

**VISITING SCHOLARS PROGRAM  
2007-2008**

**FELLOWSHIP GUIDELINES**

**Application Deadline: October 16, 2006**

## Guidelines

**Deadline for Applications and Three Letters of Reference: October 16, 2006**

### Overview

In fall 2007, the American Academy will welcome its sixth group of post-doctoral fellows and untenured junior faculty to its Visiting Scholars Program in Cambridge, Massachusetts. Throughout its history, the Academy has been concerned with advancing knowledge in the public interest by analyzing complex social and intellectual issues from diverse disciplinary and professional perspectives. Fellowships will be awarded to individuals who can demonstrate that their work will make a substantial contribution in one or more of the Academy's four research areas: *Science and Global Security, Social Policy and American Institutions, Humanities and Culture, and Education*. Proposals should take into account the Academy's emphasis on interdisciplinary work, as well as its interest in broadening public understanding of important intellectual trends and contemporary policy choices (see Program Descriptions, pp. 4-5 and a more detailed summary of current projects, pp. 6-9).

### ELIGIBILITY

Fellowships are open to postdoctoral students and untenured junior faculty. Candidates must be U.S. citizens, permanent residents, or current employees of an academic or professional organization in the United States. The Ph.D., J.D, or equivalent professional training (e.g., public policy) should have been completed within the last 10 years (although exceptional circumstances will be taken into consideration). Graduate student applicants must complete all degree requirements by August 1, 2007.

### TERMS AND STIPENDS

*Visiting scholars are expected to be in residence throughout the academic year (September-May).* Postdocs receive an annual stipend of up to \$35,000. Faculty can receive up to \$50,000 (not to exceed one-half of current salary). The Academy provides office space, computer services, library privileges, and information on locating housing. Health benefits can be arranged, but the Academy cannot cover the entire fringe benefit package of an institution.

### SELECTION PROCESS

Committees of Academy Fellows and experts in relevant fields will review the applications and recommend candidates to the VSP advisory panel. Applications will be judged on the basis of:

- Clear exposition of the study to be undertaken; if you are planning to rewrite a dissertation for publication, please describe specifically how you intend to alter or expand your original work;
- Quality and significance of the proposed project;
- Reasonable work plan;
- Intellectual distinction of candidate's previous work;
- Relevance of proposed study to Academy programs;

- References. Letter must relate directly to the applicant's proposed research; please do not submit standard dossier letters.

## APPLICATION PROCESS

Applications and three (3) letters of reference must be postmarked no later than October 16, 2006.

The application must be submitted in its entirety, including

1. A completed application form  
*(If you prefer, the 100-word project summary may appear at the beginning of your project description, but it must be included)*
2. A 1,500-word project description covering the following:
  - Project's contribution to the field;
  - Status of research you have initiated or completed on this topic;
  - Plan of work to be accomplished at the VSP.
3. A *curriculum vitae* of no more than 10 pages

Applicants are responsible for contacting three (3) references and ensuring that their letters are mailed to the Academy by the postmark deadline. We strongly recommend that you send your project description to your references and request that they refer to the content of your statement in their letters. Recommenders may submit letters by mail or electronically to: [aoleson@amacad.org](mailto:aoleson@amacad.org). The Academy is not responsible for missing letters of recommendation.

We cannot accept applications by e-mail or fax. All applications must be written in English. (If you wish receipt of your materials to be acknowledged, please enclose a self-addressed, stamped postcard.)

Two collated but unstapled copies of the complete application (application form, project essay, and c.v.), postmarked no later than October 16, 2006, should be sent to:

**By Regular U.S. Mail:**  
Visiting Scholars Program  
American Academy of Arts & Sciences  
136 Irving Street  
Cambridge, MA 02138

**By Priority Mail or Other Express Service:**  
Visiting Scholars Program  
American Academy of Arts & Sciences  
200 Beacon Street  
Somerville, MA 02143

## American Academy Research Programs

Proposals should consider some aspect of the political, social, or cultural development of America from the founding period to the present. Studies should incorporate a multidisciplinary or comparative perspective. Applicants may submit proposals that are directly relevant to the projects described on pages –or that build on themes related to these areas of study. In the Humanities and Culture and Social Policy categories, proposals that focus solely on developments abroad are not eligible.

### *Special Call:*

1. Archive Projects--The Academy has launched a major archival initiative designed to make its historic records, dating back to 1780, more broadly accessible to scholars. Proposals related to the history of the Academy, drawing on some of these documents, are encouraged.

2. The Visiting Scholars Program incorporates a named fellowship: The George and May Sarton Fellowship in the History of Science. Applicants pursuing a project in the history of American science and technology from the late 18<sup>th</sup> century to the present are eligible.

If you are applying in either of these categories, please indicate this on the application form.

The following is a brief overview of the Academy's current research; for further information on specific studies, see pages 6-9 – or [www.amacad.org/projects.aspx](http://www.amacad.org/projects.aspx). If you have questions regarding the eligibility of your study, please send a brief description to Alexandra Oleson at [aoleson@amacad.org](mailto:aoleson@amacad.org), and she will respond.

### **I: Science and Global Security**

The Academy organizes studies and issues publications on the social implications of advances in science and technology. Areas of general interest include examinations of public policy in response to climate change; energy demand and its environmental impacts; and advances in neuroscience, biotechnology, and medicine. An ongoing study deals with the social bases of Internet security. A new initiative explores issues that threaten the integrity of the scientific enterprise such as science funding and regulation and the use and misuse of scientific information.

Since the publication in 1960 of a seminal *Dædalus* issue on “Arms Control,” the Academy has also maintained a strong commitment to exploring how the international community can devise cooperative structures to advance international security. Of particular interest are inquiries into the causes, conduct, and consequences of arms control and weapons proliferation, human rights abuses and international justice, and environmental degradation. Current projects include an examination of competing scientific, commercial and military activities in space; and an analysis of new issues surrounding nuclear proliferation.

### **II: Social Policy and American Institutions**

Over the past half-century, the Academy has sponsored pioneering studies on poverty, race relations, and ethnicity. More recent studies have produced innovative ways of thinking about the future of the

metropolis in American society as well as migration and refugee problems. Several projects on governmental, corporate, social, and educational institutions at the crossroads have just been completed or are currently underway

A project on *Congress and the Courts*, initially focused on the troubled issue of judicial independence at the federal level, has been expanded to include questions relating to the scope and function of state courts. The corporate responsibility of auditors, journalists, lawyers, corporate directors, and regulators was the focus of a study leading to the 2005 publication, *Restoring Trust in American Business*. A follow-up study will consider how leadership is taught in American's business and law schools. The role of the media in reporting on two important areas: science and technology, and business and the economy is the focus of another ongoing project.

### **III: Humanities and Culture**

The Academy has a long-standing commitment to the advancement of the humanities in this country, including its pivotal role in establishing the National Humanities Center in North Carolina. In books, monographs and its quarterly journal, *Daedalus*, the Academy has presented research and thinking by leading humanities scholars. Its current initiative in Humanities and Culture is examining the complex functions and intrinsic importance of the humanities in modern American cultural and civic life. It includes the development of a comprehensive system for data collection in the humanities as well as a series of research projects about the evolution of the humanities in the twentieth century.

In this regard, the Academy encourages proposals that examine institutions, ideas, social and intellectual movements, and critical theories that have influenced American life.

### **IV: Education**

Understanding how to improve the availability and the quality of education has always been an important part of the Academy's agenda. Earlier reports on educational reforms at the primary and secondary level, the governance of universities, and the changing structure of research institutions have led to ambitious projects that take into account teaching, research, and outside influences affecting education at every level.

One current project in this area involves action-oriented research analyzing the rationale, means, and consequences of providing *Universal Basic and Secondary Education (UBASE)* for children, ages 6-16. Major areas of focus have included the intellectual and programmatic history of efforts to achieve universal education; the goals of primary and secondary education in different settings, the use of technologies in delivering more and better education; health and education; the politics of, and obstacles to, educational reform. A new study of K-16 education in the United States is examining how critical thinking skills are currently taught and how that teaching might be improved.

As part of a new initiative on higher education, the Academy will examine critical issues facing America's colleges and universities with an initial emphasis on the state of academic freedom.

## AMERICAN ACADEMY OF ARTS & SCIENCES

### RESEARCH PROJECTS 2006

The funding and regulation of scientific research, threats to international security, the state of the humanities, the challenges to American institutions and prospects for expanding educational opportunities worldwide provide the focus for current Academy studies. Over the past half-century, the Academy has made its voice heard on a wide range of critical social and intellectual issues, from arms control and the rise of fundamentalist movements to poverty, immigration, and corporate responsibility. Today, it continues to expand on areas of long-term interest and to explore emerging problems, often before their importance is widely recognized. Its independence, its unequalled intellectual resources, and its ability to convene experts from many different disciplines and institutions enable the Academy to develop an innovative, nonpartisan approach to the complex issues of the day. Academy studies clarify issues, offer new insights and perspectives, and help to illuminate choices for policy leaders, journalists, and the broader public.

#### SCIENCE AND GLOBAL SECURITY

##### *The Initiative for Science and Technology*

Science and engineering in the United States are facing new political, social, and economic challenges. Institutional arrangements for public and private funding of science are undergoing significant change. Some have questioned whether the U.S. science and engineering workforce will be adequate to meet future needs. At the same time, controversy surrounds public support for important areas of research. The Initiative for Science and Technology is especially timely in light of the growing concern about the capabilities and diversity of the nation's workforce, issues of federal funding and regulation, and the use and misuse of scientific information.

##### *The Internet as Public Space*

Computer scientists and information technologists see the security of the Internet as a technical issue. This study concerns the social, political, economic, and legal factors that affect the evolving design of the Internet. Working group members address questions such as how trust is developed on networks, under what circumstances Internet users will communicate with others whom they do not fully trust, how we can prevent misdeeds and hold others accountable for misdeeds, and what tools are needed for each of these tasks.

##### *Science in the Liberal Arts Curricula*

Science and education are major topics of attention in America today. This study will evaluate general education science requirements, teaching practices, and student outcomes to determine effective means of developing science literacy among non-science majors and, by extension, in a significant sector of the general population. Throughout the course of the study, results will be disseminated and discussed in meetings, symposia and reports intended for educators and policymakers, as well as to relevant broader populations through mass media publications.

### *Global Nuclear Challenges*

Key rules and norms for the control of nuclear weapons have been abandoned, undermined, or damaged as states struggle to cope with new realities of the post-Cold War and post-9/11 eras. Though the problems of nuclear proliferation have captured public attention in piecemeal form—in relation to Pakistan, North Korea and Iran, for example—there has been inadequate effort to examine the bigger picture of political and institutional change and address the coming nuclear challenges in an integrated and comprehensive fashion. This study will consider the implications of current trends, their compatibility with U.S. interests, and alternative pathways to a more secure nuclear future.

### *Reconsidering the Rules of Space*

The United States pursues various competing interests in space: military support operations, commercial activities, and scientific exploration. To provide the basis for an informed space policy, a group is examining the global security implications of these expanding interests, and the politics of and potential for greater international cooperation in space. To date, the project has issued Occasional Papers on the physical laws and technical details that underlie space security, on the challenges and opportunities for the U.S. space program, and on Russian and Chinese perspectives on U.S. military plans for space.

### *Countering Corruption in Nation States*

This study, currently under discussion, would examine the link between corruption and fundamental political and economic transformation, and the effects of corruption in weak states radiating into the larger international setting. How do corruption, the criminal state, and illicit trade distort development within societies and contribute to violence in and outside these societies? The study will assemble a team of experts from a broad range of backgrounds to rethink the conceptual and practical frameworks by which the policy community can begin to appraise and address the problem.

## SOCIAL POLICY AND AMERICAN INSTITUTIONS

### *Congress and the Courts: The Independence of the Judiciary*

Threats to judicial independence at both the federal and state level are at the center of this project, which includes scholarly analyses, public meetings, and off-the-record conversations with members of Congress, Supreme Court justices, and federal judges. At a meeting in spring 2006, the Chief Justice of the State of California, Ronald George, and the Chief Justice of the Supreme Judicial Court of Massachusetts, Margaret Marshall, considered how political pressures at the state level can affect the rule of law in the United States. Also in spring 2006, Associate Justice of the Supreme Court Stephen Breyer presented his views on constitutional and statutory interpretation.

### *Corporate Responsibility*

This study investigates the professional obligations of auditors, lawyers, investment bankers, corporate directors, regulators, and business journalists to guard against corporate misconduct and ensure the public good. *Restoring Trust in American Business*, published in 2005, challenges the business community to overcome market pressures and set higher standards of integrity and performance. Follow-up work on corporate culture and on the role of business schools in addressing this issue is now being developed.

### *The Accountability of Nonprofit Organizations*

Although there is growing public interest in nonprofits, this sector has not been the subject of extensive scholarly attention. In collaboration with Harvard University's Hauser Center, the Academy is convening scholars and practitioners to advance understanding of this diverse, complex set of organizations, ranging from small family foundations to major medical and academic institutions.

### *The Media in Society*

New technologies and evolving patterns of news consumption are changing economic models that have long supported traditional print and broadcast media. Two new projects examine the impact of these changes on the way the public learns about important policy issues. One project examines how information about science and technology is diffused through the media. The second study is exploring the future of news, with attention to how journalism can become more professional, how the quality of journalism can be sustained as it is translated to the Web, and who will pay for journalism in the new model, among other issues.

## HUMANITIES AND CULTURE

The Initiative for Humanities and Culture examines the humanities and their importance in American civic and cultural life. It sponsors the collection and analysis of data, scholarly studies, conferences, and lectures.

### Data in the Humanities

#### *Humanities Indicators*

The Academy, in collaboration with humanities institutions throughout the country, is leading an effort to establish a framework for the compilation and analysis of data. Its goal is to define the state of the humanities and to provide information on the future of the liberal arts as a whole. A prototype set of indicators covers six key areas: 1) primary and secondary education, 2) postsecondary education, 3) graduate education and career paths, 4) humanities research and funding, 5) the humanities workforce, and 6) the humanities in American life.

#### *Humanities Departmental Survey: Template Project*

The purpose of this activity is to gather and produce comparable data from humanities departments across disciplines as a means of revealing trends in such areas as faculty teaching and research, distribution of teaching loads, the tenure process, and jobs secured by graduates. In the initial stage, the project will gather information for the disciplines of history, modern languages and literatures, art history, linguistics and religion from several hundred departments. The data will be included in the ongoing Humanities Indicators effort. A new Occasional Paper, *Tracking Changes in the Humanities*, explores some of the problems preventing humanities groups from making better use of data and proposes way of improving and refining existing statistical resources in the humanities

#### *Scholarship in the Humanities*

Two recent publications examine the evolution and direction of the humanities. Edited by *Patricia Meyer Spacks* (University of Virginia) and published as the spring 2006 issue of *Daedalus*, "On the Humanities" recounts the changes that shaped key humanities disciplines—from American literature, comparative literature, history, and art history to law,

African-American studies, and philosophy—in the twentieth century. *The Humanities and the Dynamics of Inclusion since World War II*, edited by David A. Hollinger (UC Berkeley) and issued by Johns Hopkins University Press, centers on social forces that have transformed the humanities since World War II.

#### *Website for the Humanities*

Working with national organizations and learned societies, the Academy is developing a cooperative website that will provide an organized, up-to-date clearinghouse for posting research, news, announcements, events, and data on the state of the humanities. It will be linked to the sites of cooperating institutions and will also include a bibliography of work on the humanities. Humanities data will be made available on this site.

## EDUCATION

### Educating All Children Well: Universal Basic and Secondary Education

A far-reaching international initiative has been examining the rationale, means, and consequences of providing education for all children, ages six to sixteen. Participants include economists, demographers, statisticians, historians, sociologists, political scientists, public-health experts, and business leaders. The project has produced a number of publications, articles, and papers, in a variety of languages. Two edited collections of essays are forthcoming. The next phase of the project will focus on clarifying U.S. interests in global education and examining the practical challenges of increasing access to schooling and improving educational quality.

### *K-16 Education and Evidence-based Policy*

Sound personal and public decision-making requires clarity about the values at stake and an understanding of relevant facts. The premise of this study is that primary, secondary, and tertiary educations in the U.S. does not provide citizens with adequate knowledge and skills to assess the tradeoffs among competing values, deal with probabilistic facts, and make informed decisions under conditions of uncertainty. A series of discussions on this topics is bringing together a broad range of experts, from the fields of education, law, statistics, economics, policy studies, and business, to discuss the nature and implications of the problem. The study will document the means by which critical thinking skills are taught in existing K-16 curricula, and propose ways in which such skills might be strengthened through additional interventions.

### *Intellectual Diversity and Academic Freedom*

A new Committee on Higher Education is convening scholars, administrators, and leaders of academic institutions and professional associations to consider calls for intellectual diversity and the challenges they pose to traditional notions of academic freedom. The goal is to increase public understanding of the importance of academic freedom to the advancement of knowledge.

## University Affiliates Summer 2006

American University—Cornelius Kerwin, Interim President  
Boston University—Robert A. Brown, President  
Brandeis University—Jehuda Reinharz, President  
Brown University—Ruth J. Simmons, President  
The City University of New York—Matthew Goldstein, Chancellor  
Columbia University—Lee C. Bollinger, President  
Cornell University—David J. Skorton  
Dartmouth College—James Wright, President  
Duke University—Richard H. Brodhead, President  
Emory University—James W. Wagner, President  
George Washington University—Stephen J. Trachtenberg, President  
Harvard University—Derek Bok, Interim President  
Indiana University—Adam W. Herbert, President  
Johns Hopkins University—William R. Brody, President  
Massachusetts Institute of Technology—Susan Hockfield, President  
Michigan State University—Lou Anna K. Simon, President  
New York University—John Sexton, President  
Northwestern University—Henry S. Bienen, President  
Ohio State University—Karen A. Holbrook, President  
Pennsylvania State University—Graham Spanier, President  
Princeton University—Shirley Tilghman, President  
Rice University—David W. Leebron, President  
Rutgers, The State University of New Jersey—Richard L. McCormick, President  
Smith College—Carol T. Christ, President  
Stanford University—John L. Hennessy, President  
Syracuse University—Nancy Cantor, Chancellor and President  
Tufts University—Lawrence S. Bacow, President  
University of California, Berkeley—Robert J. Birgeneau, Chancellor  
University of California, Davis—Larry N. Vanderhoef, Chancellor  
University of California, Irvine—Michael V. Drake, Chancellor  
University of California, Los Angeles—Norman Abrams, Acting Chancellor  
University of California, San Diego—Marye Anne Fox, Chancellor  
University of Chicago—Robert J. Zimmer, President  
University of Illinois at Urbana-Champaign—Richard Herman, Chancellor  
University of Iowa—Gary Fethke, Interim President  
University of Maryland—C.D. Mote, Jr., President  
University of Michigan—Mary Sue Coleman, President  
University of Minnesota—Robert Bruininks, President  
University of North Carolina, Chapel Hill—James Moeser, Chancellor  
University of Notre Dame—Rev. John Jenkins, President  
University of Pennsylvania—Amy Gutmann, President  
University of Pittsburgh—Mark A. Nordenberg, Chancellor  
University of Southern California—Steven B. Sample, President  
University of Texas, Austin—William Powers, Jr. President  
University of Virginia—John T. Casteen, III, President  
University of Wisconsin, Madison—John D. Wiley, Chancellor  
Virginia Polytechnic Institute and State University—Charles W. Steger, President  
Wellesley College—Diana Chapman Walsh, President  
Yale University—Richard C. Levin, President

AMERICAN ACADEMY OF ARTS AND SCIENCES  
VISITING SCHOLARS PROGRAM 2007-2008

Application Form (available at [www.amacad.org/visiting.aspx](http://www.amacad.org/visiting.aspx))

Deadline: October 16, 2006

Name: \_\_\_\_\_  
Last First Middle

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone (home): \_\_\_\_\_ Telephone (work): \_\_\_\_\_

Email address: \_\_\_\_\_ Fax: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ City and Country of Birth: \_\_\_\_\_ Citizenship: \_\_\_\_\_

Education (highest level only):  
Institution Major Field Terminal Degree

Proposal Title: \_\_\_\_\_

Dissertation title and thesis advisor (for terminal degree): \_\_\_\_\_

Current professional position and title (if applicable): \_\_\_\_\_

Please check one of the following application categories:

- Postdoctoral Scholar  
 Junior Faculty  
 Other  
 I have sabbatical income or other sources of support (please specify).

Current academic salary (exclusive of benefits):  
Fellowships, leaves of absence, or sabbaticals that you have had in the last five years.  
(If necessary, attach an additional page.)

List any other fellowship programs to which you are applying for 2007-2008:

Proposal Abstract (100-word project summary):

Please check the Academy program (s) applicable to your proposal:

- Science and Global Security
- Social Policy and American Institutions
- Humanities and Culture
- Education

Special Call—Archive Project \_\_\_\_\_ History of Science \_\_\_\_\_

References (Three references are required. Please include title and institutional affiliation; **references must be contacted by applicant.**)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

On separate sheets, provide

1. A *curriculum vitae*, including educational and professional experience, awards and honors, key presentations, and publications.
2. Project Description. Length: Maximum of 1,500 words. Format: Double-spaced pages. Font: 11 point minimum.

2006-2007 VISITING SCHOLARS  
THE AMERICAN ACADEMY OF ARTS AND SCIENCES

Chair of the Visiting Scholars Program

*Patricia Meyer Spacks* – President of the Academy, 2004 - 2006. Professor of English Emerita, University of Virginia. B.A., Rollins College. M.A., Yale University. Ph.D., University of California, Berkeley. A renowned scholar of eighteenth-century literature and culture whose work encompasses issues of identity and selfhood, privacy, gossip, and feminism. Her most recent work is *Novel Beginnings: Experiments in Eighteenth-Century English Fiction*, an account of the diverse forms and themes that contributed to the development of the eighteenth-century novel.

*Victoria Cain* – Ph.D., Columbia University. B.A., Harvard University. *Selling Nature: America's Natural History Museums, 1869-1942*. An analysis of how the rise of consumer capitalism and new forms of exhibits deepened the schism between research scientists and those engaged in the popular study of nature and redefined the American approach to the natural world.

*M. Taylor Fravel* – Assistant Professor of Political Science, M.I.T. Ph.D., Stanford University. B.A., Middlebury College. *The Long March to Peace—China's Settlement of Territorial Disputes*. An exploration of why and how China has settled its territorial disputes since the establishment of the People's Republic in 1949, demonstrating that leaders are more likely to compromise when confronted by internal threats to regime security, including rebellions and legitimacy crises, and suggesting that domestic conflicts often create incentives for cooperation.

*Ajay Mehrotra* – Associate Professor of Law and of History, Indiana University, Bloomington. Ph.D., University of Chicago. J.D., Georgetown University. B.A., University of Michigan. *Sharing the Burden: Law, Politics, and the Making of the Modern American Fiscal State, 1880-1930*. An investigation of the roots and consequences of a dramatic transformation in American public finance from a system of regressive indirect national taxes to a progressive income tax regime that was guided not only by the need for greater revenue but also by concerns for equity and social justice.

*Anthony Mora* – Assistant Professor of History, Texas A&M University. Ph.D., University of Notre Dame. B.A., University of New Mexico. *Race Rivals: African-Americans, Mexican-Americans, and Ideologies of Racial Difference, 1890-1940*. An attempt to shift historical studies of race away from the "white" and "other" dichotomy by examining the relationship between these two groups in Chicago, where they lived in close proximity to each other and created their own understanding of race in America.

*Bethany Moreton* – Ph.D., Yale University. B.A., Williams College. *Wal-Mart World: The Globalization of the Sunbelt Service Economy*. An examination of how Wal-Mart and its philanthropic foundations harnessed evangelical Christianity to foster trust in corporate actors and the free market.