

Applicants are encouraged to design thematically coherent programs in ways that draw upon the particular strengths, faculty and resources of their institutions as well as upon the nationally recognized expertise of scholars and other experts throughout the United States. All Fulbright American Studies Institute programs, regardless of their particular thematic focus, should seek to:

1. Provide participants with a view of contemporary scholarship within the institute's governing academic discipline, delineating the current scholarly debates within the field. In this regard, the seminar should indicate how prevailing academic practice in the discipline represents both a continuation of and a departure from past scholarly trends and practices. It is therefore critical that a variety of scholarly viewpoints be represented, including bringing in presenters from other institutions, as appropriate. Please note that the ways these alternative schools of thought will be presented should be clearly described in the proposal;

2. Bring an interdisciplinary or multi-disciplinary focus to bear on the program content if appropriate;

3. Give participants a multi-dimensional examination of U.S. society and institutions that reflects a broad and balanced range of perspectives and responsible views. Programs should include the views not only of scholars, cultural critics and public intellectuals, but also those of other professionals outside the university such as government officials, journalists and others who can substantively contribute to the topics at issue; and,

4. Ensure access to library and material resources that will enable grantees to continue their research, study and curriculum development upon returning to their home institutions.

Program Descriptions

A. American Civilization

The Fulbright American Studies Institute on American Civilization should provide 18 foreign university faculty and scholars with a deeper understanding of U.S. society, culture, values and institutions. While the program will likely examine some of the critical historical epochs, movements, issues and conflicts that have influenced the development of the nation and its people, it should also include a strong contemporary component, particularly current political, social, and economic issues and debates.

The complexity and heterogeneous nature of American society should be highlighted, as should the institutions and values that enable the nation to accommodate that diversity.

The program should be designed to assist foreign university faculty who are attempting to develop or enhance courses focusing on the United States at their home institutions.

The program should draw from a diverse disciplinary base, and should itself be a model of how a foreign university might approach the study of the United States.

B. U.S. Political Economy and the Global Economic System

The Fulbright American Studies Institute on U.S. Political Economy and the Global Economic System should provide 18 experienced foreign university faculty and practitioners with a deeper understanding of the domestic political context of and influences on U.S. economic policymaking, as well as the substance of U.S. domestic and foreign economic policy.

Prospective topics to be treated include: philosophical assumptions and social norms underpinning the U.S.'s democratic market system; the evolution of post-war American economic thought on the role of the market and the state in society (different schools or approaches); roles of Congress and executive branch department and agencies (including *e.g.* the White House, the departments of Commerce, Treasury and State, Office of the U.S. Trade Representative), and the U.S. Federal Reserve, in the formation of U.S. economic policy; role of private corporations, interest groups, trade associations, lobbying organizations, think tanks and research institutes, and other actors in economic policymaking; regulation of the economy, and economic consequences of governmental interventions in pursuit of environmental, health and safety, and other policy concerns; impact of cross-border flows of direct investment, technology and skilled labor on the American economy and politics; role of U.S.-based multinational corporations in the global economic system; role of the United States in regional economic institutions (including, *e.g.*, NAFTA and the proposed Free Trade Area of the Americas) and in multilateral economic institutions (*e.g.*, the IMF, World Bank and WTO); and, current U.S. negotiating strategies in the international economy.

Specific areas of economic policy to be examined should include international trade and finance, U.S. fiscal and monetary policy (especially

international spillover effects), and U.S. foreign/development assistance policy.

C. American Studies for Foreign Secondary School Educators

This Fulbright American Studies Institute should provide a multinational group of up to 30 experienced foreign secondary school educators (including teacher trainers, curriculum developers and education ministry officials) with a deeper understanding of U.S. society and culture, past and present. The institute should be organized around a central theme or themes in U.S. civilization and should have a strong contemporary component. Through a combination of traditional, multi-disciplinary and interdisciplinary approaches, program content should be imaginatively integrated in order to elucidate the history and evolution of U.S. institutions and values, broadly defined. The program should also serve to illuminate the contemporary political, social, and economic debates in American society. The program's ultimate goal is to promote the development and improvement of courses and teaching about the U.S. at secondary schools and teacher training institutions abroad.

Program Dates: Ideally, the programs should be 44 days in length (including participant arrival and departure days) and should begin in late June or early July, 2004.

Participants: As specified in the Project Objectives, Goals and Implementation (POGI) guidelines in the solicitation package, programs should be designed for highly-motivated and experienced multinational groups of either 18 foreign university faculty and scholars (for programs A and B above) or 30 secondary educators, including teachers, teacher trainers, curriculum developers and education ministry officials (for program C above). Participants will be interested in participating in an intensive seminar on aspects of U.S. civilization as a means to develop or improve courses and teaching about the United States at their home institutions and school systems.

Participants will be varied in terms of age, professional position, and travel experience abroad. Participants can be expected to come from educational institutions where the study of the U.S. is relatively well-developed as well as from institutions that are just beginning to introduce courses and programs focusing on the United States. While participants may not have in-depth knowledge of the particular institute program theme, they will likely have had exposure to the relevant discipline