AUGUST 5, 1996

DEAR GEORGE,

I SHALL BE MOST GRATEFUL FOR YOUR RECOMMENDATION, AS PER THIS LETTER. PLEASE NOTE THE P.S.

ON AUGUST 14 I SHALL BE GOING TO IAMCR - SYDNEY, ETHEN TO LATIN AMERICA, RETURNING ON SEPT. 14. THIS IS WHEN I AM PLANNING TO MAIL THE APPLICATION

MANY THANKS, DON

(Applicant: Please fill in your name below, and give one photocopy to each of three referees, along with a copy of your application.)

INSTRUCTIONS FOR LETTERS OF REFERENCE

United States Institute of Peace
SENIOR FELLOWSHIP

Dear Referee:

Dov Shinar *(name of candidate)* is applying for a fellowship award from the Jennings Randolph Program for International Peace at the United States Institute of Peace. The purpose of this program is to provide fellowships and other support to scholars and practitioners from the United States and abroad to enable them to pursue research on important issues of international peace and conflict management. The United States Institute of Peace is an independent federal institution created and funded by the U.S. Congress to promote international peace. The Institute is nonpartisan and takes no policymaking or other direct role in international disputes.

The applicant is forwarding this letter to you for a confidential evaluation of his or her candidacy and is providing you with a copy of the completed application, including a description of the proposed fellowship project. We would appreciate your views of both the applicant and the proposed project.

Please indicate how long and in what context you have known the candidate. We would appreciate your opinion concerning the applicant's intellectual ability; professional accomplishments and experience; his or her ability to accomplish the proposed project within the time proposed; and the likelihood that the applicant would be a significant contributor to the Institute's role as a stimulating center for learning, dissemination of knowledge, and exchange of ideas. We are concerned not only with the individual's intellectual depth and maturity but also with those personal qualities and talents that lend themselves to public and professional leadership, effective communication, and interaction with policymakers and the public.

Concerning the proposed fellowship project, we would appreciate your views on its potential for making an important contribution to advancing the understanding of peace and conflict issues, its possible significance beyond its immediate field and focus, the soundness and feasibility of the approach the applicant proposes to take in the project, and its policy relevance.

Competition for the awards will be keen, so we would be grateful for as full and candid an appraisal as you can provide. Reference letters will be more useful to the extent that they address both strengths and shortcomings.

The independent advisory review committee, the president and staff, and the Board of Directors of the Institute will be most grateful for your help.

Sincerely,

The Jennings Randolph Program
for International Peace

P.S. To be included in the competition, all materials must be received at the United States Institute of Peace in Washington, D.C., by ***October 1*** (or next business day). Please give your letter to the applicant in a sealed envelope with your signature across the seal in sufficient time to meet this deadline.

United States Institute of Peace

APPLICATION FOR SENIOR FELLOWSHIP

COVER SHEET (PLEASE TYPE.)

Institute use only:

Shinar	Dov	
Last Name	First	Middle

Dean and Professor, New School of Media Studies
Position, Department, Institution

Israeli	October 18, 1936	Male
Citizenship	Birthdate (optional)	Sex (optional)

Peace in Media Discourse and in the Communications Research Agenda
Title of Fellowship Project

September 1997-September 1998
Preferred Dates of Residence at the Institute

Required Summary of Proposed Fellowship Project. Indicate the subject of the project; why it is important; the research, writing, or other communication activities in which you will engage; and the nature of the product(s). Applicants may propose only one project. Do not exceed the space provided below.

Against the current dominance of war and violence in journalism and in the media research agenda, the project seeks to update the treatment of peace -- as content, style, process and product -- in the media and in communications research. Relatively unexplored, the development of a professional and academic peace discourse is vital to adapt media research, policy, and practice to the post-Cold War era, and to improve the conceptual, normative, and behavioral transitions necessary to increase the effectiveness of peace efforts.

Departing from existing data on the coverage of the peace process in the Middle East, discourse analysis and interviews with media professionals will be used to produce a comparative case-study on media products and processes; on peace-related media strategies; on discourse production techniques; and on ways to apply such techniques to the strategies. The project is expected to yield written products (book and chapters, articles, research guidelines); lectures; teaching curriculae; workshop blueprints; and demonstration materials, directed at the academic and professional communities.

APPLICANT INFORMATION AND CERTIFICATION FORM (PLEASE TYPE.)

Shinar — Dov
Last Name — First — Middle

25 Habanai Street — Jerusalem
Preferred Address (through June of next year) — City

Israel — 96264
State/Country — Zip /Postal Code

972-2-6526802 — 6902096 — 6990458 — shinar@netvision.net.il
Home Phone (country & city code) — Office Phone — FAX — E-Mail

Dean, Professor — ☐ Dr. ☐ Mr. ☐ Ms. ☑ Prof. ☐ Other:
Professional/Occupational Position — Preferred Title

College of Management — 9, Shoshana Persitz Street
Business Address (if different from above) — Number and Street

Tel Aviv — Israel — 61480
City — State/Country — Zip /Postal Code

Have you ever received a grant or fellowship from the United States Institute of Peace or participated in any Institute-sponsored activities? If so, explain and indicate the date.

NO

If English is not your native language, specify your degree of fluency in English, indicating *excellent, good, fair,* or *poor:*

Excellent — Excellent — Excellent
Reading — Speaking — Writing

In what language(s) relevant to your project are you proficient?

English, Hebrew, French, Portuguese, Spanish

How did you learn about the Jennings Randolph Program? ☑ Grant information listing
☐ Institute flyer ☐ Story or advertisement in
☐ Other:

Certifications: This sheet must be signed and dated by the applicant. Various U.S. government statutes provide civil and criminal penalties for attempting to obtain public funds by fraud or deception, and the Institute will act to prevent waste, fraud, or abuse in connection with its fellowship program and other activities.

- *Accuracy:* The statements made in this application are true, complete, and correct to the best of my knowledge and belief.
- *Nondelinquency:* I certify that I am not delinquent in repaying any federal debt.
- *Drug-Free Workplace.* I certify that I will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in conducting any fellowship activity.

Signature of Applicant — Date

PROJECT CHECKLIST

TOPIC

Please indicate which of the following categories best describe your project topic. Check no more than three topics.

- ☐ 01 Arms Control and Deterrence
- ☐ 02 Conflict Resolution /Management: Behavioral Approaches to Int'l Relations
- ☐ 03 Conflict Resolution /Management: Diplomacy and Negotiations
- ☐ 04 Conflict Resolution /Management: Unofficial and Nongovernmental
- ☑ 05 Conflict Resolution and Other Professional Training
- ☐ 06 Democracy
- ☐ 07 Economic Development, Peace, and Conflict
- ☐ 08 Environmental Issues
- ☑ 09 Education
- ☐ 10 Ethnic and Religious Conflict
- ☐ 11 Foreign Policy, Decision Making
- ☐ 12 Gender and Conflict
- ☐ 13 Global Peace, Alternative Futures, or Visionary Models
- ☐ 14 Human Rights and Humanitarian Issues
- ☐ 15 International Law
- ☐ 16 International Organizations
- ☐ 17 Library and Information Services
- ☑ 18 Media, Communications, and Cultural Issues
- ☐ 19 Nationbuilding
- ☐ 20 National and Collective Security
- ☐ 21 Peace Movements and Pacifism
- ☐ 22 Peacekeeping
- ☐ 23 Political Systems, Ideologies, and International Behavior
- ☐ 24 Refugees and Migration
- ☐ 25 Regional Conflict
- ☐ 26 Religion and Ethics
- ☐ 27 Research Methods and Theory
- ☐ 28 Rule of Law
- ☐ 29 Subnational Conflict
- ☐ 30 Terrorism and Low Intensity Conflict
- ☐ 31 Transnationalism
- ☐ 32 War and Violence
- ☐ 33 Other _____

REGION

Please indicate which of the following categories best describe your project's regional focus. Check no more than three regions.

- ☐ 01 Africa, North
- ☐ 02 Africa, Sub-Saharan
- ☐ 03 CIS/Former Soviet Union
- ☐ 04 Central Asia
- ☐ 05 East Asia and Pacific Rim
- ☐ 06 Europe, East
- ☐ 07 Europe, West
- ☐ 08 Latin America and Caribbean
- ☐ 09 Middle East
- ☐ 10 North America
- ☐ 11 South Asia
- ☑ 12 Global
- ☐ 13 No Regional Focus

OCCUPATION

Please indicate which category best describes your present occupation. Check only one.

- [x] 01 Academic, Scholar, Researcher
- [ ] 02 Business Executive
- [ ] 03 Government Service
- [ ] 04 Clergy
- [ ] 05 Community Leader, Activist
- [ ] 06 Physician, Psychologist
- [ ] 07 Educator, Trainer
- [ ] 08 Engineer, Architect
- [ ] 09 International Organization Official
- [ ] 10 Journalist/Media/Author/ Freelance Writer
- [ ] 11 Lawyer
- [ ] 12 Military Officer
- [ ] 13 Nongovernmental Organization Official
- [ ] 14 Nonofficial Mediator/Negotiator/Conflict Resolutionist
- [ ] 15 Policy Analyst, Consultant
- [ ] 16 Other _____

ACADEMIC DISCIPLINE

If you have checked the first box above, please indicate which category best describes your academic discipline. Check only one.

- [ ] 01 Anthropology
- [x] 02 Area Studies
- [ ] 03 Communications/Journalism
- [ ] 04 Conflict Resolution
- [ ] 05 Economics
- [ ] 06 Education
- [ ] 07 English
- [ ] 08 Geography
- [ ] 09 History
- [ ] 10 Law
- [ ] 11 Philosophy
- [ ] 12 Physical Sciences and Medicine
- [ ] 13 Political Science/Government/International Relations
- [ ] 14 Religion
- [ ] 15 Sociology
- [ ] 16 Other _____

Your name Dov Shinar

APPLICANT BACKGROUND

1. EDUCATION

1975-78 Communications Institute, Hebrew University, Jerusalem, PhD. in Communications, ("The Transplantation of Institutions: Introducing Television in Seven Developing Countries").

1966-68 Annenberg School of Communications, University of Pennsylvania, M.A. in Communications.

1961-64 Hebrew University, Jerusalem, B.A. in Sociology, Political Science.

2. PROFESSIONAL/OCCUPATIONAL EXPERIENCE

1992 on Founding Dean and Professor of Communication, New School of Media Studies, College of Management, Tel Aviv.

1990-93 Professor, Department of Communication Studies, Concordia University, Montreal.

1987-90 Visiting Professor, Associate Professor, Department of Communication Studies, Concordia University, Montreal,

1979-87 Adjunct Lecturer, Communications Institute, Hebrew University, Jerusalem.

1976-84 Senior Researcher, Communications, Brookdale Institute of Gerontology and Adult Human Development, Jerusalem.

3. HONORS

1996 Israel Association of Canadian Studies, grant for second phase of longitudinal study on "Re-membering and Dis-membering: A Cultural Strategy for Studying the Roles of Language, Discourse and the Media in the Transformation of Collective Identities" (First phase performed in 1988-89 with grant from Concordia University.

1988-89 CRB Foundation, Canada, grant for study on "Educational Technology in Israel: An Initial Database".

1986-87 The West Bank Data Base Project, Jerusalem, grant for study on the "Palestinian Press: Political Dimension".

1983 Visiting Fellow, Institute for Middle East Peace and Development, City University of New York.

1981-82 Israel Research and Development Council , grant for study on "Communications in the West Bank".

1979-80 Fellow, Faculty Member, Salzburg Seminar, Austria.

1980 Special Citation: Innovative Contribution to the Welfare of the Elderly, Israel Gerontological Society.

1978-81 Bank Leumi LeIsrael, grant for feasibility study, operation and evaluation of "Audiovisual Center for the Elderly".

4. KEY EXPERIENCE

My proposal to study dilemmas and difficulties faced by the media and communication researchers in the transition to peace; and to offer discourse strategies applicable to this transition, benefits from several experiences:

In addition to my educational and occupational background, my competence to analyze complex social and cultural relations, benefited from a Harry S. Truman Peace Institute fellowship, (Hebrew University 1991); work at the Israel Center for Media Literacy (1990); and work with the Loyola Jesuit Institute Peace Studies (Montreal) on "The Role of Television in Peace Processes" (1988-89).

The ability to apply new ideas in media work and media education, increased through my professional work, as research coordinator, and public affairs producer (Israel Television, 1968-74); director of the Division for Communications in Education (Hebrew University, 1977-79); director of the Audiovisual Center for the Elderly, (Brookdale Institute, 1978-84); developer of community television (since the late 1960s); and regular contributor to radio and to the printed press.

My ability to empathize with people, situations, and processes, grew in experiences such as: UN Electoral Observer (Mozambique, 1995); director of the International Forum of Communications and National Development (1987); and, since 1972, development communications consultant in Brazil, Ecuador, Iran, Israel, Mexico, Nicaragua, Panama, Peru, and Portugal (Unesco, National Governments, NGOs).

5. MAJOR PUBLICATIONS AND WRITING

Shinar, D., Palestinian Voices: Communication and Nation-Building in the West Bank, Boulder, Colorado, Lynne Rienner Publishers, 1987.
Shinar, D. and D. Rubinstein, Palestinian Press in the West Bank: The Political Dimension, Jerusalem, Jerusalem Post and WBDP, 1987.
Shinar, D., Communications in Old Age: Bringing the Mountain to Mohammed, Jerusalem, Academon, 1984 (Hebrew).

Shinar, D., "Re-membering" and "Dis-membering" Europe: Communication in the Transformation of Collective Identities", in A. Sreberny-Mohammadi and S. Braman (eds.), Globalization, Communication and Transnational Civil Society, Cresskill, N.J., Hampton Press, 1996.
Shinar, D. and G. Stoiciu, "Media Representations of Socio-Political Conflict: The Romanian Revolution and the Gulf War", Gazette, 50, 1992
Shinar, D. and G. Stoiciu, "Reality-Construction in Socio-Political Crisis: The Coverage of the Romanian Revolution in the Western Media", Communications, The European Journal of Communication, 1/1992.
Shinar, D., " The Role of the West Bank Press in Palestinian Nation-Building", Jerusalem Quarterly, Summer 1987.
Shinar, D., "Art and Communication in the West Bank: Visual Dimensions of Palestinian Nation-Building", Studies in Visual Communication, 10 (2), Spring 1984.
Shinar, D., "The Myth of the Mighty Media: Alternate and Parallel Communication Networks in Processes of Social Change", in R.D. Graff, Communications for National Development: Lessons from Experience, Cambridge, Mass., Oelgeschlager, Gunn and Hain, 1983.
Shinar, D., "Communications Systems in Processes of Change and Development: Lessons from the Iranian Revolution", State, Government and International Relations, 78, January 1981 (Hebrew).
Shinar, D. and M.A. Dias, "Communication Policy in Brazil", in M. Tehranian, M. Vidale and F. Hakimzade (eds.), Communications Policy for National Development, London, Routledge and Kegan Paul, 1977.
Shinar, D. and Marcus, B., Peace Project: A Video-Essay on What Happened When Jews and Arabs in Israel Were Asked to Sign Their Names, Pledging for Peace, during Sadat's Visit to Jerusalem, 29 min., 1977.

6. **OTHER INTERESTS**

Brazilian by birth and sentiment, I am interested in Latin-American culture, art, and folklore, including their indigenous and colonial historical roots. In this sense, my work in Portugal and Mozambique has been as rewarding as my visits to Latin American countries.

7. **CAREER PLANS**

Viewing my career as a combination of academic and professional activities, strongly committed to the improvement of society, the project represents an important step forward, as an integrative process of discovery (through research), dissemination (through teaching and publication), and application (through offering ideas and strategies to the media, peacemakers, etc.) of new knowledge on important issues for my own and other societies.

8. **FAMILY**

My wife would accompany me during the fellowship period.

9. **VISA STATUS**

I currently hold a B1/B2 visa, expiry date: 18 July 2006. I did hold a J-1 visa during my studies at the University of Pennsylvania in 1966-68, and during my fellowship at the University of California, Berkeley, in 1975-76.

PROPOSED PROJECT DESCRIPTION

1. Subject and Significance

Recognizing the importance of the media in peace processes, and the difficulties in developing an adequate peace-coverage media discourse, the project seeks to propose ways to improve the effectiveness of peace discourse in the media, and to offer an updated peace-related agenda of international communications research.

The preference of war and violence among journalists and academics in the recent decades has been related to dominant media norms, discourse, and economic structure. War coverage provides images of action, conflict and heroism, focuses on the emotional, and satisfies "news-value" requirements. Political factors -- the Cold War, and the view that "peace talk" is "the other side's" ideology (communist in the West, capitalist in the former Eastern Block, pro-Arab in Israel), -- have handicapped the development of a media peace discourse. Before the late 1980s, peace rhetoric invariably took the form of "challenger discourse" and "adversarial rhetoric", which had lower popularity than the one enjoyed by "official discourse". The active role played by media researchers in World War II efforts, sponsored by official agencies and army branches, and the fact that prestigious universities hired most of them to direct communication departments and research institutes after the war, has encouraged the claim of a direct relation of war efforts with research directions. In the absence of conclusive evidence to support this claim, the extent to which research institutions and university departments were influenced by official sponsorship remains an open question. One cannot ignore, however, the preference of media researchers for war studies. Research on the coverage of Vietnam has dealt only briefly with the Paris talks; and, compared with studies on the coverage of wars in the Middle East, almost no research has been conducted on the media coverage of peace efforts.

Thus, focusing on a relatively unexplored research area, the project seeks to show how media research and practice can contribute to peace. This is particularly relevant to enrich media policy and practice, and to update the communications research and development agenda.

2. Mandate Fulfillment

Media impact on foreign relations and peace processes has been increasing. As observers/reporters, the media gather and select news, construct realities, generate meanings, and represent them to the public; as participants in foreign affairs, they supply information to policy makers, and extract information from them; as catalysts, they influence decision making in key-issues; and, as globalization agents, they change traditional diplomacy, offer new diplomatic resources, and add arenas of international dialogue. This impact has created new areas of interest, some of which are addressed by the project: the improvement of a peace media discourse; and the updating of media research, so as to take it beyond the scope of Cold War era studies.

Asking how can the media be more effective in the promotion of peace, the project clearly addresses the Institute's mandate to serve the American people (and other nations) through research, education and training, to disseminate information about peaceful ways to manage international conflict, to study ways to prevent, limit or end violent conflict, and to help processes of post-conflict reconstruction and reconciliation.

3. Methods and Design

The major arguments of the project are that current peace efforts provide opportunities to reduce the media preference to war; and that the application of relevant discourse-development theories to some of the strategies employed by the media to deal with peace, might influence the social agenda, and improve the media peace discourse.

In terms of methodology and design, these arguments involve the study of media products and processes; of rhetorical strategies used by the media to deal with peace; of discourse production techniques; and of ways to apply such techniques to the strategies.

The study of media products and processes refers to the nature and production of peace-stories; the ideologies and attitudes they serve; and news-value gaps between stories on war and peace.

Media products are cultural constructs that generate meaning. Media processes include the selection, framing and interpretation of information, in contexts of industrial and professional interaction, such as negotiations among field- and editorial staff, policy makers, and other factors and sources; and journalistic strategies, that serve to construct, deconstruct and reconstruct realities.

In order to typify peace-related media products, a secondary analysis of existing data on the Middle East and other cases will produce a comparative case study on the coverage of peace processes. Discourse analysis will be used to explore images, rhetorical structures and narrative frames. The exploration of media processes will be conducted through a secondary analysis of existing data, and through interviews with media professionals. In addition to the traditional approach, which limits encoding to professionals and decoding to audiences, an attempt will be made in the project to look at the decoding and deconstrucion of realities by media professionals, which precede the construction and encoding of peace stories.

Current media strategies to deal with peace

The coverage of peace processes in cases such as Northern Ireland and Bosnia, will be discourse-analyzed in order to validate (and perhaps add to) the three strategies found in a preliminary analysis of the rhetoric used by the Israeli popular press to depict and analyze the Middle Eastern peace process -- framing peace coverage in war discourse; "trivialization", and "ritualization" of peace coverage.

Framing peace coverage in war discourse involves the use of war discourse in the coverage of peace. Trivialization of peace coverage refers to the upgrading of trivial information, in the absence of peace stories that satisfy news-value standards. Ritualization of peace coverage involves intensive, repetitive and performative coverage of representational behaviors, as in Dayan's and Katz's media events (Dayan and Katz, 1992).

The following hypotheses will be tested in this context:

* In the media "frame-contest" of war and peace stories, the use of war frames to cover peace accepts the low news-value of peace stories and thus does not enhance the development of alternative frames.

* The appealing touch of trivial stories might add some news-value to peace framing, but does not allow for a deeper treatment of peace.

* Ritualization lends itself to alternative framing more than other strategies. The media treatment of the rituals of the Middle East peace process reveal that such occasions endow peace coverage with higher news-value.

Discourse Development Theories: "Constitutive Rhetoric"

Departing from "constitutive rhetoric" (Charland, 1987), the project seeks to examine relevant discourse-development theories and concepts that might be applicable to media peace-coverage strategies.

The assignment of meaning is a major symbolic role of the media, in which choices are made and cultural constructs are introduced and integrated in the sociocultural agenda. Constitutive rhetoric is a mechanism that assigns meanings to symbolic entities and processes. It creates, modifies, and legitimizes realities through the manipulation of texts, rhetorical constructs, and symbols. Examples include the invention of the term "Quebecois", in 1967, to challenge the hitherto dominant "French-Canadian" (Charland, 1987); and the invention of terms by the Zionist leadership, in order to mobilize and activate its members (Shinar et al, 1990). Applied to some of the strategies used by the media to deal with peace, constitutive rhetoric might enhance the development of a media peace discourse. Together with additional theories, it will be studied as a source for developing a media peace discourse and for updating the media research agenda so as to equip it with a peace component.

The methodology of this part of the project will consist of exploring possible elements of style and content in media peace-coverage strategies that can be activated according to the principles of discourse-development theories. In terms of style, some paradigmatic qualities of media events research will be used as a point of departure, including the effect of media events on media professionals (i. e. redefining the rules of journalism); narrative techniques (i.e. "conquests", "contests", and "coronations"); and performance styles (i.e. access to the occasion, dramatic coherence, multi-faceted presentation, interpretation of contexts and symbols, reverence, dramatic style, and the sense of belonging and active participation in historical events). The exploration of contents will be based on "master-frames" (Snow and Benford, 1992) or "supertexts" (Browne, 1984), such as the Rabin assassination. Composed of smaller frames and expressed in a symbolic language that emerges from a various sources, including spontaneous popular reactions and strategies of media coverage, the coverage of such events will serve as points of departure to propose adequate content categories.

References

Browne, N., "The Political Economy of Television's Supertext", Quarterly Review of Film Studies, 9 (3), 1984.

Charland, M., "Constitutive Rhetoric: The Case of the 'Peuple Quebecois'", The Quarterly Journal of Speach, 73 (2), May 1987.

Dayan, D. and E. Katz, Media Events: The Live Broadcasting of History, Cambridge , Mass., Harvard University Press, 1992.

Shinar, D., J. Olsthoorn, and C. Yalden, Dis-membering and Re-membering: An Improved Conceptual Framework for the Analysis of Communication and Social Change, Montreal, Concordia University, 1990.

Snow, D.A. and Benford, R.D., "Master Frames and Cycles of Protest", in A.D. Morris and C.M. Mueller (eds.), Frontiers of Social Movement Theory, New Haven, Yale University Press, 1992.

4. Products

Two major audiences are envisaged to benefit from the project: the academic community, in terms of further research by accomplished scholars, advanced degree candidates and students; and the media community, including field and editorial staff, and decision/ policy-makers. Thus, the results of the project are expected to be disseminated in scholarly writing (book, article, chapter); lectures; guidelines for further research; teaching curriculae; blueprints for training workshops; and media demonstration projects. The structure of the project (media products and processes; peace-related rhetorical strategies used by the media; discourse production techniques; and ways to apply such techniques to the strategies) serves as a general outline for all types of products.

5. Work Plan

Media products and processes: secondary and original analysis, interviews	12 weeks
Media strategies to deal with peace: case-studies	12 weeks
Discourse production techniques: library research	8 weeks
Ways to apply techniques to strategies: analysis	8 weeks
Final Reports: manuscripts, blueprints, demonstration materials	8 weeks
Miscellaneous and back-up	4 weeks

6. Budget: Enclosed

7. References

Elihu Katz, Professor of Communication, Annenberg School of Communication, University of Pennsylvania, 3620 Walnut Street, Philadelphia, Pa. 19104-6220, USA.

George Gerbner, Professor of Communication, Annenberg School of Communication, University of Pennsylvania, 3620 Walnut Street, Philadelphia, Pa. 19104-6220, USA.

Michael Gurevitch, Professor of Communication, Journalism Building, University of Maryland at College Park, Maryland 20742, USA.

ESTIMATED FELLOWSHIP COSTS

Name Dov Shinar

The Institute provides each fellow with a stipend; travel costs to and from Washington, D.C.; and a part-time research assistant or modest clerical help. The Institute also pays reasonable costs for telephone, supplies, and photocopying.

Specific amounts of stipends are determined through consultation with each fellow after selection for an award. The fellowship award does not include funds for travel outside Washington.

1. Stipend
   Basis for Fellow's Stipend (in U.S. dollars) $ 100,000
   (Estimate the amount of earned income you expect to receive in the twelve months *immediately preceding the fellowship period. These figures are intended for the Institute's information only.* Stipends are determined individually in relation to preceding year's income, up to the permissible maximum amount. Stipends for fellows from abroad will be comparable to those for U.S. citizens of similar experience and position.)

2. If you are applying for an award of less than twelve months, please prorate your annual income for the length of your anticipated fellowship.
   # of months _____ $_____

3. Travel to and from Washington, D.C.*
   Number of Accompanying Dependents: 1 $ 3,000

4. Unusual project costs, if any (please explain briefly below) $ 5,000

5. Subtotal (Add lines 1, 3, and 4 or lines 2, 3, and 4) $ 108,000

6. Do you expect to have other income during the fellowship period (e.g., sabbatical pay)? Please list and explain. $_____

7. Total Estimated Costs
   (Subtract line 6 from line 5.) $ 108,000

Collection of materials and editing of demonstration video and/or newspaper page(s).

* The Institute will provide one round-trip fare to Washington, D.C., at the beginning and end of the fellowship period to the fellow and family members (i.e., spouse and children under 18) who reside with the fellow during the entire fellowship period. In accordance with federal travel regulations, the Institute cannot cover the costs o transporting books or personal effects.

(Applicant: Please fill in your name below, and give one photocopy to each of three referees, along with a copy of your application.)

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United States Institute of Peace
SENIOR FELLOWSHIP

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The applicant is forwarding this letter to you for a confidential evaluation of his or her candidacy and is providing you with a copy of the completed application, including a description of the proposed fellowship project. We would appreciate your views of both the applicant and the proposed project.

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Concerning the proposed fellowship project, we would appreciate your views on its potential for making an important contribution to advancing the understanding of peace and conflict issues, its possible significance beyond its immediate field and focus, the soundness and feasibility of the approach the applicant proposes to take in the project, and its policy relevance.

Competition for the awards will be keen, so we would be grateful for as full and candid an appraisal as you can provide. Reference letters will be more useful to the extent that they address both strengths and shortcomings.

The independent advisory review committee, the president and staff, and the Board of Directors of the Institute will be most grateful for your help.

Sincerely,

The Jennings Randolph Program
for International Peace

P.S. To be included in the competition, all materials must be received at the United States Institute of Peace in Washington, D.C., by ***October 1*** (or next business day). Please give your letter to the applicant in a sealed envelope with your signature across the seal in sufficient time to meet this deadline.