

FY 2008 Project Abstracts

Fulbright-Hays Group Projects Abroad Program

Short-Term Projects

U.S. Department of Education
Office of Postsecondary Education
Washington, DC

TABLE OF CONTENTS

AFRICA PROJECTS (6)

Ghana	GA	Clark Atlanta University	3
Cameroon	MN	Concordia College	4
South Africa	MS	Jackson State University	5
South Africa	AR	University of Arkansas at Monticello	6
Tanzania	GA	University of Georgia	7
Rwanda	WI	University of Wisconsin-Madison	8

EAST ASIA PROJECTS (3)

China	MT	Salish Kootenai College	9
China	MD	Towson University	10
China	CO	University of Colorado-Boulder	11

RUSSIA, CENTRAL & EASTERN EUROPE PROJECTS (5)

Russia	DC	ACTR/ACCELS	12
Hungary & the Czech Republic	GA	Clayton State University	13
Russia	NY	Hobart & William Smith Colleges	14
Bulgaria	MI	Michigan State University	15
Russia	IL	University of Chicago	16

NEAR EAST, NORTH AFRICA & EURASIA PROJECTS (4)

Morocco	KS	Johnson County Community College	17
Morocco	AZ	Maricopa County Community Colleges District	18
Egypt	CO	Metropolitan State College of Denver	19
Israel & Palestine	WA	Washington State University	20

SOUTH ASIA PROJECTS (3)

India	NC	Duke University	21
India	IL	Oakton Community College	22
India	CO	University of Colorado-Boulder	23

SOUTHEAST ASIA PROJECT (1)

Philippines	CA	Sonoma State University	24
-------------	----	-------------------------	----

WESTERN HEMISPHERE PROJECTS (4)

Mexico	MD	University of Maryland-Baltimore County	25
Ecuador	MI	Michigan State University	26
Ecuador & Peru	FL	University of Florida	27
Chile	WI	University of Wisconsin-Milwaukee	28

AFRICA (6)

CLARK ATLANTA UNIVERSITY – Ghana

*“The Political-Economy and Culture of Rural and Urban Ghana:
A Seminar in African Studies”*

Clark Atlanta University (CAU) proposes to conduct a Group Projects Abroad entitled *The Political-Economy and Culture of Rural and Urban Ghana: A Seminar in African Studies (Ghana Seminar)*. The purpose of the *Ghana Seminar* is to train a small group of high school teachers, college and university professors, and graduate students to observe, understand, and appreciate African rural and urban contemporary life, and thereby equip them to initiate, facilitate, or extend the study of Africa within their educational institutions and the wider community. Core themes of the *Ghana Seminar* include: (a) Historical legacies: the Past in the Present; (b) The Challenges of Rural and Urban Development: Infrastructure, Popular Participation in Policy-making, and Industrialization; (c) Women in Rural and Urban Development; (d) Education for National Development; (e) Healthcare Delivery Systems: Traditional and Modern; (f) The Triangular Slave Trade: The Links between Ghana, West Africa and the Americas; (g) Pan-Africanism and the Independence Struggles: The Links between Atlanta, USA and Accra, Ghana; and (h) Rural and Urban Tourism and Economic Growth. Specific products of the *Ghana Seminar* will include participants’ curriculum units/lesson plans, research reports, revised course curricula, and dedicated Web pages.

CONCORDIA COLLEGE – Cameroon

“Culture, Cinema and Commerce in Cameroon”

Concordia College proposes a Fulbright-Hays Group Project to Cameroon. Our participants will acquire first-hand resource materials for curriculum development in French and African studies and a short-term intensive immersion experience in French. These materials will be disseminated to the larger public by way of a Web site administered by Dr. Gay Rawson and hosted at Concordia College, as well as through presentations done by the participants.

In cooperation with teachers in the several states and members of the three professional organizations (Foreign Language Association of Red River, Minnesota Council on the Teaching of Languages and Cultures, and the American Association of Teachers of French), Concordia College will select thirteen participants for this program. The central activity of this project will be to develop curriculum materials for the participants' use in their classrooms and communities through a month-long program of immersion in the French language, instruction, field study, and cultural activities – specifically those relating to cinema and commerce.

Dr. Zacharie Petnkeu, a Cameroonian national and Assistant Professor of French, will assist with this experience on behalf of Concordia College as a bilingual scholar escort. The host institution in Cameroon is the Université des Montagnes in Bangangté (UdM). Professor André Ntonfo, Dean of the African Studies Program and Director of International Cooperation at UdM, will serve as in-country coordinator.

A pre-departure orientation weekend will provide an important emphasis on cultural intelligence and intercultural communication for all participants. We will also discuss the history, background, itinerary, and important concepts for the experience in Cameroon. This phase includes oral interviews and a pre-test for assessment purposes.

The four weeks of study, travel and research in Cameroon will feature a wide variety of relevant field trips to both cities and rural areas. Visits are planned to several provinces, which will offer opportunities to experience the rich diversity of this “miniature Africa.” Participants will interact with local experts and specialists in the different fields by means of formal lectures, informal meetings, and discussions. A post-test and oral interview will conclude this phase.

The post-seminar phase, coordinated via technology, will involve editing and organizing the field research conducted by participants with regard to culture, cinema, and/or commerce. These curricular projects must utilize knowledge gained and materials collected during the overseas phase and produce tangible materials that can be reproduced and distributed. They may include digital video, audio files, photos, written texts, or PowerPoint presentations. Participants are expected to integrate this material into their curriculum and present it to their colleagues in the local, state, regional or national communities.

JACKSON STATE UNIVERSITY – South Africa

“Area Studies Seminar on Women, Family and Social Change in South Africa”

The primary purpose of the seminar is to strengthen and diversify the African Studies and Global Education Programs at Jackson State University with a comprehensive study of the changing cultural patterns and social systems in South Africa with special emphasis on women and family. The central focus of the project is on the changing status roles of women in the family, community, politics, and the professions in both rural and urban settings.

The project will involve eight university faculty and seven K-12 teachers who are committed to international education and intercultural studies. Participants will be drawn from humanities, social sciences, education, business and social studies. In addition to explorations into ethnic heritage, cultural traditions, and history, the group will focus on four select themes: (1) Women, family and social change; (2) Women in politics, business and the professions; (3) Women and rural economy; and (4) Cultural feminism in African studies.

The month-long project will be implemented during summer 2009. The project will have two phases. There will be a series of lectures, seminars, curriculum development sessions and interviews at key universities in South Africa (University of Fort Hare, University of Kwazulu Natal, University of Zululand, University of Cape Town, and University of South Africa). Second, there will be a number of field trips, cultural excursions, interviews, and meetings in Johannesburg, Cape Town, Pretoria, Alice, Durban, and Zululand. The program will be evaluated at regular intervals. The overall assessment will involve internal and external evaluation as well as qualitative and quantitative measurements. Participants will develop curriculum units, global education projects and several papers that will be disseminated.

UNIVERSITY OF ARKANSAS AT MONTICELLO – South Africa

“A Curriculum Development Project to the Republic of South Africa”

The Center for Social Studies Education (CSSE) at the School of Social and Behavioral Sciences at the University of Arkansas at Monticello (UAM) will conduct in the Republic of South Africa for five weeks in June and July of 2008 a Fulbright-Hays Group Projects Abroad curriculum development project. The sixteen participants will earn six semester hours of graduate credit. This project constitutes a collaborative effort of the CSSE and select Arkansas school districts to improve the teaching of area studies, particularly of Africa.

The director of the project will be Dr. Richard A. Corby, professor of history at UAM. He has traveled and taught in Africa and the Middle East and has taught at both the university and secondary school levels in the United States and West Africa. Dr. Corby has conducted many workshops in Arkansas and other states on teaching about Africa and has developed curriculum modules about the continent. He has been the project director of successful Fulbright-Hays Group Projects Abroad (GPA) projects including two to South Africa in 2002 and 2005.

The first phase of the project design will be a two-day orientation on campus at UAM. The goals will be to introduce African history and culture, to learn about South African customs in order to successfully study and travel in the country for five weeks, and to plan for the development of curriculum materials. To accomplish these goals, we will have Mr. Siphso Bavuma, a South African student who is currently living in Little Rock, go into the “do’s and don’ts” of living successfully in his country; Ms. Kay Grant, social studies teacher at Drew Central High School, Monticello, will provide sessions on transforming knowledge and materials into curriculum products; and Dr. Corby will discuss aspects of South Africa’s past.

The second phase of the project consists of the five weeks of field work in South Africa. The first two and a half weeks will consist of lectures on South African history and culture at the University of the Western Cape (UWC) in suburban Cape Town, followed by appropriate short field trips. The participants will then travel to points of interest throughout the country for two and a half weeks, including to the National Arts Festival at Grahamstown, Durban, a rural area of KwaZulu-Natal, Johannesburg, and Kimberley. Dr. Corby, Dr. Liesel Hibbert, our in-country coordinator, and lecturers at UWC will assist the participants in their researching, planning, and designing curriculum materials.

The last phase of the project will be the dissemination and follow-up. Dr. Corby will conduct a follow-up meeting at UAM in June of 2009 for all participants. The teachers will disseminate their knowledge and materials as they give workshops for colleagues and organize panels for meetings of the Arkansas Council for the Social Studies and in their own schools and school districts.

UNIVERSITY OF GEORGIA – Tanzania

“Fulbright-Hays Group Project Abroad in Tanzania”

The University of Georgia (UGA) African Studies Institute (ASI) proposes this Fulbright-Hays Group Projects Abroad (GPA) Short Term Seminar as an innovative approach to precipitate increased African language and culture to University of Georgia and K-12 educational curriculums. The program will provide extended U.S.-based language and culture workshops, increase pre-departure knowledge bases, and promote learning during the four-week Tanzanian-based language and culture immersion experience. Applications will be solicited from all 35 University System of Georgia (USG) faculty and Georgia K-12 educational personnel. Requirements include involvement or interest in African area studies (East Africa) or international programming.

The four-week Tanzania-based seminar is a capstone event culminating an intensive U.S.-based pre-departure Swahili language and culture preparation that will include both online and face-to-face delivery platforms. It is important to note that no U.S. Department of Education funds will be used to conduct U.S.-based activities. Participants will attend pre-departure workshops (eight four-hour Saturday sessions), complete directed projects, and participate in online beginning Swahili instruction. During Tanzanian-based activities ASI will capitalize on the combined expertise of the MS -Training Center for Development Cooperation (MS-TCDC), Tumaini University Makumira College campus (Arusha, Tanzania), and University of Dar-Es-Salaam Swahili Language Department.

Participants will receive adequate pre-departure and in-country orientation. Pre-departure orientation will be conducted in conjunction with U.S.-based workshops and online instruction. An in-country orientation, conducted during the initial two days in Tanzania, will provide academic and cultural orientation. This will be followed by a four-week language and cultural immersion program based at MS-TCDC. This seminar will encompass language and cultural experiences via classroom and field-based experiences such as seminars, group projects, cultural/educational site visits, local host family home stays, reflective journaling, and an Africa-based curriculum project.

UNIVERSITY OF WISCONSIN-MADISON – Rwanda

“Developing Learning Expeditions on Youth and Development in Rwanda”

This Curriculum Development Teams project takes fifteen high school social studies teachers and curriculum planners from across the United States to Rwanda for thirty days of curriculum design on the theme of youth and development. *Youth* is central because the median age of Rwanda’s population (and Africa’s) is 17; change on the continent hinges on the energies of those now young. *Development* is our subject because it encompasses the transformations in production, commerce, education, health, and social service provisioning that Rwanda and other African countries need to engineer in order to lift themselves out of widespread poverty. This project and the products that derive from it will help teachers correct stereotypes of general African despair as well as specific stereotypes that link the word “Rwanda” only with tragedy.

The project will yield curriculum materials to be used in schools across the United States. Specifically, we will develop five comprehensive *learning expeditions* on these aspects of youth and development in Rwanda: (1) *Schooling for the Future*; (2) *Youth on the Move*; (3) *Safe Water*; (4) *Growth and Fairness: Coffee and Tea*; and (5) *We in the World*.

Rwanda is an excellent locale for American teachers and their students to begin to grasp the challenges of development and the readiness of youth to meet those challenges. It is small, compact, and easy to navigate. Its government and a wealth of host-country partners are enthusiastic about educating project participants in the realities of Rwanda’s history and its road ahead. And the African Studies Program (ASP) of the University of Wisconsin-Madison has unparalleled Rwanda expertise on its faculty to prepare participants for their experience, as well as outstanding ties in the country.

The ASP at Wisconsin is a federally funded Title VI National Resource Center for Africa anchoring one of the nation’s largest and most well established communities of Africa scholars. For more than 40 years, ASP’s outreach division has vigorously pursued a program of comprehensive K-12 teacher outreach on Africa in the state, region, and nation. ASP has designed this project with an informal partner, Expeditionary Learning Schools Outward Bound (ELS). ELS is a non-profit, comprehensive K-12 school improvement design now in place in more than 150 urban, suburban, and rural public and private schools nationwide. It builds on the 60-year history and craft wisdom of the Outward Bound movement and the educational ideas of Kurt Hahn, its founder. Schools that adopt the ELS approach follow normal school curricula but stress subject integration, teamwork, and the process and excitement of *expeditions in learning*.

The fifteen project participants will include eight teachers from ELS schools around the country, two ELS school designers, and five K-12 teachers from schools unaffiliated with ELS. The learning expeditions that derive from this project will animate ELS schools around the country and be entirely available on the Web for full or partial use by any school and any teacher anywhere.

EAST ASIA (3)

SALISH KOOTENAI COLLEGE – China

“Global Education Seminar on Modern China”

The overall purpose of the project is to develop a comprehensive curriculum, supported by global education tools, on the cultural history of China from the Silk Road to the modern market economy. This will be accomplished through first hand study of key milestones that can be understood and effectively translated into curriculum units in such diverse courses as World History, Cultural Geography, Global Studies, Asian Religions, International Relations, International Business and International Economics. The seminar will examine the cultural and economic transformations brought about by the prosperous Silk Road, the recent trends of change under the current economic reforms and the new face of China represented by the Pudong New Area.

The five-week program in China will be divided into two distinct phases: twelve days of academic programs in Beijing and Xian, and three weeks of travel study along the Silk Road and in the Shanghai metropolitan area. The program will consist of lectures at several universities, curriculum development workshops with Chinese scholars, personal interviews, and planned field trips to major cultural centers, archaeological sites and museums.

The group will consist of eight faculty members and seven teachers who share a common interest in global studies, in general, and China in particular. Members of the faculty in the social sciences, humanities, and education from colleges and universities in Montana and adjoining states are eligible to participate.

The program will be evaluated at regular intervals. Curriculum units and media resources developed by the team will be widely disseminated.

TOWSON UNIVERSITY – China

“A New China View: Reshaping the Social Studies Curriculum in Middle and High Schools”

In 2006, Towson University’s (TU) College of Education, in partnership with its College of Liberal Arts, successfully conducted the Fulbright-Hays Group Project in China involving twelve K-12 classroom teachers from selected public school districts across the nation. The project entitled “Exploring China: Empowering Teachers to Transform Curriculum in K-12 Classrooms” accomplished its goal of developing educators’ intercultural competence and enhancing curriculum and instruction on China in K-12 classrooms in the United States. The current proposal is to continue to apply our 2006 program model by expanding participants’ scope of knowledge on China beyond Beijing, Shanghai and Xi’an to the western part of China that remains largely underdeveloped today, yet has shaped the history, economy, and culture of China. The program will focus on the area studies of social science at the secondary education level to encourage better in-depth collaborations among participants. Participants of our 2006 program will serve as peer advisers during pre- and post-departure activities.

The program will accomplish the following four objectives: 1) provide opportunities for participants to acquire first-hand knowledge of the history, culture, language, geography, family structures, religion, education, economics and politics of China and dispel stereotypes and myths they may have learned previously; 2) develop cognitive and affective changes in the participants and have them reflected in the courses they teach; 3) create units of study in history, culture, language, geography, education, economics and politics of China that include a full range of instructional materials, supplemental resources and teaching strategies; and 4) join an online educator consortium, established by our 2006 project participants, where units of study, teaching materials, teaching strategies and relevant resources are shared with a larger educational community.

We intend to carry out a five-week educational institute in China. The China immersion experience will comprise three phases: (a) pre-departure communication, planning and orientation; (b) a five-week immersion in China; and (c) post-immersion activities. A fourteen member participant group will include two faculty members from TU and twelve secondary social studies educators from throughout the United States. The project will feature a combination of seminars provided by local experts and scholars, school and home visits, cultural events and curriculum planning sessions, and extensive travel to both historic and contemporary sites that are related to modernization and economic development. Upon their return to the United States, participants will finish preparation of units of study for secondary schools and implement them in their classrooms. Participants will also continue dialogue online to plan to disseminate and share their experience, curriculum, and teaching strategies with a larger educational community.

UNIVERSITY OF COLORADO-Boulder – China

AP Japanese Language and Culture: “Journey to the Interior”

With the introduction of Advanced Placement (AP) Japanese Language and Culture courses in American secondary schools, it has become evident that we must now address the following needs for professional development in our field: 1) the development of advanced-level Japanese language skills among AP Japanese language and culture teachers; 2) the deepening of cultural competence of Japanese teachers; 3) facilitation of stronger connections among Japanese language teachers and teachers of cognate disciplines such as world history and world literature; and 4) facilitation of vertical articulation of Japanese language and culture instruction between secondary and university programs. This project addresses these goals by bringing together a group of competitively selected teachers of AP Japanese Language and Culture with teachers of literature and history in an Institute centering on academic and experiential study of the famous Journey to the Interior (Oku no Hosomichi), composed by the haiku poet Matsuo Bashō soon after his poetic pilgrimage through northern Japan in 1689.

Participants will spend four weeks in Japan tracing Bashō’s route, visiting the historic, religious, and literary sites he visited, studying his writings, and meeting with contemporary haiku poets and scholars of his work. As they travel they will build language skills and cultural knowledge and collect materials for use in preparing curricular units. In addition to the four-week Institute, participants will have pre-departure orientation and follow-up mentoring and support after returning from Japan to complete their curricular projects, use them in their own classrooms, and make them available online to other teachers.

RUSSIA, CENTRAL & EASTERN EUROPE (5)

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION: ACTR/ACCELS – Russia

“Contemporary Russia Program”

Preparing a new generation of U.S. citizens with professional competence in critical foreign languages and cultures, including Russian, is recognized by both educators and political leaders as a strategic imperative. American Councils for International Education: ACTR/ACCELS (American Councils) administers high quality language and cultural programs at leading educational centers in Moscow, St. Petersburg, and Vladimir. American Councils’ Contemporary Russia program is a short-term summer program conducted in Moscow that explores the economic, cultural, and political issues currently facing Russia. Participants take Russian-language courses at their proficiency level, allowing those with no prior training in the language to participate. Current and future teachers enhance their knowledge of Russian culture, history, and language, and bring a renewed vigor to their Russian language classrooms at the elementary and secondary school level.

For more than 30 years, American Councils has successfully pursued its mission to advance education, research, and mutual understanding across the United States and the countries of Eurasia, Southeast Europe, and South Asia. With a staff of over 375 professionals, American Councils designs, implements, and supports innovative programs in education, professional development, community outreach, and scholarly research. The Contemporary Russia program is another avenue in achieving significant results in promoting high-level expertise in Russian language and culture.

CLAYTON STATE UNIVERSITY – Hungary & the Czech Republic

“Seminar on Tradition and Transformation in Hungary and the Czech Republic”

Clayton State University will conduct a four-week Fulbright-Hays Short-Term Study Seminar in Hungary and the Czech Republic for thirteen to fifteen Clayton State and other university/college faculty as well as elementary and secondary school teachers from June 6 - July 5, 2008. 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 Budapest, Prague, Debrecen, and Pecs and through field activities, participants will explore what citizens believe in and how they are facing day-to-day challenges. What participants learn will form the basis for integration of Central European 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 Hungary and the Czech Republic.

HOBART & WILLIAM SMITH COLLEGES – Russia

“Modern Siberia: Ecology and Culture”

Faculty members of Hobart and William Smith Colleges (HWS, the Colleges) will conduct an intensive seminar in and near the Russian city of Irkutsk, located in Eastern Siberia near Lake Baikal. The seminar will foster interdisciplinary learning and teaching in Russian area studies and environmental studies by immersing participants in the interrelated topics of culture and ecology in modern Siberia. We define culture as the multiple factors that shape daily life, including language, history, economics, politics, religion, ethnicity, and high culture such as literature and the fine and performing arts.

This program expands the extremely successful Fulbright-Hays group seminar run by HWS in 2006 to Siberia. The current seminar will benefit students whose academic focus is in one of five categories: Russian area studies, economics, anthropology, environmental studies, and education, either at the baccalaureate level or at the master’s level. The seminar will enhance primary and secondary education by selecting participants who are prospective teachers, including those from the HWS undergraduate teacher certification program and Master of Arts in Teaching program.

The seminar is an interdisciplinary endeavor that will build on the aforementioned fields as students study the Lake Baikal region of Russia. Participants will: 1) benefit from applying their knowledge of Russia to the cultural and ecological issues they encounter; 2) learn how these cultural and ecological issues affect historical and modern Russia; 3) explore the strengths and limitations of the American worldview as they see a very different social, political, and economic system in operation; 4) learn about the culture of the indigenous peoples of the Baikal region and observe how the Buryat and Russian cultures have coexisted, conflicted, or amalgamated over the past five centuries; 5) explore the ways in which Siberian and U.S. experiences with environmental problems are both similar and different; 6) observe the Russian education system at the primary, secondary, and post-secondary levels, focusing on approaches to problems that the Russian and U.S. systems share, and on differences between the two systems; and 7) apply what they have learned upon return to the United States, in ways including but not limited to educational and environmental outreach.

MICHIGAN STATE UNIVERSITY – Bulgaria

“Bulgaria: Understanding the Eurasian Frontier”

The Center for Advanced Study of International Development (CASID) at Michigan State University, in collaboration with the international education partnership Linking All Types of Teachers to International Cross-cultural Education (LATTICE) proposes a Fulbright-Hays Group Project Abroad (GPA) to Bulgaria for K-12 educators. The proposed GPA, *Bulgaria: Understanding the Eurasian Frontier*, will provide an opportunity for fourteen K-12 educators in the social sciences/area studies to participate in a four-week study program in Bulgaria. The goals of the program are to: (a) expand the participants’ knowledge and understanding of the scope of Bulgarian history; (b) promote understanding the many civilizations, populations, and cultures that have impacted Bulgaria, and (c) increase the participants’ commitment to internationalize education in their school districts through the production of new curricula, teaching materials, and educational programming.

The GPA will focus on understanding key Eurasian cultures and civilizations, from the ancient Greeks to the Soviet Union, through their influence, impact, and interactions with Balkan populations. The area that was to become Bulgaria has historically been at the crossroads of a number of empires and populations. This has resulted in a particularly rich and vibrant history that is etched on the country in the form of archaeological and historical sites, cultural customs, artistic and musical traditions, and also in the memories and identities of the population. It is this legacy that the GPA aims to explore.

The GPA will be comprised of three phases: (1) *Four Pre-departure workshops* that will provide a participatory/interactive orientation to Bulgaria and to the themes that will be explored in the second phase. (2) *Four week Program in Bulgaria*. While in Bulgaria, the program is designed to coordinate visits to important cultural and historic sites with lectures and discussions led by Bulgarian experts. During the final phase of the program, (3) *Post-trip Project Implementation*, participating educators will implement their individual teaching and education projects. The final projects will be disseminated to other educators, including pre-service teachers.

UNIVERSITY OF CHICAGO – Russia

“Discovering Russia: Challenging Stereotypes and Media Myths”

Most Americans gain their knowledge about Russia through news media reports, most of which are generally negative, or sensationalized and misleading. These skewed representations are what students have direct access to, and what teachers have to filter or unravel in order to present Russia in their classes. The Center for East European and Russian/Eurasian Studies (CEERES) at the University of Chicago, in conjunction with faculty from Illinois State University in Bloomington–Normal, will conduct a Fulbright–Hays Group Project Abroad (GPA) project, whose purpose is to give participants a guided tour of the “real Russia.” We will use lectures and visits to strategic cities, museums, and monuments in Russia to correct misperceptions gleaned from textbooks, media, and Hollywood representations.

This project is designed to help U.S. elementary and secondary teachers gain a better understanding of Russian history, society, politics, economics, the arts and culture by studying these topics from the perspective of everyday life in Russia today. The first-hand knowledge acquired by living with a Russian family in coordination with a variety of educational and cultural experiences will allow the participants to develop lesson plans that will be incorporated into their teaching and shared with colleagues. The lesson plans will be compiled into a curriculum guide and disseminated to other teachers of social studies and Russian through various avenues, including curriculum workshops and online media.

The project is designed to take place in three phases: (1) pre-departure preparations and a five-day curriculum development workshop on Russia at The University of Chicago from June 19-21, 2008; (2) a four-week seminar in Russia from June 21 to July 20, 2008; and (3) post-travel development and dissemination of curriculum materials and presentations of these materials in teacher training workshops in academic year 2008-09 and summer 2009 at regional and national workshops and in the participants’ local districts.

The principal personnel of the project are faculty and staff affiliated with CEERES, a National Resource Center (NRC) funded by Title VI of the US Department of Education; a faculty member at Illinois State University and president of Serendipity-Russia; and a faculty member at Vladimir State Pedagogical University in Russia.

The project will have widespread and lasting impact on the study of Russian language and culture in U.S. elementary and secondary schools. Participating educators will develop and implement lesson plans on Russia that will impact hundreds of teachers and thousands of students throughout the United States. CEERES is uniquely situated to bring together a diverse group of teachers from throughout the United States to participate in the program, and to distribute the resulting curricular materials through our outreach activities, other NRCs, teacher training workshops, professional conferences, and through a variety of electronic media, including CD-ROMs and Web sites.

NEAR EAST, NORTH AFRICA & EURASIA (4)

JOHNSON COUNTY COMMUNITY COLLEGE – Morocco

“Unity and Diversity in an Islamic Society: The Example of Morocco”

The goal of “Unity and Diversity in an Islamic Society: The Example of Morocco” is to promote and support the expansion of curriculum on the study of Islam and Islamic cultures by focusing on the example of Morocco under the Project Type 1: Short Term Seminar program. Participants will consist of faculty from the secondary, community college, and four-year college levels in the greater Kansas City area.

Although Islamic societies are often represented in the West as monolithically unified around a common faith, the *Maghreb* has throughout history been a meeting place of cultures: Arab and Berber, European and African, “traditional” and “modern.” Perhaps no Islamic country better exemplifies the roles of migration, European colonization and nationalism in shaping social identity than Morocco. The project will expose 14 faculty to the many veins of cultural identity that comprise present-day Morocco, with particular attention to the role that Islam, in its unique Moroccan inflections, plays in shaping cultural, political, and artistic discourse. During a 35-day tour, a series of lectures, workshops and guided experiences will be provided, leading to the growth and development of particular knowledge and expertise about the Muslim world – namely, the rich and complex face of living Islam in Morocco.

Participants will achieve greater cultural competency; acquire a depth of knowledge about Morocco, Islam, and Islamic cultures; create curriculum units for use in their classes and dissemination to peer educators; develop a base of friendship and collegial support with fellow American educators at the secondary, community college and four-year college levels to internationalize their curricula in critical areas of knowledge; and establish contacts with academic peers in Morocco to promote international faculty and student exchanges.

MARICOPA COUNTY COMMUNITY COLLEGES DISTRICT – Morocco

“Global Engagement: Team-based Faculty and K-12 Teacher Development Program in Morocco”

The Maricopa Community Colleges District, in collaboration with the National Center for Teacher Education and Arizona secondary schools, is conducting a five-week curriculum development project in Morocco that will catalyze a comprehensive Islamic studies and Arabic language instruction program to serve all ten Maricopa Community Colleges, Arizona secondary schools, and the larger Phoenix metropolitan community.

This Group Project Abroad (GPA) will train a cadre of community college and secondary school faculty and key administrators to acquire content knowledge and sensitivity to historical, cultural, linguistic, social, economic, political, and educational aspects of Islamic societies and Muslim culture for the purpose of enhancing curricular offerings in Islamic studies at their respective institutions. This GPA will contribute toward the establishment of an Islamic Studies Certificate Program, enhance Arabic language course offerings for the entire community, and give participants a first-hand understanding of Moroccan culture and society to impart to students in Arizona’s classrooms.

A total of 16 participants will be divided into two eight-member teams comprised of four Maricopa Community College faculty and four secondary school participants on each team. The two teams will form Social Sciences and Humanities/Language components.

Each team will be assigned counterparts from four Moroccan universities - one in each of the four cities visited (Rabat, Fes, Casablanca, & Marrakech) - to act as *Academic Mentors* from their respective disciplines. With the Moroccan counterpart assistance and in-country activities, each team will develop a specific course related to their discipline and participants will also collaboratively and independently create learning modules, curriculum units, and lesson plans to infuse their courses with Islamic content.

These outcomes will be disseminated throughout the United States through the National Center for Teacher Education, the Maricopa Center for Learning & Instruction, and through organizations like Community Colleges for International Development, and the American Association of Community Colleges.

METROPOLITAN STATE COLLEGE OF DENVER – Egypt

“A Short Term Seminar on Egypt”

Metropolitan State College of Denver (MSCD) proposes to conduct a six-week short-term seminar on Egypt during summer 2008 for a team of 15 educators from Jefferson County Public Schools and MSCD, two of Colorado’s largest public education providers. The general goal of the proposed seminar is to enhance the expertise of participating teachers and, thus, enhance the quality of instruction about Egypt. The proposal requests \$87,345 that will be supplemented by \$24,945 in non-federal funds. Specific seminar objectives will be:

- (1) To provide an intensive content-based academic program on Egypt and Egyptian society to a team of American educators through lectures, field trips, and interactions with Egyptians from a variety of backgrounds.
- (2) To strengthen teachers’ knowledge about Egypt’s history, culture, politics, geography, religion, economics, and international relations.
- (3) To have participants develop new or upgrade existing curriculum units based on first-hand on-site experiences and acquire relevant teaching materials.
- (4) To disseminate Egypt-focused curriculum materials through (a) county-wide in-service training sessions and workshops; (b) participation in state, regional and national professional conferences; and (c) appropriate technologies.

Seminar objectives will be accomplished through an intensive program consisting of the following:

- A. Pre-Departure Orientation: Teachers will complete background readings on Egypt and attend a three-day orientation program.
- B. Five-week On-site Experience: This will consist of lectures, field trips, readings, interactions with Egyptians from varied backgrounds, development of instructional modules, and acquisition of teaching materials.
- C. Follow-up: This phase will consist of completion of instructional modules for enhancing courses; incorporation of Egypt-focused materials in participants’ courses; monthly meetings during Fall 2008 where each participant will share his/her module(s) with the team and plans for wider dissemination; dissemination of modules to other schools and teachers as appropriate; and presentation of Egypt experience at professional meetings and workshops to disseminate material on Egypt to the wider academic communities.
- D. Evaluation: Each phase of the project will be evaluated to collect summative and/or formative data. Results will demonstrate strengths, weaknesses, and the degree of success

WASHINGTON STATE UNIVERSITY – Israel and Palestine

“Israel and Palestine: Working towards a culture of peace”

In this Group Study Abroad we will study the culture of peace as it is being developed between Israelis and Palestinians. From these experiences, we will develop a curriculum that includes a film for middle and high school teachers that examines the relationship between Israel and Palestine in the context of community oriented peace activities. This is a collaborative effort between Washington State University, University of Idaho and University of Hawai'i. The responsible party at each university will put together a team consisting of a pre-service teacher, a local school district teacher, a university faculty member in teacher education, and an area studies expert. We will also include a curriculum specialist from the State of Washington Office of Public Instruction. With a collaborative team of this nature, we will extend area and international studies to teachers and teacher educators who have not had extensive experience with research and teaching in this curriculum area.

The team will travel to sites in Israel and Palestine studying the dynamic culture of the region with a focus on how individuals and groups are working towards a culture of peace. This first hand experience with the culture will provide team members with an in-depth understanding of the issues that have historically and currently shaped the relationship between these two peoples. While the ongoing conflict between Israel and Palestine dominates our understanding of the region, it has also become fertile ground for very visible and sustained peace efforts. For example, in Israel we will visit locations such as Yad Vashem, the holocaust museum, and Neve Shalom-Wahat al-Salam (Oasis of Peace), an Israeli/Palestinian peace community. In Palestine we will visit the Hope Flowers School, a peace oriented school in Bethlehem, and Holy Land Trust, a nonviolent social action and education group.

The project objectives are to: 1) improve participants' understanding of the culture of the region; 2) gain first-hand experience and knowledge that participants will integrate into their own teaching; and 3) create an engaging high quality curriculum that includes a film. Project participants will work as a collaborative team to develop their understandings of the culture of peace and to create a common set of curriculum materials. The curriculum materials will be distributed through a project website and each participant will play a role in developing and disseminating the curriculum materials.

SOUTH ASIA (3)

DUKE UNIVERSITY – India

“Teaching South Asia Through Material Objects and Performance Events”

This project involves teaching-faculty from four post-secondary institutions of the *North Carolina Center for South Asia Studies* consortium, and four International Baccalaureate (IB) secondary schools that are piloting a new outreach initiative of the Center to integrate international studies of South Asia into the IB curriculum. Our first, two-part goal is (a) to create new curriculum focused on South Asia at the K-12 level and in a Historically Black College or University-member campus, and (b) to expand undergraduate area studies offerings at the three campuses already offering South Asia courses. A second important, and related, goal—building on the fact that the project involves participants from such differently placed institutions—is to create a model that situates specific new curricula into a coherent pipeline of learning experiences that connect grades three through 16.

The curriculum will move out from material objects and records/representations of performance events obtained in India. While studying the processes and meanings attached to these materials, students will come to understand the larger patterns by which communities are imagined and constituted to play their respective roles in civil society, and how these patterns change over time to fit new circumstances. That is, the focus on material objects will move out from the objects themselves to the conditions that shape transactions and define the arenas in which they occur. The “material” arena will be broadly understood to encompass urban spaces and architecture, including temples, shrines and mosques as well as civic buildings associated with rulers; material culture (from musical instruments to textiles to medical *materia*); inscriptions; and literary tracts and posters (and their printing, sale, and consumption). The resulting curriculum will examine how material worlds reflect, but also create, dynamic processes by which forms of community are defined and interact to form civil societies and how these patterns change over time.

Complementing this materials-based focus will be work on what is now broadly defined as performance events, ranging from dance and musical productions to politically- and religiously-prompted processions, to storytelling and devotional or folk song genres as well as other oral presentations. Examinations of these genres thus enable us to pull out key characteristics and variables about how communities that constitute a “civilization” or modern civil society are organized, ordered, and contested by looking at evidence over time. These objects and performances can be analyzed for the ways they enable citizens to talk about values, rights, responsibilities and roles in particular contexts, and about the relationship between an individual and the state.

During summer 2008, the group will travel to India for four and a half weeks, to four regional centers (Delhi, Jaipur/Rajasthan, Bangalore/Mysore and Kerala).

OAKTON COMMUNITY COLLEGE – India

*“In Search of Gandhi’s India: Teaching and Learning Non-Violence
in a Globalized World”*

Oakton Community College, in collaboration with the Illinois Consortium for International Studies and Programs, Loyola University – Chicago Peace Studies Program, University of Chicago South Asian Studies Department, the Gandhi Memorial Trust Fund, Association of Indians in America, and Evanston Township High School, will lead a Group Studies Abroad project to take 14 carefully selected educators from Illinois community colleges, high schools and universities, to India for an intensive five-week seminar on the thought and continuing legacy of Mohandas K. Gandhi, with the aim of establishing an interdisciplinary dialogue on peace and non-violence between Indian and U.S. scholars and educators.

The seminar will take participants to the cities and places most relevant to Gandhi’s historical legacy, as well as to places where modern scholars, teachers, social workers and activists continue to creatively engage ideas of non-violence in their work on contemporary social problems, incorporating a wide range of lectures and activities that highlight the complexity, depth and rich offerings of Indian civilization. Furthermore, this seminar is designed to promote, support and facilitate the integration of a specific area of international studies into the curricula, teaching practices and academic programs of participating institutions by providing much needed professional development for college, university and high school faculty.

UNIVERSITY OF COLORADO-BOULDER – India

“Religious Pluralism in India: Islam, Hinduism & Other Traditions”

The South, Southeast, and West Asia Outreach Program (SSEWA) of the Center for Asian Studies (CAS) at the University of Colorado at Boulder seek support to conduct a four-week short-term seminar project in India. This travel-study project will constitute one component of an extended professional development program in South Asian studies. Funds secured through the University of Colorado, as well as project participant cost-share funds, will cover U.S.-based orientation and follow-through activities. The proposed program will address the need for 1) integration of international studies, specifically religious studies with a significant component focusing on Islam and Hinduism, into the secondary social sciences and humanities curricula; and 2) professional development that enhances secondary educators’ content knowledge about India and South Asia, emphasizing the major world religions of Islam, Hinduism, Buddhism, Sikhism, Jainism, and Christianity, cultural study, and cross-cultural pedagogy.

The four-week program in India will provide 12 participating Colorado secondary-school teachers with a first-hand cultural immersion experience, academic learning, and opportunities to gather authentic resource materials and to network in India. Through the Program for Teaching East Asia, the Center for Asian Studies has conducted 11 study tours for educators in Asia. Collaboration with the American Institute of Indian Studies will provide an extensive network of educational and logistical resources that will allow CAS to execute a program integrating formal and experiential study about Indian culture; living and historic religious traditions, with a particular focus on Islam; and society, history, literature, and geography. In the birthplace of four of the world’s great religious traditions, participants will visit historic pilgrimage sites across North India and simultaneously learn from academic experts about contemporary, day-to-day issues, thereby improving their understanding of religious pluralism in the world and the United States.

SOUTHEAST ASIA (1)

SONOMA STATE UNIVERSITY – Philippines

“Fulbright-Hays Group Project Abroad to Philippines”

Sonoma State University's program to the Philippines, July 10 through August 9, 2008, is for a Fulbright-Hays Group Study Abroad team of 11 northern California K-12 teachers, one curriculum specialist, and a project director. The grant award of \$75,500 will fund a second Group Study Abroad project that allows new participants to expand and deepen knowledge of the Philippines to which teachers were first introduced during a 2006 Fulbright-Hays Group Project Abroad (GPA) to the Philippines. The first GPA in 2006 culminated in a multicultural education conference focusing on the Philippines and Filipino America attended by about 100 teachers from the region in June 2007. The goal of the current study abroad program is an expansion of strategies for inclusion in the study of the Philippines in California classrooms, and throughout the United States. The 2008 program builds on the 2006 grant goals by enlarging the context of study through its focus on the Philippines in its Southeast Asian/Asian context.

A second Fulbright-Hays grant to the Philippines provides new teacher-participants with the opportunity to expand the knowledge base and curriculum materials disseminated at the 2007 curriculum conference. Teachers will acquire a deeper understanding of the Philippines' social, economic, cultural, ethnic and linguistic diversity, as well as its status and position within the national (Philippines), regional (Southeast Asia), and global contexts. The 2006 GPA focused on U.S.-Philippine relations; this 2008 GPA focuses on the Philippines as an integral part of Asia/Southeast Asia.

During the grant period, both in the Philippines and after the trip, participants will develop and disseminate new and additional curriculum materials for K-12 and postsecondary education, and expand the web-based educational resource for these materials via the North Bay International Studies Project Web site. 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, will serve as project director.

WESTERN HEMISPHERE (4)

UNIVERSITY OF MARYLAND-BALTIMORE COUNTY – Mexico

“Mexican Art and Culture in an Intercultural Perspective”

This five-week short-term seminar for twelve 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 26 until August 1, 2008. Pre-departure orientation will be held on the UMBC campus on May 17-18. 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 successfully incorporate 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; and 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. Spanish language classes will also be offered. Through a series of site visits and visual presentations, the project will provide participants with 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 for dissemination to colleagues.

MICHIGAN STATE UNIVERSITY – Ecuador

“Ecuador: Cultural Diversity and Social Change in Latin America”

Michigan State University Extension and the Center for Latin American and Caribbean Studies with the support of the Center for Advanced Study of International Development, propose a four-week Fulbright Hays Group Program Abroad short-term project to Ecuador entitled “*Cultural Diversity and Social Change in Latin America.*” The project is designed to provide fourteen Michigan educators—twelve elementary, middle and secondary teachers or graduate students in education and two 4-H Youth Development professionals—with interdisciplinary knowledge and skills to internationalize curriculum in areas such as social studies, history, economics, environmental studies, arts and language arts. The project focuses on the changing and complex nature of culture and its relationship to the environment -- historic roots, the present situation, and competing visions of the future -- as seen through the eyes of various cultural groups. Experiential learning will occur as teachers experience the reality of culture through home stays and visits to schools, local communities, ecotourism efforts, conservation groups and governmental and non-governmental organizations. Spanish language study will focus on cultural sensitivity and practical language skills. Reflection upon the experience will inform participants’ curriculum development efforts, help teachers discover and communicate the important connections between the United States and Latin America and facilitate a more empathetic understanding of the cultural background of the growing number of students from Latin American attending Michigan schools.

UNIVERSITY OF FLORIDA – Ecuador & Peru

“The Andean ‘HATSS’ Project: Reaching High Achievement for Teachers and Students of Spanish in Florida Schools”

The University of Florida (UF) Center for Latin American Studies, College of Education and Florida schools propose a four-week curriculum development project in Ecuador and Peru entitled "The Andean "HATSS" Project: Reaching High Achievement for Teachers and Students of Spanish in Florida Schools". Through the HATSS project, K-12 foreign language and area studies teachers will design and implement innovative curricula using new technologies that will prepare students for an increasingly global and diverse world. Despite the rich cultural and linguistic diversity that exists in Latin America, currently much of the materials and language being used to inform instruction in classrooms comes from Mexico or Spain. Moreover, in today's fast-paced world, it is challenging for teachers to develop new curricula that engage students.

Project HATSS will address these challenges through a three-phase project. In Phase I, twelve teachers will be identified and participate in a two day pre-departure training program at UF that prepares them to travel to Latin America, provides regional background knowledge, and offers educational technology training. Phase II consists of on-site experiences in Ecuador and Peru in which participants acquire knowledge of local languages and cultures, guided by local on-site experts and in conjunction with U.S. project personnel. Finally, in Phase III participants will utilize knowledge, technologies, materials, and language acquired to create curriculum units. Participants will disseminate their work through local, state or national conferences in addition to free pod cast downloads on the Web. Project HATSS has the potential to touch a broad, national audience to support high quality teaching and learning that advance the achievement of students in Florida classrooms and beyond.

UNIVERSITY OF WISCONSIN-MILWAUKEE – Chile

“Chile and Children’s Literature: Authentic Text for K-12 Spanish/Bilingual Teachers and Librarians”

The Center for Latin American and Caribbean Studies (CLACS), University of Wisconsin-Milwaukee, will offer a five-week project for twelve K-12 teachers (Spanish language and bilingual/dual language education) and school library media specialists. The program, *Chile and Children’s Literature: Authentic Text for K-12 Spanish/Bilingual Teachers and Librarians*, will be based in Santiago, Chile and will focus on Spanish-language children’s and young adult literature and its potential for use in the K-12 classroom.

In partnership with the Universidad de los Andes and the leadership of children’s book specialist Professor Cecilia Beuchat, teachers will explore the use of children’s literature to both convey cultural content and for its pedagogical benefits in language teaching. In addition to a specialized course, taught by Professor Beuchat, the project will include: seminars on Chilean history, culture and contemporary issues (including indigenous Chile); visits to cultural centers, libraries and museums; school visits; roundtables with writers and illustrators; and travel to locations highlighting the diversity of the country and locations prominent as settings in Chilean children’s books. The project will culminate with an opportunity to attend the International Children’s and Young Adult Literature Book Fair in Buenos Aires, one of a handful of book fairs in the world that focus solely on children’s book publishing, with Spanish language children’s and young adult literature available from throughout Latin America.

The teachers and librarians, drawn from urban and rural districts throughout the state of Wisconsin, will complete the program with a deeper knowledge about the availability and use of authentic text, both for second language learners and for heritage speakers. Participating library media specialists will gain awareness of Spanish language materials as resources to better support classroom learning. The project will be offered completely in Spanish, providing the additional benefit of an immersion experience to strengthen participants’ language proficiency.

The proposed project will be teacher-led, drawing upon the expertise of a former high school Spanish teacher, Eileen Hesseling, and a dual language elementary school library media specialist, Mayra Sánchez Negrón. (CLACS will cover the costs of the co-leader.) The program also benefits from the educational outreach programming experience of CLACS, a Title VI funded National Resource Center (NRC) for Latin American Studies. In addition to an extensive track record offering professional development opportunities for teachers, CLACS has been creating outreach services and resources related to children’s literature over the past sixteen years. Participants will produce web-based lesson plans or annotated resource lists for dissemination via the CLACS website and via outreachWorld.org, a website designed for collaborative sharing of international education resources by Title VI NRCs.