulin as a roof lived just a few hundred meters away from skyscrapers with glass panels. **Competition and capitalism made me inquire on moral considerations and rational economics. I seek to participate in Brown's comparative studies in ethics and public policy, such that I can explore how economics can be ethical and how ethics can be economic.**

Having spent my middle school and early high school years volunteering to teach maths to 12 street children in a tiny hut, I saw firsthand the need of educational reform for my country whose quality of education is behind by 128 years. **The open curriculum will allow me to not only devise macroeconomic, public policy responses towards poverty but seek to address the root cause of educational inequality through preventive methods in development studies.**

I believe that learning is beyond a major. I think of life as a continuous game of choice, and if the universe allows, I choose Brown University.