

**Africa**

**Arcadia University Proposal to  
The U.S. Department of Education  
Fulbright Hays Group Projects Abroad Program  
November, 2005  
Abstract**

“Cultural Studies and Service Learning in Equatorial Guinea” provides an in-depth opportunity for college students to learn about and experience a part of Africa that is not often the focus in African and Africana studies and that exemplifies current ways of thinking about the hybrid and changing nature of culture within and across national boundaries. This increased understanding of a particular multilingual and multicultural Spanish-speaking nation and region in Africa will benefit not only the participating undergraduate students, but also 12 K-12 classrooms in the United States with whom those participants will be matched to provide current, dynamic and interactive presentations (upon their return to the U.S.) for children studying Africa as part of the national social studies standards. The proposed program in Equatorial Guinea would provide scholarship funds for flights and housing for a group of 12 undergraduate students, enabling traditionally underrepresented students able to participate in the program. It is a 15-week program that includes service learning opportunities in teaching English and wildlife conservation. Students will engage in service learning activities that not only enhance the academic content of the courses offered in Equatorial Guinea, but also address a current concern in African and Africana studies: that those studying Africa also play a role in addressing local needs and interests as part of that study. Faculty and students will work in collaboration with the Universidad Nacional de Guinea Ecuatorial (UNGE), so that the U.S. students will be in classes with Equatorial Guinean undergraduates which are taught by both UNGE and Arcadia faculty.

## CLAYTON STATE UNIVERSITY

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### **SEMINAR ON CURRENT SOCIAL, POLITICAL AND ECONOMIC CLIMATE IN SOUTH AFRICA**

Clayton State University, in partnership with the member institutions of the Nine University and College International Studies Consortium of Georgia, is seeking to promote the integration of International Studies specifically related to South Africa area studies into the general curriculum of the collaborating schools and school systems. This will be done by:

Identifying a team 15 key faculty members and master teachers in Georgia's public and private K-12 and universities and colleges whose primary mission is "teaching."

Involving this team of 15 educators in a four-week professional/curriculum development project that enhances their understanding of international studies in general and South African studies in particular and that creates a continuum for South Africa-related instruction from K-17.

Developing curricular resources that can be applied across a broad range of classrooms and teaching styles.

Creating partnerships between American teachers and teachers in South Africa that develop into partner school relationships; and

Creating opportunities for these teachers to disseminate their knowledge and curriculum to other K-17 teachers.

This program will impact significant and influential educational systems (K-17) in the state of Georgia.

## **Five Colleges, Incorporated**

The Five College Public School Partnership of Five Colleges, Incorporated (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst) requests \$80,000 from the Fulbright-Hays Group Projects Abroad Program to support a study tour of South Africa for fourteen educators. The study tour is the centerpiece of an eighteen-month project (April 1, 2006 – August 31, 2007) to develop area studies curriculum on South Africa for the Amherst, Greenfield, Northampton, South Hadley, and Springfield Public Schools. The project timeline encompasses two major phases: selection, orientation, and curriculum planning (April 1, 2006- July 23, 2007) and the study tour to South Africa (July 24 –August 24, 2007).

The project responds to the needs of K-12 school districts to develop curricula that prepares students for citizenship in a global society. It has three major objectives: (1) to foster global awareness through first-hand experience with the geography and the social, cultural, and political history of South Africa; (2) to provide teachers and school administrators with the knowledge and materials to develop area studies curricula on South Africa; and (3) to facilitate continuing cross-cultural learning projects by establishing school-to-school partnerships. The study tour will be made up of ten K-12 teachers and curriculum directors (two from each district) and four representatives of the higher education institutions of the Five College consortium. The orientation and curriculum-building phases of the project will be supported by faculty members of the Five College African Studies Council and curriculum specialists in the education departments of Mount Holyoke and Smith Colleges and the public schools.

The five-week study tour will visit four major regions in South Africa: Johannesburg and Pretoria in Gauteng; Durban in Natal; East London and Port Elizabeth in the Eastern Cape; and Cape Town and Stellenbosch in the Western Cape. It will include field trips that illustrate colonial, post-colonial, apartheid-era, and post-apartheid influences on the development of South Africa as a new emerging democracy. The study tour is anchored by visits in each province to K12 schools, which will allow us to establish long-term cross-cultural learning projects linking schools and classrooms in the U.S. with schools and classrooms in South Africa.

The evaluation of the project includes both quantitative and qualitative methods. The expected outcomes are: (1) the development of high-quality South African area studies curriculum units that foster global awareness; (2) incorporation of South Africa area studies into the curriculum of the five participating districts and dissemination of the units through professional organizations and the Internet; and (3) on-going cross-cultural learning projects between South African and western Massachusetts schools.

The Five College Public School Partnership has assembled a management team knowledgeable about South Africa and curriculum development. Five Colleges, Incorporated will supplement grant funding to provide adequate resources to support the project. This proposal meets the Fulbright-Hays program priorities in that it develops area studies curriculum on South Africa.

## **JAMES MADISON UNIVERSITY**

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### **Abstract: Short-Term Seminar in Kenya for Virginia Teachers**

The Office of International Programs (OIP) at James Madison University (JMU) proposes a Short-Term Seminar in Kenya for Virginia Teachers to facilitate an understanding and appreciation among participants of Kenya's varied cultures, the relationships between people and their environments, and the history and current challenges of the education system. This thirty-four day program will involve eighteen participants, including fifteen to eighteen teachers from elementary, middle or secondary schools, one to three JMU students, as well as the Project Director (PD) from the JMU Department of Anthropology. Also supporting and traveling with the group, (and funded entirely by the OIP,) will be a Curriculum Specialist (CS) from the JMU College of Education and the Project Manager (PM) from the OIP. Participating teachers will be selected from four public school districts, as well as a private elementary school and a private high school and will be obligated to develop curricula based on their experiences.

The PD will serve as the Seminar Academic Director, the CS will serve to support participating teachers in the development of Seminar-based curriculum and the PM will be responsible for dissemination of program information, Seminar web site development and application process, candidate selection, pre-departure orientation sessions, travel and financial arrangements, post-seminar participant meetings, program evaluation and DoE reporting. The OIP gratefully accepts \$75,000 from Fulbright-Hays Group Projects Abroad Program for this project.

In addition to daily lectures, language lessons and various instructive site visits, participants will live in rural villages, camp and travel with pastoralist guides, learn Swahili, and spend several days in two rural schools where they will engage in service projects and conduct "learning exchanges" with local Kenyan teachers. This seminar will serve as a hands-on introduction to cultures of sub-Saharan Africa through the particular case study of Kenya, as well as a history of how these cultures have been perceived, interpreted, and portrayed. Participating teachers will greatly expand their own knowledge base while producing specific projects and curricula that will benefit their students and fellow teachers for years to come.

## ILLINOIS STATE UNIVERSITY

### Abstract

This Fulbright Group Projects Abroad proposes a four-week seminar consisting of twelve middle and secondary school teachers, a curriculum specialist, and project director to take place in South Africa from July 1 to July 29 of 2006. The purpose of this program, **Understanding South Africa Through Reconciliation, Segregation, and Creolization**, will be to satisfy the following objectives:

- (1) To provide an introduction to the historical geography of South Africa from the past to the present through lectures, fieldtrips, and museum visits focusing on (a) reconciliation, (b) segregation, and (c) creolization.
- (2) To strengthen teachers' geography and history content knowledge of South Africa by specifically making connections to particular people and places from books read and films viewed by participants prior to and during the seminar.
- (3) To have participants develop comparative South Africa-United States units focusing on reconciliation, segregation, and creolization.
- (4) To have participants expand their knowledge base of multicultural and diversity issues which can be implemented into their existing curricula.
- (5) To disseminate standards-based curriculum materials through: (a) participation at national conferences (National Council for the Social Studies and National Council for Geographic Education), (b) postings on the National Geographic Education Foundation's Xpeditions website and on the Illinois and Kentucky Geographic Alliance websites, and (c) pre- and in-service workshops sponsored by the Illinois and Kentucky Geographic Alliances.

The primary motivation for the project is to enhance American educator's experience and knowledge of South Africa, in particular, and sub-Saharan Africa more generally. Towards that end, participants will gain a multifaceted view of South Africa's geographical diversity, both physical and cultural, through visiting three provinces and four major cities. Participants will experience people and places associated with reconciliation, segregation, and creolization making comparisons with the U.S. historical experience. For example, the Apartheid Museum and memorial sites in Johannesburg underscore the "long walk to freedom" that culminated in political reconciliation. In KwaZulu-Natal the freedom theme, emphasized through Mandela and Gandhi in Pietermaritzburg-Msunduzi, is juxtaposed against social, economic, and educational segregation associated with the plantation system. The focus shifts to creolization in the Western Cape through language development (Afrikaans Language Museum and Monument), rugby, music, cuisine, and the mixed race area known as District Six.

The program will provide participants with an orientation, coupled with required pre-departure readings; weekly, in-country evaluations and city

debriefings, as well as a culminating in-country debriefing meeting. During the seminar, participants will develop curriculum units which will be shared in their final form at the debriefing meeting prior to the group's return to the U.S. The director will provide regional and national presentation opportunities for participants to share their experiences during the remainder of the grant period. The modules will be evaluated and shared on websites in Illinois and Kentucky, as well as with the National Geographic Society Education Foundation.

## MICHIGAN STATE UNIVERSITY

### ***Abstract:***

### ***Undergraduate Study in Senegal and South Africa for Need-based First Generation College Students***

The African Studies Center and the Office Study Abroad at Michigan State University in collaboration with Washington D.C.-based Council for Opportunity in Education, representing more than 900 universities and colleges in the United States, will coordinate a program that will facilitate twelve (12) U.S. undergraduates to study for a semester in either Senegal or South Africa. The GPA will provide the opportunity for twelve students from disadvantaged and first generation backgrounds to study for a semester in Michigan State University-developed study abroad programs at either the *Université Cheikh Anta Diop* in Senegal, or at the *University of KwaZulu-Natal*, in South Africa.

The proposed GPA will take place in the spring semester (January-June) 2007 and is designed (i) to significantly expand participants knowledge and understanding of the history, culture, society and contemporary issues in Senegal or South Africa, (ii) to increase the participants' understanding of global issues that impact the U.S. and countries in Africa, (iii) to provide low-income first generation college students the opportunity to study in Africa by participating in a semester length study abroad program, (iv) to heighten awareness and understanding of Africa within some communities across the US, and (v) to strengthen linkages with host institutions in Senegal and South Africa.

The proposed project will comprise of three phases: (a) Pre-departure communication and planning and orientation at departure (September 2006 – January 2007); (b) Semester length study abroad program in Senegal or South Africa (January – June 2007); and (c) Reentry activities (June – Fall 2007).

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## Asia

### **Asia Society**

#### **CHINA THROUGH LANDSCAPES AND LITERATURES**

#### **FULBRIGHT-HAYS GROUP PROJECTS ABROAD PROJECT #21A060048(EA)**

#### **CHINA**

Number of Participants: 13 (plus Project Leader, Academic/Curriculum Expert)

Project Director:

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Assistant Director, TeachAsia

Asia Society Education Division

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### **ABSTRACT**

Asia Society, a private, non-profit international cultural and educational organization is requesting funding from the Fulbright-Hays Group Projects Abroad Program for \$76,076 to fund an educators' study tour to China in the summer of 2006. The objective of the study tour, entitled *China Through Landscapes and Literature*, is to improve the study of historical and contemporary China in middle school and high school, in the short term for the participating educators and their schools, and in the long term as a demonstration project whose results will be widely applicable to other schools, especially in urban areas. Through the lens of landscapes and literature, participants will work with project staff and academic advisors to develop curriculum materials in the following four designated areas of research, all of which will be explored in depth in the course of the research trip itself: China's engagement with the world; China's ethnic, religious, geographic, regional, and socio-economic diversity; China's environmental challenges; and China's rapid transformation.

There are many curricular and supplementary materials for the teaching of Chinese studies, but not all of them are well-designed, up-to-date, or engaging for students in urban schools. Few convey the complexity of China's historical depth, its interactions with the rest of the world, its ethnic, regional, and cultural diversity, or its environmental and political challenges. Very few seek to teach about China through the medium of prose and poetry. *China Through Landscapes and Literature* will enable participants to absorb and

transmit their own experiences in China, not only in their own classrooms, but also in the materials they create for others nationwide. Asia Society's staff expertise, track record in training educators and developing educational materials, and its strong relationship with two networks of urban schools uniquely qualifies Asia Society to successfully complete this project.

## HOWARD UNIVERSITY

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### **From Beltway to Great Wall: Experiencing Authentic Chinese Culture to Enhance Multicultural Curricula in Greater Washington DC Public Schools**

#### **Abstract**

Howard University's School of Education (SOE) requests grant support through the Fulbright-Hays Group Projects Abroad Program for an intensive five-week culture study tour in Beijing, Jinan, Qufu, and Xi'an, China to develop on-line cultural resources and unit lesson plans to be used in school districts of Washington, DC; Montgomery County, Maryland; and Prince George's County, Maryland. The project will facilitate the ongoing efforts of the University and the School Districts to create ethnically inclusive curricula, in this case, by providing teaching and learning resources that reflect the history, culture, and current affairs of China. The main goal of the project is to allow kindergarten and elementary school teachers to explore and experience the rich Chinese culture through first-hand learning experiences as well as direct interaction with Chinese people. Teachers will bring back authentic knowledge, skills, and materials to enhance their curricula and to share with colleagues and students in greater Washington DC public schools.

The five-week China travel-study tour will be preceded by one week of preparation at Howard University and concluded with a week-long workshop at Howard to finalize project outcome. These two weeks will be funded in-kind by the University and with contributions from participants. Participants include 14 in-service teachers, selected through a competitive application process, who represent the three participating school districts. Systematic review, discussions and work sessions are scheduled throughout the study tour to ensure participants working toward the project goals.

The expected outcome of this group project include constructing unit lesson plans that will be used by teachers to teach about China and Chinese culture in greater Washington elementary schools. A dedicated website will be created to ensure distribution of project outcome to a broader audience throughout the nation. The group will also make a donation to Beijing Children's Welfare Institute to support its educational programs for disabled orphans.

## STONEHILL COLLEGE

### PROJECT ABSTRACT

Project Title: ***China's Post-Mao Metamorphosis: An Interdisciplinary Exploration***

# of Participants: 14 (including project director)

Project Director: Xuejian Yu, Ph.D.

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Stonehill College, in cooperation with six public school partner districts in southeastern Massachusetts, will conduct a four-week Fulbright-Hays Group Project Abroad (GPA) Program in the People's Republic of China in the summer of 2006. ***China's Post-Mao Metamorphosis: An Interdisciplinary Exploration*** include eight faculty members representing a variety of disciplines in the humanities, social sciences and education, and six K-12 teachers from the College's six partner school districts.

The specific objectives of this project are: 1) ***Understanding Post-Mao China*** by exposing participants to cultural, historical, political, social, economic and educational issues crucial to a better understanding of the rapid and extraordinary metamorphosis underway in rural and urban China and the related unintended consequences from the post-Mao era through the 21<sup>st</sup> century; 2) ***Curriculum Development*** by enhancing all participants' capacity to integrate their knowledge and to implement their experiences in the secondary and post-secondary classroom curricula through instructional meetings, exchanges, field visits, research and social and cultural activities; and 3) ***Establishing Linkages & Enhancing Collaboration*** by providing opportunities to develop sustainable linkages with professionals and institutions from the educational, cultural and economic environment in China and to enhance collaboration and dissemination of curricular efforts between Stonehill College and area school districts.

This project consists of four distinct phases: 1) Recruitment and selection of participants; 2) Pre-departure preparation/orientation consisting of six three-hour orientation sessions from April to June that feature a comprehensive program covering such topics as Chinese communication, religions, politics, education, and history; 3) Four weeks of study, travel and research activities in China, focusing on the regions of Beijing, Shanghai, and Shandong and Hunan provinces; and 4) Curriculum development, dissemination and follow-up activities that include the development of curriculum units about China for K-12 teachers, development of new interdisciplinary courses on China by Stonehill faculty,

revised and expanded Stonehill College syllabi integrating China and Asian studies, creation of a cultural video and photographic essay of the study abroad project, academic and community presentations and workshops, and creation of a public web site to access teaching and learning materials developed through the project.

Dr. Xuejian Yu is responsible for the day-to-day administration of the project and will lead the seminar tour abroad. To ensure all activities in China are effectively executed, two in-country coordinators, Prof. Chunming Xiang of Xiangtan University in Hunan, and Mr. Guang Yang of China Confucius Foundation in Beijing, are to accompany the GPA group full-time while participants visit their respective regions.

# VALPARAISO UNIVERSITY

## Abstract

Valparaiso University, in partnership with the Center for International Exchange of Zhejiang University of Technology, will launch a pilot, two-month total immersion program in the Hangzhou area of China in summer 2006. The program will accept college students and graduates nationwide who have taken at least two years of Chinese and K-2 educators who are currently teaching Chinese, planning to teach Chinese, or in a position to influence the language curriculum at their schools. The overarching goal of the program is that, through a rigorous curriculum that combines intensive, advanced language training in a Chinese-only environment with an internship experience conducted primarily in Chinese, participants will achieve an operational level of proficiency in Chinese and a better understanding of Chinese culture. Such training will, depending on participants' goals, enhance their teaching effectiveness as instructors of high school Chinese, and/or prepare them for careers or advanced (graduate) study that require Chinese language skills.

To achieve this goal, the proposed program will:

- Recruit nationally up to 20-24 college undergraduate or graduate students who have taken at least two years of Chinese classes. Students with any majors can apply.
- Recruit 6 K-12 educators who are currently teaching or planning to teach Chinese, or who are in positions to influence the language curriculum in their school districts. Preference will be given to educators from Indiana and Illinois, states that lag many others in the teaching of Chinese at the high school level.
- Formalize a partnership agreement between VU and the Center for International Exchange of Zhejiang University of Technology (ZUT), Hangzhou, China. VU will be responsible for selection of participants, curriculum design, and on-site management. ZUT will provide local teaching staff, facilities, and logistical support for arranging internships.
- Develop, test, and deliver a curriculum and related teaching materials designed to meet the goals of the program.
- Guide and encourage participants toward relevant employers and graduate programs, including the newly established Master of Arts in Chinese Studies program at VU.

- Operate the pilot, total immersion program in Hangzhou, China in summer 2006. Develop a plan for offering similar programs after 2006 based on assessment.
- To support the proposed program, VU requests a grant of \$76,178.00 from GPA. Valparaiso University will provide matching funds of up to \$30,184.00 from its operating budget.

## UNIVERSITY OF OKLAHOMA

### ***Project Title: The Consequences of Confucianism in China and Korea: Fulbright-Hays Group Projects Abroad***

The Oklahoma Institute for Teaching East Asia is sponsoring a four week-long Fulbright-Hays Group Projects Abroad (GPA) for elementary, middle and high school teachers across the state of Oklahoma. We will travel in China and Korea in June 2007. The project is a program of instruction, field study, and cultural activities in China and Korea for the purpose of developing curriculum materials for the participants' use in their classrooms and with which they will present professional development seminars. Specifically, teachers will be asked to develop a project of their own design intended to have lasting impact on their home schools and communities.

The Oklahoma Institute is associated with the National Consortium for Teaching About Asia through the coordinating site of Columbia University; funding comes from the Freeman Foundation. The participants for this GPA program will be selected from teachers who have completed a semester-long seminar on East Asia offered through the Oklahoma Institute for Teaching East Asia, and include Oklahoma primary, middle, and secondary teachers from both public and private schools. Because the seminar provides substantive academic exposure and curriculum development in the areas of China, Japan, Korea, and Vietnam, participants are well prepared to utilize the experiences that they will gain from their travel. While in Beijing, teachers will be housed at Beijing University. They will visit Beijing Normal University for additional lectures.

A full day pre-departure orientation workshop will review some basic Confucian concepts, engage participants in cross-cultural awareness activities, and provide time for discussing and refining their curricular projects. In China and Korea, teachers will tour historical and modern sites, hear experts, and visit schools. Formal discussion sessions at breakfast and during bus travel will provide opportunity for discussion among the group. Examples of questions are in the appendix.

The quality of the project that a participant designs is a major part of the participant selection process and will be evaluated by an objective selection committee on the basis of the potential impact that it will have in the participant's school and community. Participants' curricular projects will require the utilization of knowledge gained and materials collected during the field experience. Dissemination of the curriculum materials produced by the participants is the final and most phase of this project. Upon returning home, GPA participants will implement their curriculum projects in their schools and communities. Further, they will present their projects to teachers across the state of Oklahoma through at least three major local, statewide, and regional workshops and conferences. Copies of these curriculum materials will be available to future attendees of OKITEA seminars as well as to all alumni. Additionally, the project director will



distribute the units to appropriate educational organizations throughout Oklahoma.



## **MIDWEST INSTITUTE for INTERNATIONAL/INTERCULTURAL EDUCATION**

- (i) Project Title: **Russia: Curriculum Infusion**
- (ii) Project Director: Theo Sypris, Director - Midwest Institute for IIE - P.O. Box 325 - Oshtemo, MI 49077, phone: (269) 488-4283, fax: (269) 488-4458, email: [tsypris@kvcc.edu](mailto:tsypris@kvcc.edu)
- (iii) Participants: Seventeen faculty participants from ten colleges

The project is designed to assist faculty in a consortium of two-year public colleges in the Midwest region (called the Midwest Institute for IIE) to create curriculum, provide for professional development, and foster institutional collaboration. The selected faculty will educate their students, provide services to local community, and facilitate a better understanding about Russia.

The participating faculty will become part of a three-phase project: a) readings, training workshops and pre-departure orientation; b) overseas lectures/workshops and project development; and c) post-trip completion of curriculum modules, production of curriculum handbook, a CD-ROM on video and photos from the trip, and implementation of college and community projects.

The faculty selected to participate in the project represent a good mix of disciplines in arts, communications, humanities, and social sciences, as well as, diverse personal and professional background. The study tour will last about five weeks.

There are nine project objectives:

1. To increase the number of faculty expertise on Russia through readings, lectures, workshops, travel, and interaction with faculty, administrators, community leaders & officials in Russia. To expand the international content of the colleges' curricula through the development and the infusion of curriculum modules into selected courses in arts, communications, humanities, and social sciences.
2. To increase the number of faculty to use on-line software, such as BlackBoard or Web-CT or Educator, as an interactive learning tool to enhance sharing and learning about Russia.

3. To use the Midwest Institute's Web site and individual Web sites created by the participating faculty to share their curriculum work and photos/video with students, other faculty and colleges in the consortium. To offer lectures and campus events to the college community regarding economic, political, social and cultural aspects of Russia.
4. To develop an educational VHS video program and a CD-ROM on Russia based on the trip and the curriculum developed. To facilitate collaborative projects and exchanges with educational institutions, businesses, government agencies, and civic groups in Russia.
5. To expand the understanding and knowledge on Russia with the development of a curriculum handbook and disseminate free of charge to interested colleges and schools.
6. To produce a group journal on the trip to Russia.

## **UNIVERSITY OF CALIFORNIA, SANTA BARBARA**

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### **ABSTRACT**

The Center For Middle East Studies At The University Of California, Santa Barbara will conduct a Short-Term Training Seminar in Jordan for 20 California-based K-12 teachers, administrators, and instructors working at two- or four-year colleges. The seminar is designed to strengthen the knowledge of Middle Eastern society and culture among California educators who teach or administer social studies and humanities curricula. The goal of the seminar is to expand the network of experienced teachers who will foster curriculum development in Middle East area studies and the Arabic language. The seminar will consist of daily lectures and field trips in Amman, and other parts of Jordan. Participants will meet with Jordanian Ministry of Education officials, educators, NGO representatives, and students in order to establish ongoing curricular exchange networks via the Internet and personal contacts. They will visit a wide range of educational institutions including public and private schools, university education faculties, community colleges, literacy training programs, handicraft and vocational training centers. A special focus of the seminar will be daily Arabic language classes for non-specialists in order to introduce the basic elements of Arabic language culture into K-2 curriculum. UCSB faculty and Jordanian experts will lecture in the areas of archeology, Islam and religious studies, middle east history, social studies, politics, and culture. Classroom discussions will be accompanied by field trips to archeological, historical, cultural, and religious sites in Jordan and Syria.

## **UNIVERSITY OF ARIZONA**

### **ABSTRACT**

The University of Arizona's Department of Journalism will take 12 nationally-recruited upper-division undergraduate students to Cairo, Egypt, for eight weeks to study the Arabic language and to conduct journalism field research.

The goal of this program is to provide journalism students with the opportunity to gain the skills needed to pursue a career in journalism with special knowledge of the Middle East through study of its primary language and hands-on experience reporting in a major Arab capital. Preference will be given to students who speak or have studied Arabic.

Students will live in Cairo for eight weeks over the summer while studying Arabic language at the American University in Cairo's Center for Adult and Continuing Education, and conducting journalism field work which will center on the skills and abilities needed to effectively report in the Middle East. Students can receive three credit hours in Arabic and six credit hours in journalism. They will be accompanied by a University of Arizona journalism professor with extensive experience living and teaching journalism in Cairo. A local Cairo coordinator who has extensive experience working with journalists will help facilitate activities, such as arranging interviews and briefings, and will translate for the group when necessary. Students will be tested at the American University in Cairo and placed in appropriate level classes of four or five students to study colloquial Egyptian Arabic for 64 hours of classroom contact.

The journalism course, Reporting the Middle East, is an upper division class that focuses on field research and will include 120 classroom time. It will include a series of organized briefings by local and foreign journalists, government officials, and directors of various civil society organizations. Students also will attend background lectures presented by local educators in Arab world history, Islam, economics/development, and contemporary politics. Before traveling to Cairo each will receive a specially-designed reading packet on relevant topics to provide background information.

Based on the briefings, lectures and their experiences, students will develop news story ideas and will report individually under the supervision of the journalism professor. Students will be teamed with Egyptian students in advanced translation and interpretation or journalism to report and complete several stories that will be packaged and published in newspapers in the U.S. and Egypt. Student stories and written, audio or visual journals detailing their

experiences will be posted to a special Web site developed for the program to expand the reach of the project and encourage other students to consider study and travel to the Middle East.

A culture component will focus on educational day tours in Cairo and weekend trips to three culturally and historically significant locations in Egypt.

## Colorado State University

- 1) Project Title: **Fabric of Indian Life**
- 2) Number of participants: **21**
- 3) Project Director: **Dr. James W. Boyd**, University Distinguished Teaching Scholar and Professor of Philosophy, Department of Philosophy, Colorado State University, Fort Collins, CO 80523. Telephone: (970) 482 -7260; Fax (970) 491-4900; e-mail: [jwboyd@lamar.colostate.edu](mailto:jwboyd@lamar.colostate.edu)

### **Abstract: Fabric of Indian Life**

Two educational organizations, Colorado State University (CSU) and the International Textile and Apparel Association (ITAA), jointly propose a year long faculty development project for 21 university and K-12 educators. The project centers on textiles as an integral, engaging, and tactile way of studying the diverse material cultures, social behaviors, and world views of the people of India. Textiles are, in a very rich sense, the *Fabric of Indian Life*.

The goal of the project is to enhance Asian studies in universities and K-12 schools, with each participant developing a new or revised course/unit infused with Indian cultural content. This project also offers a model for developing six small, cohesive teams of educators (two ITAA university faculty members and one K-12 teacher) throughout the U.S. who will have a built-in support network to create and sustain their learning experience. Such teams will foster collaboration among members in the same geographic area as they develop their India infusion units/courses. Posting the India infusion curriculum projects on CSU's website will broaden dissemination to educators throughout the U.S. A comprehensive evaluation plan addresses both the content of the project as well as the team-based organizational model.

Exploring the diversity of Indian culture through textiles is particularly relevant, given the increasingly important role India plays in today's world. A significant feature of this project is to understand the current and future positioning of India's domestic economy and international trade status in terms of textile design, manufacturing, and retailing, both in urban and in rural contexts. Participants will not only visit major cities, but also five villages in the Kachchh area, where they will join in workshops with artisans engaged in textile production. Together the range of cultural experiences planned in three regions of India will contribute to participants' deepened understanding of the very fabric of Indian life.

## WILLIAM PATERSON UNIVERSITY OF NEW JERSEY

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### **The Worlds of Work in a Global Age: Meeting Challenges of Teaching India for the 21st Century**

This short-term 4-week seminar to India will focus on social transformations in the context of globalization to develop resources for teaching about India in elementary, secondary and post-secondary classroom. The project includes pre-trip meetings, an intense immersion experience in India, and post-trip meetings and presentations for 10 participants who are teachers and administrators from elementary and secondary schools in metropolitan New Jersey and faculty from **William Paterson University of New Jersey (WPUNJ)**. The focus of the project, the diverse “worlds of work” and work related activities, will explore multiple facets of change in 21<sup>st</sup> century India. The project will be based in the south India cities of Bangalore and Chennai – both widely acknowledged as nodal points in a globalizing world since the late 1990s.

Major objectives of the project are to enable integration of international studies in New Jersey schools, enhance the Asian Studies Program at WPUNJ, and establish an active network and resource base on South Asia for teachers in New Jersey. Activities will include visits to organizations and places of work (nodal points in the global economy, educational centers, grass-roots development projects) and historical sites, and in-class lectures and discussions. Participants will meet school and university teachers and students, development workers, intellectuals, policy makers, and ordinary people in rural and urban India including factory and informal sector workers. Major outcomes include lesson plans for teaching India in schools, an interactive Web site on South Asia, “Worlds of Work in a Global Age: An Indian Tapestry” produced collectively by participants, presentations of papers on pedagogical issues at the Teaching Asia conference at WPUNJ in Spring 2007, and linkages with the Indian community in New Jersey.



## CLAYTON STATE UNIVERSITY

### ABSTRACT

**Project Title:** Seminar on Cultural Diversity and Development in Malaysia and Singapore

**Project Director:** Rajgopal Sashti, Associate Professor of Geography,  
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[rajgopalsashti@clayton.edu](mailto:rajgopalsashti@clayton.edu)

Clayton State University will conduct a four-week Fulbright-Hays Short Term Study Seminar in Malaysia and Singapore for 15 Clayton State and other university/college faculty members and elementary and secondary schools teachers. The study program is designed to maximize contact between teachers and individuals representing diverse sectors of the two countries. By meeting with educators, government officials, and business leaders in Singapore, Kuala Lumpur, Kuching, Kota Kinabalu and Penang and through field activities, participants will explore what the citizens believe and how they are facing day-to-day challenges. What the participants learn will form the basis for integration of Southeast Asian concerns into respective participants' courses as modules or segments. Participants will also develop presentations to increase the knowledge and understanding of students and citizens about Thailand.

## SLIPPERY ROCK UNIVERSITY

### Abstract

The primary purpose of this Group Projects Abroad proposal to Malaysia and Singapore is to promote the expansion of curriculum in colleges and universities on Southeast Asia, and in particular on Malaysia and Singapore. We will accomplish our goal by providing educators from fourteen colleges and universities in the United States with an opportunity to learn at first hand about the political, social, economic and cultural dynamics of these countries through 30 formal presentations and through many on-site visits to political, religious and cultural places. We will provide the participants with a guided learning experience that will lead to their integrating this knowledge into their teaching through the development of curriculum units on Singapore and Malaysia. Participants will disseminate their newly developed curriculum units to a wider audience of university and college professors through outreach efforts, conference presentations, a special edition of the journal *East-West Connections*, and by posting their curriculum units on the Web site of the Asian Studies Development Program.

The participants in the project will be selected from among the nineteen key colleges and universities designated as the Association of Regional Centers of the Asian Studies Development Program, which is a national organization affiliated with the East-West Center and the University of Hawaii. The program will include two-day orientation and two-day follow-up sessions at the Center for Southeast Asian Studies at the University of Hawaii where participants will be briefed by experts on the region, preview the itinerary and develop tentative proposals for their curriculum projects. Participants will finalize drafts of the curriculum projects and an external evaluation of the program will be conducted in the follow-up session. The group will spend six days in Singapore, and twenty-five days in Malaysia with two days in transit. The total duration of the program is thirty-seven days.

## **Sonoma State University**

Southern Philippines Study Program  
12 participants

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### Southern Philippines Study Program

Filipino Americans number about two million. Large-scale migration from the Philippines to the United States has been continuous for more than a century. Filipino American communities located in Northern California include concentrations in San Francisco, Oakland, Daly City, Solano County, Contra Costa County, and Sonoma County, with Filipino and Filipino-American student populations of 30 percent and more in some schools. While there are large numbers of Filipino American students in K-12 classrooms, their teachers, a majority of whom are non-Filipino Americans, often lack adequate knowledge for helping students learn about their Filipino heritage.

Sonoma State University's Fulbright program to the Philippines, July 12 through August 14, 2006, for 12 Northern California elementary and secondary school teachers and university faculty who support K-12 teachers is designed to provide teachers with the necessary knowledge and experience for introducing substantive instruction about the Philippines into the curriculum of elementary and secondary schools in Northern California. Teachers will be introduced to an in depth understanding of the Philippines' social, economic, cultural, ethnic and linguistic diversity. The goal is identification and development of resources that will contribute to inclusion of the study of the Philippines in California classrooms, and throughout the U.S. Our partner and host institution in Mindanao will be the Ateneo de Davao University, one of five campuses that comprise a 145-year old Jesuit educational institution in the Philippines.

Knowledge about the Philippines as represented in educational canon and popular culture, i.e., limited or distorted media exposure, is an inadequate base for meaningful instruction about the Philippines in K-12 and post-secondary education. The Philippines, an archipelago of 7,100 islands in Southeast Asia, is strategically located as the gateway to Asia. Among Southeast Asian countries, it is the oldest democracy, and has had continuous historic, economic, and cultural

ties to the rest of Asia. This study tour will give participants an immersion experience that will deepen their knowledge of this Southeast Asian country . . . its historical and cultural uniqueness as well as its similarities to its Asian neighbors. Teachers will travel to the island of Mindanao in the Southern Philippines. Mindanao, the second largest island in the Philippines, is a confluence of indigenous and migrant cultures, languages, and religions (Islam and Christianity). Because Mindanao is geographically linked to the rest of Southeast Asia, cultural, linguistic, and ethnic influences from greater Southern Asia are present everywhere on the island.

During the grant period, both in the Philippines and after the trip, participants will develop curriculum materials for K-12 and postsecondary education, create a web-based educational resource for these materials, and hold a one day conference at Sonoma State University during the summer 2007 to disseminate materials developed during the program.

Program sponsors include Sonoma State University (SSU), supported by the North Bay International Studies Project (NBISP), the Schools of Social Sciences and Arts and Humanities at SSU, and our Philippines host, Ateneo de Davao University. Dr. Elenita Strobel, Professor of American Multicultural Studies is the project director.

## **Western Hemisphere**

### **University of Maryland, Baltimore County**

#### **Abstract: MEXICAN ART AND CULTURE IN AN INTERCULTURAL PERSPECTIVE**

This five-week short-term seminar for fifteen elementary and secondary teachers of art, social studies, and Spanish is sponsored by the University of Maryland, Baltimore County (UMBC) and is organized in collaboration with the Center for the Instruction of Foreign Students (CEPE) of the National Autonomous University of Mexico (UNAM). The program will be held in Mexico City and Taxco from June 29 until August 4, 2006. Pre-departure orientation will be held on the UMBC campus on May 20, 21. The purpose of the project is to improve the instruction of Mexican and Latin American studies and the Spanish language in Maryland and Virginia. The objective is to provide participants with an immersion interdisciplinary living and learning experience so that they will have new knowledge and materials that will allow them to incorporate successfully themes of Mexican art and culture in their curricula. Required courses will be in five areas: Pre-Hispanic Mexican Art and Culture; Viceregal Mexican Art and Culture; Contemporary Mexican Art and Culture; Current Changes in the Economy and Politics of Mexico; Pedagogic and Curricular Strategies and Practices; these courses will be taught by the project director, the curriculum specialist, and members of the CEPE art history faculty. Optional Spanish courses will also be offered. Through a series of site visits and visual presentations, the project will provide participants with a significant exposure to the extensive artistic production that has gone on in Mexico from pre-Hispanic times until the present. The final project for the program will be a dossier of materials, including a brief research paper, a unit of instruction, and a web site that participants will incorporate into their curricula and disseminate to colleagues.



# University of Pittsburgh

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Center for Latin American Studies*

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**University of Pittsburgh**  
University Center for International Studies  
Center for Latin American Studies

## **Project Abstract**

Number of Participants: 14 to 16 Teachers

Project Director's Name: M. Rosalind Eannarino

Title: Coordinator for Educational Public Service  
Center for Latin American Studies (CLAS)  
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The goal of *Northeastern Brazil: People, Culture and History* is to conduct a five-week short term seminar project in Northeastern, Brazil specifically the States of Pernambuco and Bahia, for the purpose of undertaking research and collecting materials to design interdisciplinary lessons and activities to be integrated into U.S. high school world-language and social studies classrooms. The lessons will enable U.S. educators to explore the many similarities and striking differences in historic events that were vital elements in the formation of two of the three largest countries in the Western Hemisphere—Brazil and the United States. It is imperative that U.S. students develop a comprehensive understanding of both U.S. and world history if they are to become informed citizens and world leaders in a global society. Secondary educators are in need of resources that will enable them to incorporate the history and culture of other countries, for comparative purposes, into their regular world-language and social studies courses. The new Brazilian lessons will serve as enrichment materials for use along with regular secondary level courses.

Fourteen to sixteen educators from public and private schools in Pennsylvania, Ohio, and West Virginia will be selected to participate in *Northeastern Brazil: People, Culture and History*. In order to best meet the goal of the project (to design interdisciplinary curriculum) and to enable educators to work in a Portuguese-speaking country, the project will include intensive Brazilian Portuguese language training. The intensive language instruction will begin

during the 2006 Spring semester at the University of Pittsburgh and continue in Brazil.

*Northeastern Brazil: People, Culture and History* will consist of five distinct components:

(1) intensive Brazilian Portuguese language training; (2) a pre-trip seminar preparing the educators to conduct research in Brazil; (3) a five-week field research and material collection segment in Brazil; (4) a post-trip curriculum development segment at the University of Pittsburgh, and (5) a curriculum sharing and dissemination phase. The curriculum sharing phase will continue with dissemination of the finished products nationwide through the network of National Resource Centers on Latin American Studies; through CLAS' website [www.ucis.pitt.edu/clas](http://www.ucis.pitt.edu/clas)), where they can be accessed by a national audience; and to expand the coverage of the program by providing a series of professional development workshops for teachers in Pennsylvania, Ohio, and West Virginia. The program participants will share their experiences and introduce the new curriculum to educators in the tri-state area as part of CLAS' outreach program. (Spring/Summer 2006)



**DEPARTMENT OF FOREIGN LANGUAGES**  
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## **West Chester University**

### **Fulbright-Hays Group Projects Abroad in Peru**

#### **Language and Culture Study in Lima, the Peruvian Amazon, and Rainforest for K-12 Teachers**

Sponsored by West Chester University's  
Department of Foreign Languages  
and  
the ACEER Foundation

The four-week project in Peru is designed for (a) students entering or completing their student-teaching internship phase, (b) newly recruited teachers, and (c) practicing K-12 teachers.

(1) Provide K-12 Pennsylvania Spanish teachers insight into the culture of Peru through target language activities and survival instruction in Quechua, which will allow them an extra measure of communication with teachers and students in Peruvian rural schools and villages;

(2) Furnish a structured forum for teachers to mutually assist each other in a collaborative setting to improve language proficiency, and integrate cultural, linguistic, and educational experiences into lesson plans designed for implementation during the post-project phase;

(3) Establish post-program forums to disseminate information and teaching modules to neighboring schools and communities, and establish an exchange program between the participants' schools and the K-12 schools of Peru's host teachers. This curriculum project has practical classroom application for teachers to develop modules on the history and culture of Peru, its indigenous past and present, as well as ecology and the environment. The Fulbright-Hays experience and the intensive instruction will also allow participants to earn up to six credits toward the M.A. or M.Ed. degrees in Spanish at West Chester University.

Participants will visit public and private educational centers in Lima and Andean mountain communities, as well as several Inca archeological sites, including Machu Picchu and a jungle lodge operated by the host organization (ACEER). Participants will have the opportunity not only to observe and interact with their Peruvian K-12



colleagues, but also appreciate differences between the two systems of education. Upon completion of their summer study, participants will be able to: (1) describe in general terms the history of Peru and the impact the early history and culture has on present-day Peru; (2) identify geographic regions within the country, as well as the ecological and cultural diversity; (3) compare and contrast public and private educational programs visited in Peru, and, (4) compare and contrast how U.S. and Peruvian educational and/or related educational programs address the needs of K-12 children. The Fulbright experience will achieve transformations in the teacher and the curriculum, and foster greater and personal awareness of diverse multicultural and multilingual experiences and perspectives. The program in Peru is offered as part of the Department of Foreign Languages' outreach opportunities for the K-12 teachers.

*ELIGIBILITY:*

A total of 12 applicants will be selected without regard to race, color, national origin, gender, age, or disabilities. Eligible are: (1) students entering or completing their student-teaching internship phase, (2) newly recruited teachers, and (3) practicing K-12 teachers. Selection will conform to the Affirmative Action Policy at WCU and to Fulbright-Hays Group Projects Abroad eligibility criteria. Minorities are encouraged to apply.

*PROGRAM COSTS:*

The Fulbright grant will cover program costs of airfare, lodging, meals, and organized tours. Program costs exclude: Passport fees; sightseeing and personal transportation outside group activities; health insurances, inoculations, medical visits; personal purchases and souvenirs. Check with us if not sure whether an expense is covered or not.

APPLICATION DEADLINE EXTENDED TO WEDNESDAY, MAY 22, 2006

*To apply, please download application from WCU FOREIGN LANGUAGES WEBSITE:*

*Contact person: Dr. Jerry Williams with any questions: [jwilliams2@wcupa.edu](mailto:jwilliams2@wcupa.edu),  
or call: 610-436-2700*