

*Playbill, ca. 1896*

**America Engages Russia, Circa 1880-ca. 1930:  
Studies in Cultural Interaction**

**A Summer Institute Funded by The National Endowment for the Humanities  
The New York Public Library  
Humanities and Social Sciences Library  
Sunday June 14 –Friday July 3, 2009**

Dear Colleague:

It is a great pleasure to provide you with this overview of the 2009 NEH Summer Institute “America Engages Russia, ca. 1880-ca. 1930: Case Studies in Cultural Interaction.” This third NEH institute organized by The New York Public Library (NYPL) will bring together 25 university teaching faculty, curators, and senior bibliographers, and ten Session Leaders to consider, investigate, and reflect upon the implications of the various forms of cultural engagement between the United States and the Russian Empire/Soviet Union from the late 19<sup>th</sup> century to the beginning of the 1930s. *Inter alia*, the following broad problems will be considered over a three week period: the framework of political, diplomatic, commercial and scientific relations, including the impact of mass immigration from the Russian Empire; interactions in the areas of literature, libraries and

book culture, publishing and journalism; the fine and performing arts; and finally, the field of inter-confessional religious relations.

The focused study of this period of intense engagement between the United States and the Russian Empire/Soviet Union will suggest new teaching and educational paradigms for Americanists and teachers in the humanities to address pressing questions, such as the various enticements of American culture (e.g., cultural modernity, religious pluralism, capitalism), and perhaps most importantly the mutual and long-lived cultural benefits that have resulted from these relationships.

### *Focus*

The political and social histories of America, Russia and the Soviet Union during these decades are reasonably well-known to educators, and are replete with parallels and contrasts. Both Russia/Soviet Union and the United States experienced (albeit to varying degrees) dramatic societal and political change, including industrialization and urbanization, and the rise of liberal, labor, and extremist groups such as the anarchists, Ku Klux Klan and the “Black Hundreds.” Both experienced tensions between groups and social classes, urban and rural, and radicalized and conservative. Both saw periods of retrenchment of the old order, including periods of legal (and in the case of Jim Crow, tacit) undermining of the reforms of the early 1860s: the Emancipation of the Serfs in 1861, and the Emancipation Proclamation of 1863. Both societies spawned reformist movements, although in America this emerged less as a radical philosophical challenge (with the exception of the anarchists) than a conglomeration of “progressive” movements—religious, sociological, economic, journalistic—that sought to redress

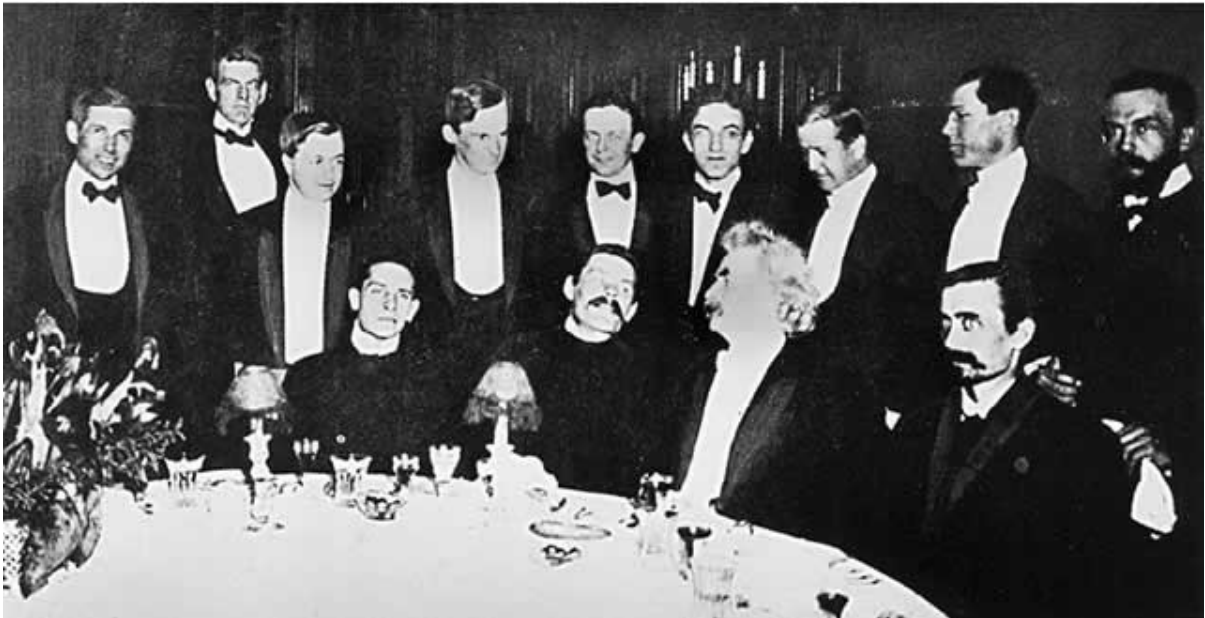
injustices within the framework of the existing system. The October Revolution of 1917 and the fragile consolidation of Bolshevik power raised for the West the fearful specter of a Socialist Prometheus in the East, leading to crackdowns on perceived subversive activities. During the period of the New Economic Policy (1921-29), while Soviet propaganda still troubled many in the United States and Europe, the loosening of some political strictures on both the Soviet and American sides allowed for considerable commercial and artistic interaction.



*Anarchist bombing on Wall Street, September 16, 1920*

While these very broad contours of the political *res gestae* have been well studied, far less well-known are the myriad cultural engagements that occurred between the United States and Russia during the late nineteenth and early twentieth centuries, and the ways in which the writers, musicians, artists, religious figures, and impresarios of each subtly influenced the broader culture of the other. The period from approximately 1880 to 1930 provides a laboratory in which to examine the contributions and impact that a foreign culture had on the United States, offering instructive case studies as to how American civilization has responded to cultural developments abroad. The Institute will consider

pressing contemporary questions, such as the various enticements of American culture (e.g. cultural modernity, urbanism, religious pluralism, capitalism) on others, and the mutual and (in some cases) long-lived cultural benefits that have resulted from these cultural relationships.



*Gorky dining with Twain and other literati, New York City, 1906.*

### ***Core Faculty***

The Institute brings together scholars and professionals to guide discussions and offer their perspectives in a dialogue with Institute participants.

Institute **Co-Director** Edward Kasinec (NYPL) is an internationally-known bibliographer and historian of the Slavic book culture. Over his almost four-decade career at Harvard, Berkeley, and NYPL, he has published and consulted widely, and has organized dozens of academic seminars, public events, and exhibits--including an NEH-funded seminar on Slavic bibliography at the University of Illinois in 1990, the 2006 NEH Summer Institute “Visual Resources in Teaching and Research in Early East Slavic Cultures,” and a 2008 NEH Summer Institute, “Sources of Russian and Soviet Visual

Culture, 1860-1935.” He has managed over a dozen federally-funded preservation grants (including from the NEH) over his career. He has also served as a peer panelist for the NEH. Kasinec will be responsible for coordination between session leaders, discussants, and participants, ensuring in advance that the presentations will be complementary, on topic, and on schedule. In areas pertaining to the substantive content of the Institute, Kasinec will play a central role. The experience of the 2006 and 2008 NEH Institutes, both in planning and execution, underscored the centrality of this activity for success.



*Konstantin Stanislavskii as Godunov.*

Institute **Co-Director** Robert Davis is Librarian for Russian, Eurasian, and East European Studies at Columbia University. Mr. Davis has worked in the field of Slavic librarianship for more than two decades. In addition to his work as a curator and published scholar on Russian book culture, Davis has played a critical role in the

organization and implementation of scores of seminars, exhibitions, and symposia, as well as the 2006 and 2008 NEH Summer Institutes. In addition to his presentation on the first day of the Institute, Mr. Davis will be responsible for daily grant management and logistics, working with Session Leaders and Discussants with local arrangements, and the preparation of paperwork connected with honoraria and cost reimbursement. He will also serve as liaison between participants and session leaders on the one hand, and in-house curators of other units on the other.

*Session Co-Leaders and Discussants* have been drawn from various teaching and academic fields. In the selection of the Institute “faculty,” the Project Co-Directors sought out distinguished educators, librarians, and researchers from across America, particularly those with knowledge of relevant resources in the New York area. Session Leaders and Discussants are nationally-recognized specialists in the nation, and many have either previously lectured at, or worked with the collections at the NYPL. (For specific session leaders and descriptions, see the **Appendix I**, below).

### ***Academic Resources***

The NYPL and the Columbia University Libraries are two of North America’s greatest collections of Americana and Slavic and East European materials, holding a combined total of more than 1.5 million titles in the Slavic and East European field alone. In addition, the Co-Directors will assist participants in gaining access to the myriad other museums and archives in the Greater New York Metropolitan area.



*Photo still from a Moscow Art Theater performance.*

### ***A Typical Institute Day***

The essential structure of the daily sessions consists of brief opening presentations by session co-leaders in the morning, followed by discussion (in part, over an Institute-funded working lunch) among participants, co-leaders, and guest discussants (*read* “provocateurs”) sparking dialogue on the issues at hand.

The final week of the Institute will be devoted to participant project presentations and a summary session. Brief, but detailed lists of session-specific readings will be prepared and circulated to successful applicants in advance of the Institute.

The Co-Directors will host several social events for participants over the course of the Institute.

### *Qualifications of Applicants*

The Institute will draw a diverse array of applicants from across the country, principally educators of undergraduates and scholars from many fields—art history, history, comparative literature, etc. These NEH projects are designed primarily for teachers of American undergraduate students. Qualified independent scholars and those employed by museums, libraries, historical societies, and other organizations may be eligible to compete provided they can effectively advance the teaching and research goals of the seminar or institute. Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. Foreign nationals teaching abroad at non-U.S. chartered institutions are not eligible to apply.

Applicants must complete the NEH application cover sheet and provide all of the information requested below to be considered eligible. Candidates for degrees are only eligible to apply if they are employed by an institution other than the one at which they are degree candidates and if their participation is intended to enhance their teaching of American undergraduates. Degree candidates can never use their participation in an NEH seminar or institute to meet a degree requirement, including work on masters' theses or doctoral dissertations. An applicant need not have an advanced degree in order to qualify. Adjunct and part-time lecturers are eligible to apply. Individuals may not apply to study with a director of a seminar or institute who is a current colleague or a family member. Individuals must not apply to seminars directed by scholars or Institute Directors with whom they have previously studied. An individual may apply to **no more than two NEH projects** in any one year.

A basic reading knowledge of Russian or western European language is desirable, but **not** a requirement.



*Ballets Russes warm-ups, 1916 American tour.*

### ***Selection Criteria***

A selection committee will read and evaluate all properly completed applications in order to select the most promising applicants and to identify a small number of alternates. The Institute selection committee consist of three members, drawn from the institute faculty and staff. While recent participants are eligible to apply, selection committees are charged to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years (2006, 2007, 2008). Recent participation in NEH's Landmarks of American History and Culture Program

does not negatively affect eligibility or competitiveness. When choices must be made among equally qualified candidates, preference is given to applicants who have not previously participated in an NEH seminar or institute, or who would significantly contribute to the diversity of the seminar or institute.

The most important consideration in the selection of participants is the likelihood that an applicant will benefit professionally. This is determined by committee members from the conjunction of several factors, each of which should be addressed in the application essay.

When choices must be made among equally qualified candidates, preference is given to applicants who have not previously participated in an NEH seminar or institute, or who would significantly contribute to the diversity of the seminar or institute.

### ***Equal Opportunity Statement***

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. TDD: 202/606-8282 (this is a special telephone device for the Deaf).

### ***Application Instructions***

Note that all application materials **must be sent to project director** Edward Kasinec. **Application materials sent to the Endowment will NOT be reviewed.**

A completed application consists of three copies of the following collated items:

**I. The Application Cover Sheet** must be filled out online at this address:

<<http://www.neh.gov/online/education/participants/>> Please fill it out online as directed

by the prompts. **When you are finished, be sure to click on the “submit” button.** Print out the cover sheet and add it to your application package. At this point you will be asked if you want to apply to another project. If you do, follow the prompts and select another project and then print out the cover sheet for that project. Note that filling out a cover sheet is not the same as applying, so there is no penalty for changing your mind and filling out cover sheets for several projects.

**II. The Application Essay** should be no more than four double spaced pages. This essay should include any relevant personal and academic information. It should address reasons for applying; the applicant's interest, both academic and personal, in the subject to be studied; qualifications and experiences that equip the applicant to do the work of the seminar or institute and to make a collegial contribution to a learning community; a statement of what the applicant wants to accomplish by participating; and the relation of the project to the applicant's professional responsibilities. Applicants may need to elaborate on the relationship between institute activities and their responsibilities for teaching and curricular development. It is hoped that new and revised syllabi, papers, publications, collaborative or interdisciplinary projects, revised lectures, bibliographic compilations and tools will ultimately arise from this experience. Finally, it is especially critical that you state very clearly what you feel will be *your* contribution to the Institute sessions, and overall educational experience.

**III. Two Reference Letters.** The two referees should be chosen carefully. They should be familiar with your professional accomplishments or promise, interests, and ability to contribute to and benefit from participation in the seminar or institute. They should specifically address these issues in their recommendations. Letters from

colleagues who know your teaching and from those outside your institution who know your scholarship can be particularly useful. Referees should be provided with the description of the seminar or institute and your essay. If you has previously participated in an NEH summer seminar or institute, a recommendation from the director or lead scholar of that program would be useful. Please ask each of your referees to sign their name across the seal on the back of the envelope containing their letter, and enclose the letters with your application.

**PLEASE ALSO REVIEW the NEH's generic "Instructions for Applicants" in Appendix II, below.**

***Submission of Applications and Notification Procedure***

Completed applications should be submitted to the project director and should be **postmarked** no later than March 2, 2009. Your completed "snail mail" application should be addressed to: **Edward Kasinec, Curator of Slavic & East European Studies, The New York Public Library, Room 216/217, 476 Fifth Avenue, New York, NY 10018-2788.**

Successful applicants will be notified in writing of their selection by Friday, March 20 2009, and they will have until Friday, March 27 to accept or decline the offer. Note that because of NYU Summer Housing deadlines (See ***Housing***, below), this notification and acceptance date is earlier than most other Summer Institutes.

Applicants who will not be home during the notification period are advised to provide an address and phone number where they can be reached. No information on the status of applications will be available prior to the official notification period.

Successful applicants will have an opportunity to speak with the Institute Directors and other NYPL staff, to ensure that desired core materials are ready upon arrival. A specialized checklist of relevant titles from the period under discussion will be circulated to Institute participants by May 1, 2009. For secondary materials, applicants should consult CATNYP, the online catalogue of the NYPL (<http://catnyp.nypl.org/>), and CLIO, Columbia's bibliographic database (<http://clio.cul.columbia.edu>) to search for titles of interest in advance.

### ***Stipend, Tenure, and Conditions of Award***

The NEH mandates participant stipends of \$2,600 for institutes that are three weeks in length. The first check (1/2 of the stipend) will be available upon arrival, and the second check will be issued after the end of the second week. All intercity travel arrangements are the responsibility of the individual participant. MetroCards will be issued to participants for NYC surface and subway transit. Stipends are intended to help cover travel expenses to and from the project location, books and other research expenses, and living expenses for the duration of the period spent in residence. Stipends are taxable. **Applicants should note that supplements will not be given in cases where the stipend is insufficient to cover all expenses.**

Participants are required to attend all meetings and to engage fully in the work of the project. During the project's tenure, you may not undertake teaching assignments or any other professional activities unrelated to participation in the project. Participants who, for any reason, do not complete the full tenure of the project must refund a pro-rata portion of the stipend.

At the end of the project's residential period, you will be asked to submit online evaluations in which you review your work during the summer Institute, and assess its value to your personal and professional development. These evaluations will become part of the project's grant file and may become part of an application to repeat the seminar or institute.

### ***Housing***

NYU rents apartment-style single bedrooms, in shared suites, for \$350 per week, with a MINIMUM three week stay. Therefore, housing costs will be approximately \$1,050 for the period June 14 through July 4, 2009. To visit the NYU housing website, go to [www.nyu.edu/summer/housing/groups\\_longterm.php](http://www.nyu.edu/summer/housing/groups_longterm.php) We will have more details on housing availability at NYU as it becomes available. Note that our sessions start on the afternoon of **SUNDAY, June 14**. NYU does **NOT pro rate for early arrival**. Your options are either: a) sign up for a room for an additional full week (June 7-13), or b) make other arrangements for Saturday night. If you can stay with family, friends, or colleagues, you may wish to do so.

Individuals staying in NYU Summer Housing will have full use of the University's athletic and other recreational facilities.

For those who may prefer to stay uptown, across from the Columbia campus, Union Theological Seminary offers single (\$135/night as of this writing) and double (\$165/night, or ca. \$83/night, per person). The rooms are clustered around a beautiful and historic garden close.

The Institute co-directors will try to assist participants in exploring the full range of cultural opportunities New York has to offer.

The NEH Summer Institute is an exciting opportunity for examination of the myriad multilateral contacts between Russia and America during the closing decades of the 19<sup>th</sup> century, and the tumultuous years following the Russian revolution and Civil War. We are bringing together a diverse group of educators and professionals in a city with expansive resources. The ingredients are there for creating a powerful synergy between individuals and resources that will benefit teaching and research around the nation.

With all best regards,

Edward Kasinec  
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Robert H. Davis, Jr.  
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NATIONAL ENDOWMENT FOR THE HUMANITIES



*Program for a Russian troupe visiting Chicago, ca. 1890s.*

## APPENDIX I

### *Session One: Introductions and Resources* (June 14)

The first day of the Institute will be devoted to formal introductions of participants and project co-directors, and to the unparalleled research resources of New York City and the greater metropolitan area. This session will include an orientation to the collections and services of NYPL's Humanities and Social Sciences Library, the Library for the Performing Arts, the Schomburg Center for Research in Black Culture, and the Science, Industry and Business Library. Colleagues and representatives from the Bakhmeteff Archives at Columbia University (one of the two greatest repositories of Russian manuscript and archival materials in North America), the Tamiment Library of radical

literature at New York University (NYU), and other museums and archives will make themselves available for individual consultations with participants.



*Russian sailors on Lake Michigan, during the World's Columbian Exposition of 1893.*

***Sessions Two through Four: Contexts*** (June 15-17)

The first three-day session will be led by **Norman Saul** (University of Kansas), and **David Engerman** (Brandeis University). Saul is a leading specialist on Russian-American relations and the author of the definitive multi-volume study of the subject, while Engerman is a scholar of American-Russian relations committed to the development of the “globalization” of American historical studies. **Gennady Estraiikh** (New York University), one of the premier specialists on the Russian Jewish political and literary immigration to America and a frequent contributor to its press, will serve as discussant on the first two days. **Katherine A.S. Sibley** (St. Joseph’s University, PA), who specializes in the study of early Soviet-American commercial and intelligence relations, will be discussant at the third session. These sessions will provide the basic context of the American-Russian/Soviet interactions—political, diplomatic, commercial,

and scientific—in which the artistic and literary relations that are at the heart of the Institute took shape.



*Langston Hughes and Arthur Koestler in the Caucasus, 1932.*

***Sessions Five through Seven: Literature, Publishing, Libraries and Book Culture*** (June 18-20)

The second three-day session will be led by **Dale E. Peterson** (Amherst College) who is a leading scholar of American-Russian literary relations, specializing in the reception of nineteenth century Russian literature in America and of African-American writers in Russia, and **Robert T. Whittaker** (Lehman College, CUNY), is a textologist of Russian late nineteenth century literature (in particular Tolstoy) who has a long history of collaboration with the Slavic and East European collections of the NYPL. The session on libraries, publishing, and the press will be led by **Harold M. Leich** (Library of Congress), who has upwards of forty years of experience in the field of Slavic librarianship, publishing widely on book culture and the development of Russian collections in America. Discussants **Katerina Clark** (Yale University) and **Caryl Emerson** (Princeton University) are leading specialists on Russian and Soviet culture and comparative literature.



*Serge Diaghilev on the streets of New York City, 1916.*

***Sessions Eight through Ten: The Arts*** (June 22-24)

The third group of three-day sessions concern the fine and performing arts, areas upon which Russia has left perhaps its deepest, most pervasive and lasting impression in the American consciousness. It will be led by **Harlow Robinson** (Northeastern University), the nation's leading student of the impact of the Russian arts on twentieth century America, and popular lecturer, and **Wendy Salmond** (Chapman University, CA), a scholar and teacher of Russian art of the late nineteenth through early twentieth centuries, participant in the 2006 NEH Summer Institute at NYPL, and curator of the critically-acclaimed exhibition *Russia Imagined* (NYPL, 2007,). Discussants will be **Percy North** (Montgomery, MD, Community College, June 22), and **Lynn Garafola** (Barnard College, June 23), who have accomplished ground-breaking research in Russian modernist artists in America, the history of Russian dance, and Russian music of the twentieth century, respectively. (Garafola is also curator of a show on the Centennial of Diaghilev's *Ballets Russes* at Lincoln Center in Spring/Summer 2009).



*First Russian Orthodox Church in the Continental US, on Second Avenue & 51<sup>st</sup> Street, New York City, during the visit of Grand Duke Aleksei, 1871.*

***Sessions Eleven and Twelve: Interconfessional Relations.*** (June 25-26)

The final two sessions cover contacts and interrelations between American religious groups and Russian Orthodoxy. Co-leaders will be **John Erickson** (St. Vladimir's Orthodox Seminary, NY), the leading historian of Russian Orthodoxy in America, and **Robert W. Prichard** (Virginia Theological Seminary) a noted historian of Christian religious traditions in America and specialist in the history of traditional Protestantism. Discussants will be **Thomas E. Bird** (Queens College, CUNY), a Catholic layman with an extraordinary range of scholarly interests, spanning Russian religious history, Jewish studies, and intra-confessional relations, **J. Robert Wright** (General Theological Seminary), an internationally recognized church historian with a particular interest in the history of Russo-Anglican/Episcopal relations, and **Paul Valliere** (Butler University), a theologian and one of the leading students of late nineteenth century Orthodox thinkers.

## APPENDIX II

### NEH SUMMER SEMINARS & INSTITUTES FOR COLLEGE & UNIVERSITY TEACHERS APPLICATION INFORMATION AND INSTRUCTIONS

Summer Seminars and Institutes for College and University Teachers are offered by the National Endowment for the Humanities to provide college and university faculty members and independent scholars with an opportunity to enrich and revitalize their understanding of significant humanities ideas, texts, and topics. These study opportunities are especially designed for this program and are not intended to duplicate courses normally offered by graduate programs, nor will graduate credit be given for them. Prior to completing an application, please review the enclosed letter/prospectus from the project director (or letter/prospectus downloaded from the director's website, if available) and consider carefully what is expected in terms of residence and attendance, reading and writing requirements, and general participation in the work of the project.

Each **seminar** includes 15 participants working in collaboration with one or two leading scholars. Participants will have access to a major library collection, with time reserved to pursue individual research and study projects. **Institutes** are for 25 participants, and provide intensive collaborative study of texts, topics, and ideas central to undergraduate teaching in the humanities under the guidance of faculties distinguished in their fields of scholarship. Institutes aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities. Please note: The use of the words "seminar" or "institute" in this document is precise and is intended to convey differences between the two project types.

#### ELIGIBILITY

These projects are designed primarily for teachers of American undergraduate students. Qualified independent scholars and those employed by museums, libraries, historical societies, and other organizations may be eligible to compete provided they can effectively advance the teaching and research goals of the seminar or institute. Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. Foreign nationals teaching abroad at non-U.S. chartered institutions are not eligible to apply.

Applicants must complete the NEH application cover sheet and provide all of the information requested below to be considered eligible. Candidates for degrees are only eligible to apply if they are employed by an institution other than the one at which they are degree candidates and if their participation is intended to enhance their teaching of American undergraduates. Degree candidates can never use their participation in an NEH seminar or institute to meet a degree requirement, including work on masters' theses or doctoral dissertations. An applicant need not have an advanced degree in order to qualify. Adjunct and part-time lecturers are eligible to apply. Individuals may not apply to study with a director of a seminar or institute who is a current colleague or a family member. Individuals must not apply to seminars directed by scholars with whom they have previously studied. Institute selection committees are advised that only under the most compelling and exceptional circumstances may an individual participate in an institute with a director or a lead faculty member who has previously guided that individual's research or

in whose previous institute or seminar he or she has participated. An individual may apply to **no more than two projects** in any one year.

### *SELECTION CRITERIA*

A selection committee reads and evaluates all properly completed applications in order to select the most promising applicants and to identify a small number of alternates. (Seminar selection committees consist of the project director and two colleagues. Institute selection committees consist of three to five members, usually drawn from the institute faculty and staff members.) While recent participants are eligible to apply, selection committees are charged to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years (2006, 2007, 2008). Recent participation in NEH's Landmarks of American History and Culture Program does not negatively affect eligibility or competitiveness.

The most important consideration in the selection of participants is the likelihood that an applicant will benefit professionally. This is determined by committee members from the conjunction of several factors, each of which should be addressed in the application essay. These factors include:

1. quality and commitment as a teacher, scholar, and interpreter of the humanities;
2. intellectual interests, both generally and as they relate to the work of the seminar or institute;
3. special perspectives, skills, or experiences that would contribute to the seminar or institute;
4. commitment to participate fully in the formal and informal collegial life of the seminar or institute;
5. the likelihood that the experience will enhance the applicant's teaching and scholarship; and
6. for seminars, the conception and organization of the applicant's independent project and its potential contribution to the seminar.

When choices must be made among equally qualified candidates, several additional factors are considered: **Preference is given to applicants who have not previously participated in an NEH seminar or institute, or who would significantly contribute to the diversity of the seminar or institute.**

### **STIPEND, TENURE, AND CONDITIONS OF AWARD**

Individuals selected to participate in six-week long projects will receive a stipend of \$4,400; those in five-week projects will receive \$3,800; those in four-week projects will receive \$3,200; those in three-week projects will receive \$2,600; and those in two-week projects will receive \$2,000. Stipends are intended to help cover travel expenses to and from the project location, books and other research expenses, and living expenses for the duration of the period spent in residence. Stipends are taxable. **Applicants to all projects, especially those held abroad, should note that supplements will not be given in cases where the stipend is insufficient to cover all expenses.**

Seminar and institute participants are required to attend all meetings and to engage fully in the work of the project. During the project's tenure, they may not undertake teaching assignments or any other professional activities unrelated to their participation in the project. Participants who, for any reason, do not complete the full tenure of the project must refund a pro-rata portion of the stipend.

At the end of the project's residential period, participants will be asked to submit online evaluations in which they review their work during the summer and assess its value to their personal and professional development. These evaluations will become part of the project's grant file and may become part of an application to repeat the seminar or institute.

### **APPLICATION INSTRUCTIONS**

These general application instructions from the NEH should be accompanied by a “Dear Colleague Letter” from the project director that contains detailed information about the topic under study; project requirements and expectations of the participants; the academic and institutional setting; and specific provisions for lodging, subsistence, and extracurricular activities. If you do not have such a letter/prospectus, please request one from the director of the project in which you are interested before you attempt to complete and submit an application. In some cases, directors have websites for their projects and the “Dear Colleague Letter” may be downloaded from their website. **All application materials must be sent to the project director. Application materials sent to the Endowment will not be reviewed.**

### **CHECKLIST OF APPLICATION MATERIALS**

A completed application consists of three copies of the following collated items:

- the completed application cover sheet,
- a detailed résumé, and
- an application essay as outlined below.

In addition, it must include two letters of recommendation as described below.

#### **The application cover sheet**

The application cover sheet must be filled out online at this address:

<<http://www.neh.gov/online/education/participants/>> Please fill it out online as directed by the prompts. **When you are finished, be sure to click on the “submit” button.** Print out the cover sheet and add it to your application package. At this point you will be asked if you want to apply to another project. If you do, follow the prompts and select another project and then print out the cover sheet for that project. Note that filling out a cover sheet is not the same as applying, so there is no penalty for changing your mind and filling out cover sheets for several projects. A full application consists of the items listed above, as sent to a project director.

#### **Résumé**

Please include a detailed résumé (not to exceed five pages).

#### **The Application Essay**

The application essay should be no more than four double spaced pages. This essay should include any relevant personal and academic information. It should address reasons for applying; the applicant's interest, both academic and personal, in the subject to be studied; qualifications and experiences that equip the applicant to do the work of the seminar or institute and to make a contribution to a learning community; a statement of what the applicant wants to accomplish by participating; and the relation of the project to the applicant's professional responsibilities. Applicants to seminars should be sure to discuss any independent study project that is proposed beyond the common work of the seminar. Applicants to institutes may need to elaborate on the relationship between institute activities and their responsibilities for teaching and curricular development.

#### **Reference Letters**

The two referees should be chosen carefully. They should be familiar with the applicant's professional accomplishments or promise, interests, and ability to contribute to and benefit from participation in the seminar or institute. They should specifically address these issues in their recommendations. Letters from colleagues who know the applicant's teaching and from those outside the applicant's institution who know his or her scholarship can be particularly useful. Referees should be provided with the director's description of the seminar or institute and the applicant's essay. If an applicant has previously participated in an NEH summer seminar or institute, a recommendation from the director or lead scholar of that program would be useful. Please ask each of your referees to sign their name across the seal on the back of the envelope containing their letter, and enclose the letters with your application.

### *SUBMISSION OF APPLICATIONS AND NOTIFICATION PROCEDURE*

Completed applications should be submitted **to the project director** and should be **postmarked** no later than March 2, 2009.

Successful applicants will be notified of their selection on March 20, 2009, and they will have until March 27 to accept or decline the offer. Applicants who will not be home during the notification period are advised to provide an address and phone number where they can be reached. No information on the status of applications will be available prior to the official notification period.

### **EQUAL OPPORTUNITY STATEMENT**

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. TDD: 202/606-8282 (this is a special telephone device for the Deaf).



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