

PROGRAM OVERVIEW:

The Study of the U.S. Institutes (SUSI) for Secondary Educators are intensive post-graduate level academic programs with integrated study tours whose purpose is to provide foreign secondary educators and administrators the opportunity to deepen their understanding of U.S. society, culture, values, and institutions. The ultimate goal of the Institutes is to strengthen curricula and to enhance the quality of teaching about the United States in secondary schools and other academic institutions abroad.

The program will take place over the course of five weeks in June 2018. Two types of institutes for Secondary Educators will be offered - with a focus on classroom teachers and a focus on administrators including teacher trainers, curriculum developers, textbook writers, and ministry of education officials, among others. Each Institute will have 20 participants and will include a four week academic residency component and a one week integrated study tour.

INSTITUTE DESCRIPTION:

The Study of the U.S. Institutes for Secondary Educators will provide groups of experienced secondary school educators (including teachers, administrators, teacher trainers, curriculum developers, textbook writers, ministry of education officials, and others) with a deeper understanding of U.S. society, education, and culture – past and present. The focus of the Institutes will be on providing content and materials for participants to develop high school level curricula about the United States. To this end, the Institutes are organized around a central theme or themes in U.S. civilization. Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine the history and evolution of U.S. institutions and values, broadly defined. The programs will also serve to illuminate contemporary political, social, and economic debates in American society. The four week academic residencies will take place at U.S. universities, colleges, or other academic institutions and will consist of a balanced series of lectures, panels, seminar discussions, readings, workshops, site visits, meetings with practitioners in the field, and cultural activities. One week study tours to a different region of the United States will complement the four week academic residencies. One goal of the study tours is to showcase the cultural, geographic, and ethnic diversity of the United States.

Please note that the main focus of the Institutes for teachers is on content and materials about the United States rather than teaching methods and pedagogy. The third Institute will be tailored for experienced administrators including teacher trainers, curriculum developers, textbook writers, ministry of education officials, and others.

CANDIDATE DESCRIPTION AND QUALIFICATIONS:

Study of the U.S. Institutes are highly competitive. Priority will be given to candidates who have firm plans to enhance, update or develop courses and/or educational materials with a U.S. studies focus or component, who have no or limited prior experience in the United States, and who have

special interest in the secondary education as demonstrated through past scholarship, accomplishments, and professional duties. .

Candidates should be mid-career, typically between the ages of 30-50, highly-motivated and experienced secondary school teachers and administrators. Ideal candidates are individuals who are seeking to introduce or enhance aspects of U.S. studies into their curricula or to offer specialized seminars/workshops for education professionals in U.S. studies or related fields. While the nominee's scholarly and professional credentials are an important consideration, the potential impact and multiplier effect of the Institute is equally important.

Candidates **must** demonstrate English language fluency. Institutes are rigorous and demanding programs; participants will be expected to handle substantial reading assignments in English and to fully and actively participate in all seminar and panel discussions.

APPLICATION:

To apply you have to write a short essay conveying your interest in participating in the Institute, what you expect to gain and what you will contribute to the Institute. The personal statement should also address how you will leverage the experience to achieve other potential outcomes. In addition, the essay should describe your capacity to amplify the impact of the program beyond your research and knowledge. Limit your essay to 250 words.

Submit the essay along with your CV to GaburAG@state.gov no later than 5PM January 11th, 2018.

OTHER ESSENTIAL PROGRAM INFORMATION:

Program Funding: Through a Cooperative Agreement to the selected recipient organization or institution, ECA/A/E/USS will cover all participant costs including: program administration; travel and ground transportation in the United States; housing and subsistence; and book, cultural, mailing, and incidental allowances. The selected recipient organization or institution will arrange and pay for participants' international travel, travel allowance, and visa related travel costs.

Housing and Meal Arrangements: Participants may be asked to share living quarters during the residency portion (four weeks) of the Institute. Private room accommodations, however, are not guaranteed. During the study tour (up to one week), participants may share a hotel room with a participant of the same gender. During the residency, housing will typically be in college or university owned housing. Most meals will be provided at campus facilities, though participants may have access to a kitchen to cook some meals on their own. The host institutions will provide full details in pre-institute communications to participants at least six-weeks in advance of the Institute.

Please submit your CV and essay to GaburAG@state.gov by 5PM, January 11th.