ensure that proposal submissions arrive by the deadline. Tentative program dates are June 22 to August 2, 1996. Participants will likely be booked to arrive in the U.S. on or about June 21, and depart on August 3, 1996.

FOR FURTHER INFORMATION CONTACT: To request a Solicitation Package, which includes more detailed award criteria; all application forms; and guidelines for preparing proposals, including specific criteria for preparation of the proposal budget, applicants should contact: U.S. Information Agency, Office of Academic Programs, Branch of the Study of the United States, E/AAS, Room 256, 301 4th Street SW., Washington, D.C. 20547, Attn: Program Officer Richard Taylor; telephone number (202) 619-4557; fax number (202) 619-6790; internet address rtaylor@usia.gov. Please specify USIA Program Officer Richard Taylor on all inquiries and correspondence. Interested applicants should read the complete Federal Register announcement before addressing inquiries to the office listed above or submitting their proposals. Once the RFP deadline has passed, USIA staff may not discuss this competition in any way with applicants until after the Bureau proposal review process has been completed.

To Download a Solicitation Package Via Internet: The Solicitation Package may be downloaded from USIA's website at http://www.usia.gov, or from the Internet Gopher at gopher.usia.gov, under "New RFPs on Educational and Cultural Exchanges."

Submissions: Applicants must follow all instructions given in the RFP and the complete Solicitation Package. The original and 14 copies of the complete application should be sent to: U.S. Information Agency, Ref.: E/AAS–96–03, Office of Grants Management, E/XE, Room 326, 301 4th Street SW., Washington, D.C. 20547.

Diversity Guidelines: Pursuant to the Bureau's authorizing legislation, programs must maintain a non-political character, and should be balanced and representative of the diversity and broad range of responsible views present in American political, social, and cultural life. "Diversity" should be interpreted in the broadest sense and encompass differences including, but not limited to ethnicity, race, gender, religion, geographic location, socio-economic status, and physical challenges. Applicants are strongly encouraged to adhere to the advancement of this principle both in program administration and in program content. Please refer to the review criteria under the "Support for Diversity" section for

specific suggestions on incorporating diversity into the total proposal.

SUPPLEMENTARY INFORMATION:

Overview

The Summer Institute for the Study of the U.S. for Foreign Secondary School Educators aims to provide a deeper understanding of U.S. civilization among foreign educators who are concerned professionally with teaching about the United States. It is further intended to encourage and support their efforts to improve the quality of teaching, textbooks, and curricular materials about the United States at secondary schools and teacher training institutions abroad.

The program should offer participants a specially-designed series of lectures, presentations, discussions, site visits, and curricular research opportunities, each related to a central theme in U.S. civilization, which examine various aspects U.S. society, culture, values and institutions, past and present. It should provide an overview of the United States in the context of American studies and its constituents disciplines.

The program should be six weeks in length, including a residency segment at a U.S. college or university campus (a minimum of four weeks in length), and a study tour segment (a maximum of two weeks in length) to two or three additional regions of the U.S., including a visit to Washington, D.C. at the conclusion of the program.

Institute Objectives

- —To present an intensive, academically stimulating program that presents a multi-dimensional view of the United States through an integrated series of lectures, readings, interactive discussions, individual research and study opportunities, and site visits.
- —To draw from a variety of academic disciplines in order to deepen the participants' understanding of the unity, diversity, and complexity of U.S. society, culture, and institutions. Major issues, debates, and conflicts in U.S. society, past and present, including their origins and the role they have played in the development of U.S. civilization, should also be examined.
- —To enhance teaching about the U.S. in foreign secondary schools and teacher training institutions by making appropriate scholarly resources, pedagogical materials and ideas available to participants. Participants should return home with an ability to communicate a deeper and more informed view of the U.S. to students and colleagues.

Participants

The program should be designed for a total of 28 highly-motivated foreign secondary school teacher trainers, textbook writers, curriculum developers, education ministry officials and classroom teachers, whose professional assignments require significant knowledge of U.S. civilization, and who have broad responsibility for curriculum design and improvement. All participants will be involved in the teaching of English language, American literature, U.S. government, history, geography, social studies, or other courses including U.S. studies content in their home countries. Participants will be drawn from all regions of the world, and will be fluent in the English language.

Participants will be nominated by U.S. Information Service posts abroad, and selected by the staff of USIA's Branch of the Study of the United States in Washington, D.C. USIA will cover all international travel costs directly.

Guidelines

The conception and structure of the institute program is entirely the responsibility of the organizers. However, as the possibilities for the design of a program on U.S. civilization are quite numerous, an overarching institute theme, and supporting subthemes, should be chosen to focus the content and scope of the program. The best proposals will clearly articulate the institute theme(s), essential topics and sub-topics being covered, and will discuss the means by which the program content will be communicated to participants.

The program should engage the constellation of disciplines and subdisciplines that make up American studies (e.g. literature, history, political science, economics, geography, sociology, etc.) as vehicles for helping foreign educators understand the development and current status of selected essential aspects of U.S. society, culture, values and institutions (governmental, educational, judicial, religious, media, etc.), and of broader themes associated with the U.S. experience and U.S. civilization. It should provide participants with a clearer understanding of the diversity, complexity, and unity of U.S. life and society.

It is extremely important that the institute organizers devise a way to integrate all aspects of the program. Assigned readings, lectures, discussions, and field trips should relate to and further illuminate the institute theme(s).