



National  
Endowment  
for the  
Humanities

Division of  
Fellowships  
and  
Seminars

Guidelines and  
Application Forms

Application Deadline:  
November 2, 1992

# 1993 Younger Scholars

High School Students  
College Students

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CHECKLIST OF APPLICATION MATERIALS FOR NEH  
YOUNGER SCHOLARS

☐ The original proposal, which includes

- a) the one-page NEH application cover sheet;
- b) a comprehensive description of the proposed study, not to exceed four pages;
- c) a one-page bibliography for the project; and
- d) a reference letter from the project adviser in a sealed envelope.

☐ In addition to the original copy of the proposal, **seven collated** copies of the application cover sheet, comprehensive description of the proposed study, and bibliography.

☐ Set of data cards, one 5" x 8" (card #1) and one 3" x 5" (card #2).

☐ For applicants who are twenty-two years of age or older by the application deadline, a certification of full-time college status, which may be submitted separately.

**Note: Individuals who will have received or expect to receive a bachelor's degree by October 1, 1993, are not eligible to apply for a Younger Scholars award.**

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## 1993 NEH YOUNGER SCHOLARS AWARDS

### Application and Award Schedule

Application Deadline:	November 2, 1992
Notification of Awards:	Mid-March, 1993
Beginning Date for Tenure of Awards:	June 1, 1993
Next Year's Deadline:	November 1, 1993

### GENERAL INFORMATION

#### The National Endowment for the Humanities

The National Endowment for the Humanities is an independent grant-making agency established by Congress in 1965 to support scholarly research, education, and public programs in the humanities.

The Endowment supports work in the humanities through programs administered by six divisions—Education Programs, Fellowships and Seminars, Preservation and Access, Public Programs, Research Programs, and State Programs—and by one office—the Office of Challenge Grants.

#### The Humanities

In the act that established the National Endowment for the Humanities, the term *humanities* includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

#### Special Initiative

A special initiative is an undertaking by the Endowment to encourage proposals in all grant-making categories for projects relating to a specific subject or event. Applicants need not focus on this theme, and proposals reflecting it will not receive special priority, but some students might welcome the opportunity to explore this topic. Proposals are currently solicited for the following initiative:

**The Emergence of Democracy:** In commemoration of the 2500th anniversary of the birth of democracy and in recognition of the spread of democratic institutions in our own time, the Endowment invites projects that focus on democracy, its origins and development, as well as its recent growth around the world. The collapse of the Soviet Union has created a renewed interest in—and greater opportunities for—the study of the history and culture of countries in that part of the world that have recently established democratic institutions. At the same time, the trend toward democracy in Latin America, as well as democratic movements in Asia and Africa, make the emergence of democracy a timely topic for research, educational, and public projects.

The Endowment encourages projects that focus on the history and philosophy of democracy, on the historical and cultural contexts of emerging democracies and democratic movements around the world. The Endowment also encourages projects that make use of libraries, archives, and scholars inaccessible under previous regimes.

Applications responding to Endowment initiatives should be submitted to regular Endowment programs and will be judged according to the criteria stated for those programs.

### THE YOUNGER SCHOLARS PROGRAM

Awards for Younger Scholars provide the nation's students with opportunities to conduct independent research and writing projects during the summer months. Under the close supervision of advisers who are teachers and scholars in the humanities, individuals pursue their own projects during a concentrated period of time not normally available during the school year. This program enables the Younger Scholars to enhance their intellectual development by producing research papers on a specific topic. In both subject matter and methodology, projects must be firmly grounded in one or more of the disciplines of the humanities.

The Younger Scholars Program is intended for two groups of students. **High School Younger Scholars** awards are made to secondary school students; and **College Younger Scholars** awards are made to undergraduates below the level of senior. These two competitions will be judged separately.

## HIGH SCHOOL YOUNGER SCHOLARS

In the past, high school students have proposed reading and research projects over a wide range of humanities topics. Some examples of successful high school applications since the program's inception in 1984 are given below.

**Example:** A high school junior undertakes a study of Antigone in Sophocles' *Antigone* and *Oedipus at Colonus*, comparing the portrayal of Antigone to that of her sister, Ismene. She examines secondary works on the plays and on the role of the daughter and sister in the Greek family to help determine to what extent Greek audiences would have considered Antigone's actions heroic.

**Example:** A high school junior reads *The Narrative of the Life of Frederick Douglass* and the two subsequent autobiographies written by Douglass. He then attempts to assess Douglass's significance in nineteenth-century America by studying biographical works by Foner, Quarles, Chesnutt, and Bontemps.

**Example:** A high school senior proposes to study the life of Winston Churchill, with particular attention to Churchill's responses to defeat and failure. Starting with Churchill's autobiographical volume, *My Early Life*, the student uses contemporary biographies and Churchill's own writings in analyzing his role as a national leader, focusing on two episodes: the Dardanelles campaign during World War I and the Battle of Britain in World War II.

**Example:** A student wants to explore the idea of the modern writer as hero by analyzing the work of Alexander Solzhenitsyn. She proposes to read *The Gulag Archipelago*, *One Day in the Life of Ivan Denisovich*, and *August, 1914* in an effort to define the meaning of heroism under totalitarian rule and to probe Solzhenitsyn's development as a moral thinker.

**Example:** A student identifies what she considers to be the two major historical female role models of Mexican culture: Dona Marina (La Malinche), an important figure in the *Chronicles* of Bernal Diaz on the conquest of Mexico; and Sor Juana Inés de la Cruz, a 17th-century writer. She proposes to explore the significance of these two women as "cultural icons," comparing their traditional images with the contemporary reinterpretation of those images by 20th-century Mexican writers.

## COLLEGE YOUNGER SCHOLARS

Proposals in College Younger Scholars have ranged widely over topics in the various humanities disciplines. The following examples give some idea of the breadth of the program during its first nine years.

**Example:** Focusing on the origins of the U.S. Constitution, an undergraduate studies the Antifederalist critique of the American founding. The purpose of the project is to determine how the arguments of the Antifederalists affected the development of the Constitution and its role in American life.

**Example:** A college junior studies the thematic significance of landscape and architecture in the works of Willa Cather. She studies *The Song of the Lark*, *Death Comes for the Archbishop*, and *The Professor's House* and develops an interpretation of Cather's symbolic use of architecture in the development of her characters.

**Example:** A college junior examines the evolution of American attitudes toward wilderness from the Puritans to the romantics, beginning with Bradford's *History of Plymouth Plantation* and ending with Parkman's *The Oregon Trail* and Thoreau's *The Maine Woods*. He tries to trace changes in American perceptions of wilderness from the seventeenth to the nineteenth centuries.

**Example:** A college sophomore writes a paper examining the beginning of the tradition of fieldwork in modern cultural anthropology. He focuses on the work of Bronislaw Malinowski among the Trobriand Islanders and compares Malinowski's approaches with the contemporary concept of participant-observation in anthropology.

**Example:** A college student working with a professor of architectural history analyzes the relationship among Frank Lloyd Wright's philosophies of individualism, democracy, and organic architecture. The focus of the study is on the convergence of the ideas of American social philosophers, such as William James and John Dewey, with Wright's approach to architecture.

## **APPLICANT ELIGIBILITY AND CATEGORIES OF SUPPORT**

### **High School Younger Scholars**

Any high school student may apply. Applicants must be either U.S. citizens or foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. High school students may apply for \$2,000, of which \$400 is allotted to the adviser.

### **College Younger Scholars**

Full-time college students who are below the level of senior may apply. College students who are twenty-two years of age or older by the application deadline must provide a letter from the registrar certifying that they are full-time students pursuing an undergraduate degree, as defined at their institution. Applicants must be either U.S. citizens or foreign nationals who have lived in the United States for at least the three years immediately preceding the application deadline. College students may apply for \$2,400, of which \$400 is allotted to the adviser.

## **GRANT REQUIREMENTS AND RESTRICTIONS**

### **Requirements**

1. All grants involve nine weeks of full-time work by an individual on a specific humanities project during the summer months. Grantees may not be enrolled in a credit course during the grant period.

2. All projects require a project adviser with knowledge and qualifications in an appropriate humanities discipline who will work closely with the grantee. The Endowment suggests a minimum of one conference per week and requires that applicant-adviser meetings be conducted in person; advising by telephone only is not sufficient. Only one person may be listed by the applicant as the official project adviser.

3. All projects are expected to result in a substantial research paper, with bibliography, that must be submitted to the Endowment in conjunction with a final narrative report.

4. The project adviser must submit an assessment of the summer's work within ninety days following the end of the grant period.

### **Restrictions**

1. Individuals who will have received or expect to receive a bachelor's degree by October 1, 1993, are not eligible to apply.

2. No project activities may take place outside the United States during the grant period.

3. Joint projects by two or more individuals may not be submitted.

4. An individual may submit only one application during any cycle of competition.

5. Parents, guardians, or other immediate relatives of applicants may not write reference letters or serve as the applicants' advisers on projects in the Younger Scholars Program.

6. An individual who receives a Younger Scholars award may not apply for a second one.

7. No adviser may work with more than two Younger Scholars during a grant period.

## **HOW APPLICATIONS ARE EVALUATED**

Each application is assessed by knowledgeable persons outside the Endowment who are asked for their judgments about the quality and significance of the proposed project. About 1,200 scholars, professionals in the humanities, and other experts serve on approximately 225 panels throughout the course of a year. Panelists represent a diversity of disciplinary, institutional, regional, and cultural backgrounds. In some programs the judgment of panelists is supplemented by individual reviews solicited from specialists who have extensive knowledge of the specific subject area or technical aspects of the application under review.

The advice of the panels and outside reviewers is assembled by the staff of the Endowment, who comment on matters of fact or on significant issues that would otherwise be missing from the review. These materials are then presented to the National Council on the Humanities, a board of twenty-six citizens nominated by the President of the United States and confirmed by the Senate. The National Council meets four times each year to advise the Chairman of the Endowment. The Chairman, who is appointed for a four-year term by the President with the consent of the Senate, takes into account the



advice provided by this review process and, by law, makes the final decision about funding.

Evaluators will consider the following questions:

1. Is the project firmly grounded in a discipline or disciplines of the humanities?
2. Is the topic sufficiently significant so that carrying out the project will enhance the intellectual development of the applicant?
3. Does the project have a carefully defined scope and are the objectives attainable within the grant period?
4. Is the plan of work logical and rigorous?
5. Does the adviser have training and knowledge in the humanities appropriate to the project? Does the adviser have an appropriate role in the project?
6. Does the applicant have the necessary ability and academic background to undertake the project?

## APPLICATION INSTRUCTIONS

Applicants should be thoroughly familiar with all the information in this booklet before completing the application.

A complete application package consists of four parts:

1. the original copy of the completed application;
2. two completed data cards (enclosed in this booklet);
3. **in addition to the original copy** of the proposal (including the cover sheet), **seven** photocopies on 8 1/2 x 11-inch paper of the completed application. Each application set should contain: (1) a copy of the application cover sheet and (2) a comprehensive description of the proposed study, including a bibliography;
4. a reference letter from the project adviser in a sealed envelope. **Without a letter from the project adviser, an application will not be reviewed.**

o All applications should be typed with the pages numbered and the applicant's name in the upper right-hand corner of each page. All photocopies should be legible. The applicant should keep an additional copy for reference.

o Each set of application materials should be fastened together in the proper order, with paper clips or staples only. Binders or notebooks should not be used.

o The application cover sheet (instructions on page 10) and a copy of the reference letter form are enclosed in this booklet.

o Send completed applications in a package clearly marked "application materials" to

Younger Scholars  
Division of Fellowships and Seminars  
Room 316  
National Endowment for the Humanities  
1100 Pennsylvania Avenue, N.W.  
Washington, D.C. 20506

Applications must be postmarked no later than November 2, 1992. There will be no extensions. Announcements of awards will be made on or about March 15, 1993.

## Comprehensive Description of Project

The project description should be written without jargon in plain language and should be no more than four single-spaced, typewritten pages with a fifth page devoted to a bibliography. The project description should be organized under the following headings:

### 1. History and Definition of the Project

Applicants should describe the specific program of study or research planned for the period of the grant, explaining the basic ideas or questions to be explored and illustrating the planned approach or line of thought.

In addition, applicants should explain how the project was conceived and how it will contribute to their intellectual development. The project must have been initiated by the applicant, and the work may not be part of a preplanned institutional program or part of an institution's or other individual's larger work.



## 2. Work Plan, Methodology, and Schedule

Applicants should outline the work plan, methodology, and schedule for the grant period. Issues that will be pertinent to evaluators include any preliminary work (reading, study, research) that applicants have done or will do on the project prior to the grant period; the planned stages, week-by-week if possible, for completion of the project; the integration of the adviser into the project; the critical approaches to be employed; the location of the project; and what limited travel (if any) within the United States might be conducted for the project. If a foreign language is involved, the applicant should cite specific experience with the language and should have a second reference letter that attests to the applicant's adequacy in that language for the project.

**NOTE:** In the past, one of the most common reasons for the rejection of an application has been the judgment by evaluators that the project could not be completed during the time allotted. The work plan must reflect a realistic approach to completion of the project within nine weeks.

## 3. Statement of Qualifications

Applicants should describe (1) their educational background; (2) specific project-related courses and experience; and (3) their major intellectual interests. Applicants should also provide their current academic status and expected graduation year. **NOTE:** Transcripts, work examples, test scores, or grade point averages should not be included. The statement of qualifications should be no longer than one or two paragraphs.

## 4. Bibliography

Applicants should include a one-page, carefully selected, bibliography of the texts of greatest relevance that will be used and a short listing of other resources or collections to be employed.

## Reference Letters

Each application must include a reference letter from the project adviser. The adviser should confirm his or her commitment to work closely with the applicant throughout the project period, in addition to assessing the value of the project and the ability of the applicant to complete the project satisfactorily. The project adviser should divide the letter into the three sections described on the back of the reference letter form. It is expected that the adviser will be available for close

consultation with the applicant during each phase of the project, will meet with the Younger Scholar at least once each week, and will submit a final evaluative report within ninety days after the grant period ends.

A second reference letter should be submitted that documents language proficiency, if such proficiency is necessary for the project. Normally, however, only one letter of recommendation should accompany each application. Please do not send additional reference letters; such letters will not be forwarded to the reviewers.

Applicants should provide each reference letter writer with the Reference Letter Form (enclosed) or a copy of this form. Letters of recommendation are to be returned to the applicant—in sealed envelopes—for inclusion in the student's mailing of the complete application package.

## EEO 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 Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. TDD (for hearing impaired persons only) 202/786-0282.

Alternate format publications concerning Endowment programs (i.e., audio tapes, larger print) are available upon request.

**Note:** If a proposed project relates to American Indians, Aleuts, Eskimos, or native Hawaiian people and artifacts, an applicant should obtain from the Endowment a copy of its Code of Ethics concerning native Americans. The code establishes certain standards of conduct in research, publication, and public programs involving native American peoples.



# National Endowment for the Humanities

Washington, D.C.

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The following pages include:

- Instructions for Completing the Application Cover Sheet
- The Application Cover Sheet
- Field of Project Categories and Codes

Please read the instructions before completing applicable questions. Please print or type.

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**Purpose:** The National Endowment for the Humanities uses a single cover sheet for all of its programs. This cover sheet gathers information that is necessary in one of two ways:

(1) The information is necessary for efficient consideration of the application during the review process and in the administration of the grant if an award is made.

(2) The information is *required of the Endowment* in various reports to Congress, other federal agencies, and the public. The Endowment must provide reports that involve statistical information or descriptions that can be obtained quickly from the cover sheet. Information is recorded in a computer, which stores the data for subsequent compilation and reporting.

Please read the instructions for each question carefully. Answer each question by typing or printing your reply. Please verify your answers to be certain that they are correct and complete.

**You will find it helpful to complete the cover sheet last, after all other parts of the application have been prepared.**

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**Privacy Act:** The following notice is furnished in compliance with the Privacy Act of 1974:

The information is solicited under the authority of the National Foundation on the Arts and Humanities Act of 1965, as amended, 20 U.S.C. 956. This information is needed to process the grant application and for statistical research and analysis of trends. The routine uses which may be made of this information are: general administration of the grant review process; review and discussion by peer review advisory panels and, in some programs, evaluation by specialist reviewers, Endowment staff, and members of the National Council on the Humanities; statistical summaries; congressional oversight; and analysis of trends. Failure to provide any of the requested information will result in the delay or rejection of the application.

## COVER SHEET INSTRUCTIONS

The Office of Management and Budget requires federal agencies to supply information on the time needed to complete forms and also to invite comments on the paperwork burden. NEH estimates the average time to complete this application is ten hours per response. This estimate includes the time for reviewing instructions; researching, gathering, and maintaining the information needed; and completing and reviewing the application. Please send any comments regarding the estimated completion time or any other aspect of this application, including suggestions for reducing the time to complete, to the Assistant Chairman for Operations, National Endowment for the Humanities, Washington, D.C. 20506; and to the Office of Management and Budget, Paperwork Reduction Project (3136-0090), Washington, D.C. 20503.

### Block 1 - Individual Applicant

**Item a.** Enter the name of the applicant (*not* the project adviser) and the address where the applicant will be residing throughout the school year.

**Item b.** In the space provided, enter the number corresponding to the applicant's preferred form of address:

- |        |        |
|--------|--------|
| 1-Mr.  | 3-Miss |
| 2-Mrs. | 4-Ms.  |

**Item c.** Under school or college residence telephone number, list the number where the applicant can be reached at school. Under home telephone number, list the number at the applicant's permanent address. For some students, these numbers might be the same.

**Item d.** If the applicant is not a United States citizen, specify citizenship and indicate the month and year in which you came most recently to reside in the United States. Note that foreign nationals should have resided in the United States for at least three consecutive years at the time of application to be eligible.

**Block 2 -** Prechecked

**Block 3 -** Prechecked

**Block 4 -** The name of the program and its Endowment code number have been preprinted on the form.

If application is being made under the Endowment's initiative described on page 3 of the guidelines, please indicate the number corresponding to the initiative in the space provided after Endowment Initiatives:

03D The Emergence of Democracy

**Block 5 -** Preprinted

**Block 6 -** Applicants who have not graduated from high school at the time of application should check "\$2,000"; those applicants who have graduated from high school and are now college students should check "\$2,400."

**Block 7 -** Indicate the category and code from the listing on the reverse side of the cover sheet to indicate the **specific** humanities field that best describes the content of the project.

**Block 8 -** Enter a brief title that clearly identifies the project and its humanities content. The NEH encourages applicants to choose short titles that, if used by third parties, will accurately describe the subject matter of the project. **This title should be informative to a nonspecialist** and should not exceed 120 characters, including punctuation and spaces. The Endowment is obliged to be as clear as possible to the public about awards that it makes. The descriptive title will be used for this purpose whenever possible, but the Endowment staff may assign a different working title to the project.

**Block 9 -** Provide a brief description of the proposed project. Do not exceed the space provided.

**Block 10 -** Not applicable

**Block 11 - Institutional Data**

**Item a.** Indicate the name and address of the applicant's institution.

**Item b.** Not applicable

**Item c.** Not applicable

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**Item d.** Enter the name and mailing address of the project adviser. Note that only one person may be listed here.

**Item e.** Enter the project adviser's humanities field.

**Block 12** -The Endowment is required to obtain from all applicants certifications regarding federal debt status, debarment and suspension, and a drug-free workplace. These certifications and the accompanying instructions found in the appendix of this brochure should be read carefully before the application cover sheet is signed because most of these certifications impose new responsibilities on successful applicants.

**Block 13** - Check appropriate boxes under a and b.

1. The first step in the process of the investigation is to identify the problem.

2. The second step is to gather information.

3. The third step is to analyze the information.

4. The fourth step is to develop a plan of action.

5. The fifth step is to implement the plan.

6. The sixth step is to evaluate the results.

7. The seventh step is to report the findings.

8. The eighth step is to draw conclusions.

9. The ninth step is to make recommendations.

10. The tenth step is to follow up on the recommendations.

11. The eleventh step is to document the process.

12. The twelfth step is to review the process.

13. The thirteenth step is to improve the process.

14. The fourteenth step is to communicate the results.

15. The fifteenth step is to close the investigation.

16. The sixteenth step is to archive the records.

17. The seventeenth step is to conduct a final review.

18. The eighteenth step is to prepare a final report.

19. The nineteenth step is to present the report.

20. The twentieth step is to end the investigation.

21. The twenty-first step is to reflect on the experience.

22. The twenty-second step is to learn from the experience.

23. The twenty-third step is to apply the lessons learned.

24. The twenty-fourth step is to continue the process.

25. The twenty-fifth step is to maintain the records.

26. The twenty-sixth step is to update the records.

27. The twenty-seventh step is to review the records.

28. The twenty-eighth step is to improve the records.

29. The twenty-ninth step is to communicate the results.

30. The thirtieth step is to close the investigation.

## NEH APPLICATION COVER SHEET

OMB No. 3136-0090

Expires: 6/30/95

**1. Individual applicant****a. Name and mailing address**Name \_\_\_\_\_  
(last) (first) (initial)Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(city) (state) (zip code)**b. Form of address:** ☐**c. Telephone number**School or college residence: \_\_\_\_\_  
(area code)Home: \_\_\_\_\_  
(area code)**d. Citizenship** ☐ U.S.☐ Other \_\_\_\_\_  
(country) (month/year)**2. Type of applicant****a.** ☒ by an individual **b.** ☐ through an org./ institution

If a, indicate an institutional affiliation, if applicable, on line 11a.

If b, complete block 11 below and indicate here:

**c. Type****d. Status****3. Type of application****a.** ☒ new**b.** ☐ supplement**4. Program to which application is being made**

Younger Scholars Program

6119

Endowment Initiatives: \_\_\_\_\_  
(code)**5. Requested grant period**From: 6/1/93  
(month/year)To: 8/31/93  
(month/year)**6. Project funding**☐ \$2,400☐ \$2,000**7. Field of project****8. Descriptive title of project****9. Description of project (do not exceed space provided)****10. Will this proposal be submitted to another government agency or private entity for funding?**

(if yes, indicate where and when):

Not Applicable

**11. Institutional data****a. Institution or organization:**

(name) \_\_\_\_\_

(city) \_\_\_\_\_ (state)

**b. Employer identification number** Not Applicable**c. Name of authorizing official:** Not Applicable

(last) (first) (initial)

(title)

**d. Name and mailing address of project adviser:**

(last) (first) (initial)

(city) (state) (zip code)

**e. Project adviser's humanities field** \_\_\_\_\_**12. Certification**

By signing and submitting this application, the applicant is providing the certifications regarding federal debt status, debarment and suspension, and a drug-free workplace as set forth in the appendix to these application guidelines.

(signature of applicant)

(date)

Note: Federal law provides criminal penalties of up to \$10,000 or imprisonment of up to five years, or both, for knowingly providing false information to an agency of the U.S. government. 18 U.S.C. Section 1001.

**13. Applicant's current academic status****a.** ☐ College Student **b.** ☐ Freshman ☐ Junior  
☐ High School Student ☐ Sophomore ☐ Senior**For NEH use only**

Date received

Application #

Initials



## Field of Project Categories and Codes

The following categories and codes should be used to complete blocks 1d and 7 of the NEH Applications Cover Sheet. If no exactly appropriate category is provided, please select the larger category that would include the more precise one. (This listing is strictly for use by the NEH staff to help retrieve information about applications and grants by subject matter field. The listing is not comprehensive and is not meant to define the disciplines of the humanities. For that definition and advice about eligibility for Endowment awards, please consult elsewhere in these application materials. The hierarchical arrangement is for convenience.)

### Anthropology L1

Archaeology U6

### Archival Management/Conservation I1

### Arts, History and Criticism MA

Architecture: History & Criticism U3

Art: History and Criticism M1

Dance: History & Criticism M3

Film: History & Criticism M4

Music: History & Criticism M5

Theater: History & Criticism M2

### Communications P2

Composition & Rhetoric P1

Journalism P4

Media P3

### Education H1

### Ethnic Studies K1

Asian American K5

Black/Afro-American K4

Hispanic American K3

Jewish K6

Native American K2

### History A1

African A2

American A3

Ancient AC

British A4

Classical A5

European A6

Far Eastern A7

Latin American A8

Near Eastern A9

Russian AA

South Asian AB

### Humanities U8

### Interdisciplinary U1

African Studies GI

American Studies G3

Area Studies GH

Asian Studies G5

Classics G7

Folklore/Folklife R1

History/Philosophy of Science,  
Technology or Medicine GA

International Studies GG

Labor Studies G4

Latin American Studies GJ

Medieval Studies G8

Regional Studies GF

Renaissance Studies G9

Rural Studies GC

Urban Studies G2

Western Civilization GB

Women's Studies G1

### Languages C1

Ancient CC

Asian CA

Classical C2

Comparative C9

English CE

French C3

German C4

Italian C5

Latin American C6

Near Eastern CB

Slavic C7

Spanish C8

### Law/Jurisprudence Q1

### Library Science H3

### Linguistics J1

### Literature D1

African DK

American DE

Ancient DC

Asian DA

British DD

Classical D2

Comparative D9

French D3

German D4

Latin American D6

Literary Criticism DI

Near Eastern DB

Slavic D7

Spanish D8

### Museum Studies/Historic Preservation I2

### Philosophy B1

Aesthetics B2

Epistemology B3

Ethics B4

History of Philosophy B5

Logic B6

Metaphysics B7

Non-Western Philosophy B8

### Religion E1

Comparative Religion E5

History of Religion E2

Non-Western Religion E4

Philosophy of Religion E3

### Social Science U2

American Government F2

Economics N1

Geography U7

International Relations F3

Political Science F1

Psychology U5

Public Administration F4

Sociology S1

REFERENCE LETTER FORM

OMB No. 3136-0090  
Expires: 6/30/95

NEH YOUNGER SCHOLARS PROGRAM

Please type

Applicant \_\_\_\_\_

Project Title \_\_\_\_\_

Project Adviser ☐ Yes ☐ No

Reference Letter Writer \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

Work Address \_\_\_\_\_

Home Address \_\_\_\_\_

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

Signature \_\_\_\_\_

It is important that the instructions on the reverse side be followed. This letter should *not* be sent to the Endowment. **It should be returned to the applicant in a sealed envelope.**

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**Division of Fellowships and Seminars  
National Endowment for the Humanities  
Washington, D.C. 20506**

**REFERENCE LETTER--  
YOUNGER SCHOLARS**

**Instructions for Writing Reference Letter:**

Please assess the value of the project, comment on the applicant's ability to carry out the project, and list your qualifications to offer such comments.

If you are the project's adviser, please divide your letter into three sections of appropriate length.

1. Evaluate the applicant's ability, in terms of background knowledge and skills, to carry out the project. Also comment on the value of the project for the student. It is expected that you will have seen a written narrative or comprehensive outline of the project before writing this letter.

2. Discuss your role as adviser, including the expected amount of time and number of meetings with the applicant through the end of the grant period. The Endowment expects a minimum of one conference per week and requires that applicant-adviser meetings be conducted in person (advising by telephone only is not sufficient). Prospective advisers should be aware that the Endowment expects a report from them evaluating the project within ninety days of the end of the grant period.

3. Provide an abbreviated listing of your specific qualifications to advise the project (humanities degrees, relevant courses taught, relevant publications, etc.), not to exceed two pages.

Reference letters should be typed on 8 1/2 x 11-inch paper, using only one side of each sheet. The applicant's name and project title should be clearly marked at the top. The letter should be placed in a sealed envelope together with this form and forwarded to the applicant for inclusion in the mailing of the complete application package.

Because no scholar may serve as the official adviser on more than two Younger Scholars Program grants during any summer, advisers should limit their sponsorship accordingly.

The Office of Management and Budget requires federal agencies to supply information on the time needed to complete forms and also to invite comments on the paperwork burden. NEH estimates the average time to complete this form is one hour per response. This estimate includes the time for reviewing instructions; researching, gathering, and maintaining the information needed; and completing and reviewing the form. Please send any comments regarding the estimated completion time or any other aspect of this application, including suggestions for reducing the time to complete, to the Assistant Chairman for Operations, National Endowment for the Humanities, Washington, D.C. 20506; and to the Office of Management and Budget, Paperwork Reduction Project (3136-0090), Washington, D.C. 20503.

## APPENDIX

### Instructions for Certification

1. The Endowment is required to obtain certifications from applicants who are individuals regarding federal debt status, debarment and suspension, and the requirements of the Drug-Free Workplace Act of 1988. By signing and submitting this application, the applicant provides these certifications.

2. If a prospective applicant is unable to provide the certification required by the Drug-Free Workplace Act, he or she is not eligible for funding from the Endowment. If a person is unable to provide the certification regarding federal debt status or debarment and suspension, an explanation must be attached to the proposal. The explanation of why the certification on federal debt status or debarment and suspension cannot be submitted will be considered in connection with the Endowment's funding determination. Failure to furnish a certification or an explanation shall disqualify the applicant from receiving an award from the Endowment.

3. The certifications are material representations of fact on which reliance will be placed when the Endowment decides to fund the application. If it is later determined that the applicant knowingly provided an erroneous certification, in addition to other remedies available to the federal government, the Endowment may terminate the award for cause or default or, when applicable, may take action authorized under the Drug-Free Workplace Act.

4. The applicant shall provide immediate written notice to the director of the Grants Office if at any time he or she learns that the certifications were erroneous when submitted or have become erroneous by reason of changed circumstances.

5. The following definitions apply to the terms used in each of the certifications.

### Definitions

**Controlled Substance:** A controlled substance in schedules I through V of Section 202 of the Controlled Substance Act (21 U.S.C. 812), and as further defined by regulation at 21 CFR 1308.11 - 1308.15.

**Debarment:** An action taken by a debarring official in accordance with 45 CFR Part 1169 to exclude a person from participating in covered transactions. A person so excluded is "debarred."

**Delinquent:** Represents the failure to pay an obligation or debt by the date specified in the agency's initial written notification or applicable contractual agreement, unless other satisfactory payment arrangements have been made by that date, or if at any time thereafter, the debtor fails to satisfy the obligation under a payment agreement with the agency.

**Federal Debt:** The amount of money or property that has been determined by an appropriate agency official to be owed to the United States by any person, organization, or entity. Examples of debts include delinquent taxes, audit disallowances, guaranteed and direct student loans, housing loans, farm loans, business loans, Department of Education institutional loans, benefit overpayments, and other miscellaneous administrative debts.

**Grantee (in the drug-free workplace certification):** A person who applies for or receives a grant directly from a federal agency.

**Ineligible:** Excluded from participation in federal nonprocurement programs pursuant to a determination of ineligibility under statutory, executive order, or regulatory authority, other than Executive Order 12549.

**Primary Covered Transaction:** This is normally any nonprocurement transaction between an agency and a person, regardless of type, including grants, cooperative agreements, scholarships, fellowships, contracts of assistance, loans, loan guarantees, subsidies, insurance, payments for specified use, donation agreements, and any other nonprocurement transaction between a federal agency and a person.

**Suspension:** An action taken by a suspending official in accordance with these regulations that immediately excludes a person from participating in covered transactions for a temporary period, pending completion of an investigation and such legal, debarment, or Program Fraud Civil Remedies Act proceedings as may ensue.

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## **Certifications**

### **1. Certification Regarding Federal Debt Status (OMB Circular A-129)**

The applicant certifies to the best of his or her knowledge and belief that he or she is not delinquent in the repayment of any federal debt.

### **2. Certification Regarding Debarment and Suspension (45 CFR 1169)**

The applicant certifies to the best of his or her knowledge and belief that he or she: (a) is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency; (b) has not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against him or her for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; (c) is not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and (d) has not within a three-year period preceding this application/proposal had one or more public transactions (federal, state, or local) terminated for cause or default.

### **3. Certification Regarding Drug-Free Workplace Requirements (Drug-Free Workplace Act of 1988)**

(a) The grantee certifies that, as a condition of the grant, he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant.

(b) If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, he or she will report the conviction, in writing, within ten calendar days of the conviction, to the grant officer or other designee, unless the federal agency designates a central point for the receipt of such notices. When notice is made to such a central point, it shall include the identification number(s) of each affected grant.







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