

**U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education Office**



**Title VI American Overseas Research Centers (AORC)
Program
CFDA 84.274A
Grant Awards List and Project Abstracts
Fiscal Year 2020**

FY 2020 AORC Awards List

Grantee Institution	Overseas Location	Funding Amount	Page Number
American Center for Mongolian Studies	Ulaanbaatar, Mongolia	\$68,800	3
American Center for Oriental Research	Amman, Jordan	\$70,000	5
American Institute for Indonesian Studies	Jakarta and Yogyakarta, Indonesia	\$69,310	7
American Institute for Maghrib Studies	Oran, Algeria Tangier, Morocco Tunis, Tunisia	\$61,475	8
American Institute for Sri Lankan Studies	Colombo, Sri Lanka	\$70,000	9
American Institute of Afghanistan Studies	Kabul, Afghanistan	\$52,855	11
American Institute of Indian Studies	Delhi, Kolkata, and Pune, India	\$66,600	13
American Institute of Pakistan Studies	Lahore, Pakistan	\$70,000	15
American Research Center in Egypt	Cairo, Egypt	\$69,187	16
The American Research Centers of the South Caucasus	Yerevan, Armeniaia Tbilisi, Georgia Azerbaijan	\$60,641	18
American Research Institute in Turkey	Ankara and Istanbul, Turkey	\$67,750	19
Center for Khmer Studies	Siem Reap, Cambodia	\$68,800	21
The Inya-Burma Institute	Yangon, Burma	\$67,900	23
Palestinian American Research Center	West Bank, Palestine	\$69,682	24
West African Research Association	Dakar, Senegal	\$67,000	26

American Center for Mongolian Studies

Through the AORC program the ACMS plans to focus on three initiatives that meet critical needs in the field: 1) enhance online resources to expand access to courses and resources; 2) expand library and research resources and training for international and Mongolian scholars; and 3) support the documentation and preservation of Mongolia's threatened cultural heritage. Achieving these goals will support research, exchanges and the development of knowledge and expertise related to the Inner Asian region. The initiatives are designed to meet the AORC Invitational Priorities, and are feasible and sustainable as they build on existing ACMS capacity and programs.

The first highlighted goal is to enhance online resources and programs. The availability of online resources and connections allow AORCs such as the ACMS to utilize their international presence and networks to develop new online programs and resources that foster research, exchanges and area studies. Travel restrictions due to the COVID-19 pandemic, plus ongoing concerns such as the impact of global travel on climate change and the challenges many students, teachers and researchers face in accessing international education opportunities, highlight the critical need for new online learning opportunities and resources to facilitate "virtual exchanges". Three areas where the ACMS plans to expand its online resources include: improving and expanding online access to Mongolian language courses, tutorials and learning materials; developing and making available online educational materials such as courses, lectures, interviews, videos and photo stories; and continuing to develop and expand access to research studies, digital archives and scholarly works. Online resources and programs will be open access, and will provide Professional Development and education resources to support Community Colleges, Minority Serving Institutions and underrepresented groups in international education.

A second area of focus is the development of accessible library and research resources related to Inner Asian Studies. The ACMS Research Library includes over 5000 titles, the largest English language academic collection in Mongolia, and the ACMS is the primary international organization carrying out library training and development in Mongolia. The ACMS will work to develop information databases such as library and museum collection catalogues and digitized collections of rare documents. The ACMS also has an opportunity to expand its role as a source of Mongolian books and materials for US research libraries, and to help create accurate MARC library catalogue records for materials published in Mongolia.

A third initiative is a program to document and preserve the tangible and intangible cultural heritage of Mongolia, which is being lost due to rapid economic, political and societal changes. ACMS will support fellowships for American and Mongolian scholars conducting research on cultural heritage related topics, host conferences to highlight cultural heritage research, and hold training workshops in both Mongolia and the US for museum personnel and scholars on advanced field techniques and museum collection management. The ACMS will leverage funding from the Department of Education to acquire funding support from other organizations for priority projects.

To support the three focus areas described above, the ACMS will use Department of Education funding to support staff and office expenses to deliver a wide range of programs and services such as research fellowships, a summer Field School, a Speaker Series, academic discussion groups, training workshops and international academic conferences and exchanges.

American Center for Oriental Research

Digital Archive: Developing a Multimedia Teaching and Learning Resource

The Center: Established in 1968, the American Center of Oriental Research (ACOR) in Amman, Jordan, is an international, 501(c)(3) non-profit educational organization, whose primary mission is to advance the understanding of Jordan and the Middle East, past and present. ACOR facilitates research by students and scholars at all stages, with an extensive library and archive, fellowship and scholarship programs, hosting public lectures and workshops, providing open-access publications, and offering residential facilities. Since 2016, ACOR has transformed a significant portion of its unique photographic collections into an open-access online archive.

Proposed activities alignment with AORC program purpose and the invitational priorities

The proposed project, the ACOR Digital Archive, will provide cross-over benefit between languages, research fields, and educational populations, providing cultural and educational exchanges and professional development opportunities for U.S. educators. The ACOR Digital Archive project directly addresses Invitational Priorities 1 and 2 providing professional development opportunities for Community Colleges and Minority Serving Institutions (MSIs) as well as providing free and open access to center-related research, instructional, and scholarly resources. ACOR's online photographic collection is already an interdisciplinary open-access resource for Middle Eastern Studies courses, but with the specific development of curricular materials to support teaching using a wider range of archival materials, it will become far more accessible and provide an essential resource for U.S. educators at community colleges and MSIs, who seek to deliver a global education, but often lack the resources to prepare such materials.

Goals, outcomes and contributions for research and education

The project's primary goals are: (1) To increase the archive's accessibility in breadth and scope of coverage of the Middle East, and its Arabic descriptions, enabling it to better serve area-studies, scholars, and educators; by making 20,000 photographs, audio, and video recordings of threatened cultural heritage sites freely available online; and (2) to create practical, freely available, curricular materials across a number of disciplines developed for and circulated within community college and MSI-networks, ready for immediate widespread use. The outcome of these goals and related activities will be ACOR's multimedia documentation of the region's heritage being made available, linked with educational resources designed for community college and MSIs instructors to incorporate in their area-studies and global education courses.

Population to be served

U.S. educators and students at community colleges, universities, and MSIs are the primary beneficiaries of this project, along with the wider impact associated with providing free online digital and educational resources to anyone with an Internet connection.

Project director's expertise and leadership skills

Dr. John (Jack) Green's academic and professional background is in ancient Near Eastern archaeology, cultural heritage, and museums. Dr. Green is experienced in managing grant-funded projects, ranging from database projects to object documentation and conservation, exhibitions, and public programs. As Associate Director of ACOR, he has served as the PI of the ACOR Photo Archive Project since April 2018 and continues for the expansion and new activities proposed here.

American Institute for Indonesian Studies

The American Institute for Indonesian Studies (AIFIS), operating in Indonesia since 2012, fills an urgent research need in a country that is politically, economically, culturally, and strategically important to the United States. The present proposal is designed to solidify our Indonesian centers' programming and staffing and to expand our program activities with community college faculty in the United States. Indonesia is the world's fourth largest country by population and the fifth largest by area. It is the world's largest Muslim country and third largest democracy, controlling vast mineral reserves, containing a substantial proportion of the world's tropical forest, and sitting on top of some of the world's most vital sea lanes. AIFIS's research center in Jakarta assists in the realization of American goals of maintaining close ties with this important regional power.

AIFIS was established with support from several American and Indonesian foundations and is directed by a Board made up of member institute representatives from 32 prominent American research universities, plus a US consortium of two-year colleges (The Midwest Institute for International/ Intercultural Education/ MIIIE) and a consortium for the teaching of Indonesian language in the U.S. (COTI). AIFIS research centers in Jakarta and Yogyakarta host a series of presentations and seminars and assist American scholars in conducting research in Indonesia. Support for AIFIS's research centers provides a strategic investment in a critically important United States partner. Our proposal describes our plan to build up our capacity to serve U.S. faculty—especially those from community college and minority serving institutions—with opportunities for research and academic exchange in this singularly important country, and to bolster our rich offerings of research symposia and library materials for Americans and Indonesians alike.

American Institute for Maghrib Studies

Founded in 1984, the American Institute for Maghrib Studies (AIMS) is an American Overseas Research Center (AORC) that promotes post graduate research, exchanges, and areas studies on North Africa – the Maghrib. Comprised of 25 U.S. institutional members and close to 300 individual members, AIMS provides services to 4,000 scholars annually through its programs, fellowships, and grants. AIMS facilitates research in North Africa, encourages the free exchange of information between American and North African scholars, and promotes the systematic study of North Africa among scholars, specialists, students and others concerned with the Maghrib. AIMS is a member of the Council of American Overseas Research Centers (CAORC).

As a scholarly society, AIMS offers multiple services to strengthen U.S. postgraduate research on the Maghrib through its three AORCs in Algeria (CEMA, Centre d'Études Maghrébines en Algérie, founded in 2007), Morocco (TALIM, Tangier American Legation and Institute for Moroccan Studies, associated with AIMS in 1989), and Tunisia (CEMAT, the Centre d'Études Maghrébines à Tunis, founded in 1985). AIMS is served by a U.S. office headquartered at the University of Arizona.

In the United States, AIMS is the professional association of scholars working on the Maghrib region. AIMS sponsors *The Journal of North African Studies*, provides grants for American and North African scholars to conduct research in the Maghrib, hosts an annual conference, director's symposium and academic methodology workshops in North Africa, and organizes a dissertation workshop as well as mentoring program in the U.S. Abroad, AIMS organizes programs in collaboration with scholars and institutions throughout North Africa.

AIMS requests Title VI funding for four specific purposes in order to broaden its scope and increase its capacity over the next four years: The first is to partially cover salaries and fringe benefits for the AORC staff that implements a wide range of unique AIMS programs and administration in the Maghrib. The second is to address a scholarly gap by developing a trans-Maghrib thematic research and lecture agenda, which brings together U.S. and Maghribi scholars researching seven priority issues of national importance, in a cross-disciplinary manner: (1) Islam, politics, and public life; (2) social and political violence and radicalization; (3) cultural heritage and preservation; (4) trans-regional economic, political, and social networks; (5) religious and linguistic minorities; (6) migration and urbanization; and (7) governance and social services. The third is to fund the expansion of its open-access online portal, *Maghrib in Past & Present*. Currently the portal hosts podcasts of conferences, lectures, seminars, and workshops curated at AIMS' three AORCs. With Title VI funding, AIMS will expand this portal to incorporate curriculum development tools (key reading lists, syllabi, teaching materials), providing expanded opportunities for the dissemination of Maghrib studies in the U.S. and elsewhere. Finally, AIMS seeks to expand opportunities for access to and the dissemination of Maghrib studies by organizing a series of U.S.-based curriculum development seminars organized at institutional members of the AIMS consortium.

American Institute for Sri Lankan Studies

The overall purpose of the American Institute for Sri Lankan Studies (AISLS) is to develop and support US research and expertise on Sri Lanka. We seek operating and program support from the US Department of Education for our Overseas Research Center in Colombo, Sri Lanka's main city and cultural, economic and educational center. This project has five main components. First, it provides operating support for the Center, which enables our staff to help US researchers with matters such as security, visas, housing, research permits, access to specialized libraries and archives, and making contacts with Sri Lankan scholars, government officials, and members of civil society.

These services are especially important because many graduate students and scholars using the center do not have previous experience working in the country. Second, the project funds our language instruction program in Sinhala and Tamil, both of which have been designated as priority languages by the Secretary of Education. It also supports the creation of a new online course in Sri Lankan Tamil. Third, the project provides for the continuation of our successful workshop program, which bolsters the expertise of US educators and builds ties between them and their Sri Lankan and third-country counterparts. A majority of workshops will be related to the focus areas of historiography and art history/museum studies, but we also plan to shape the program to support other AISLS goals, such as promoting comparative research and work that is accessible to non-specialists.

Fourth, the project provides support for the Center library, which has many holdings not available elsewhere in Sri Lanka and some that are not available in the United States. Finally, the project will strengthen AISLS efforts to use technology to make research materials and other information on Sri Lanka available on open access online. AISLS will continue to publish teaching modules aimed primarily at community college teachers, and it will expand its program to sponsor the digitization of research materials and publishing them online. AISLS will also continue to respond to requests from US students and scholars to supply individual publications and specialized bibliographical information.

The project has been designed to complement AISLS activities that are carried out with other federal and private funds. For instance, the support requested from the Department of Education for the Colombo Center staff and facilities is essential to the success of our research fellowship and dissertation planning grant programs, which are supported by other federal funds. AISLS also maximizes the impact of its programs by reaching out to faculty at minority serving institutions and by working closely with its member institutions and other organizations that share its goals. AISLS programs serve around 110 individual American members, as well as students and faculty affiliated with the 22 colleges and universities that have institutional membership. Annual individual membership rates are set at a very affordable level (\$40 for those employed full time; \$15 for students, community college teachers, retirees, adjuncts and the unemployed), thus ensuring wide access.

Since its incorporation in 1996 and the establishment of its Colombo Center in 2000, AISLS has made important and critical contributions to strengthening US scholarship on Sri Lanka. Support from the US

Department of Education is essential for AISLS efforts to make important and critical contributions to strengthening US scholarship on Sri Lanka.

American Institute of Afghanistan Studies

The American Institute of Afghanistan Studies (AIAS) was established in 2003 with the aim of promoting systematic study of the culture, society, land, languages, health, peoples and history of Afghanistan. It currently represents 24 American institutions, each of which has one representative on its board of directors. Its American headquarters is at Boston University and it runs a research center in Kabul, Afghanistan that is now in its seventeenth year of continuous operation.

One of the institute's primary objectives is increasing the size of the community of scholars in the United States who have knowledge and understanding of Afghanistan. It also assists in the rebuilding of academic institutions and the resumption of advanced study of Afghanistan by Afghan scholars. To achieve this end, AIAS facilitates the return of senior international scholars to Afghanistan to resume their research, assists in training a new generation of PhD level scholars who have direct experience in Afghanistan as well as strong language skills, and works to raise the overall level of research and scholarship by Afghan institutions.

To expand upon the Institute's current programming and better equip the Institute to meet its mission, AIAS seeks funding for the following programs:

1. Individualized language training for scholars in Dari (Afghan Persian) and Pashto, the two official languages of Afghanistan.
2. An Afghanistan studies translation program, which will offer grants to authors to adapt their publications in Dari or Pashto into English, or English-language publications into Dari and Pashto.
3. Subvention to cover fees for the journal, Afghanistan: the journal of the American Institute of Afghanistan Studies.
4. An annual, live-streamed academic lecture series on Afghanistan.
5. The Kabul-based lecture and workshop series, Kabul Talks, which serves as a platform to apply the findings of Afghanistan-related research into practice.

The importance of bringing peace, stability and economic growth to Afghanistan is a high priority of the United States and the international community, and will remain so with the drawdown of U.S. forces in the country. In this context, the need for expertise on Afghanistan should not be understated, and cannot be resolved without a long-term commitment to rigorous training. The requested funding will provide supplementary support for existing programs, as well as funding to maintain new initiatives that bridge existing gaps in the field. These gaps include insufficient language training in the two official languages of Afghanistan; limited publication outlets for Afghanistan scholars; a continuous disconnect between scholars and policymakers; and the need for an expanded network of Afghanistan scholars in the US and Afghanistan, thereby creating a support system for junior scholars to conduct high quality research.

AIAS already has the administrative and physical infrastructure in place to manage the proposed programs. The long-term impact on the field of Afghanistan studies provided by the requested programmatic and infrastructure support will be one of a revitalized community after many years of marginalization. For those who enter applied fields, the outcome will be long-term service to government, journalism, private corporations and NGOs. Together, these networks create an impressive opportunity to build interpersonal relationships that make Afghanistan studies possible, and contribute to the sustained development and rebuilding of the country.

American Institute of Indian Studies

The American Institute of Indian Studies (AIIS) was formed in 1961 to further the knowledge of India in the United States by supporting American scholarship on India. The principal methods by which the AIIS achieves its goals are providing financial and logistical support to U.S.-based scholars, students and artists conducting research, language training and artistic projects in India. It provides language instruction in India to more than 200 American graduate and undergraduate students each year and fellowships for research in India to about 35 doctoral and post-doctoral scholars from all fields of academic inquiry focusing on aspects of India, as well as to performing and creative artists. The AIIS maintains two internationally recognized research archives: the Center for Art and Archaeology and the Archives and Research Center for Ethnomusicology, whose resources are made available to a wide audience through an innovative web platform. It also organizes workshops and outreach projects; obtains documentation necessary for American academics annually to obtain research visas for India; and provides substantial in-country support to scores of American scholars and students each year. AIIS is also building on its projects that meet the Department of Education's Invitational Priorities 1 and 2. It has been very engaged in outreach efforts to provide opportunities to faculty and students at community colleges and minority-serving institutions, for instance by organizing curriculum development seminars in India and providing funding to faculty at those institutions to carry out projects in India. In response to a growing interest among faculty and students in the use of digital methodologies and resources for creating and disseminating knowledge about India to broad audiences, AIIS launched the Digital India Learning Initiative under the leadership of a working group of leading experts who have developed a robust digital scholarship blueprint.

The AIIS is a consortium of 90 American universities and colleges at which scholars engage in teaching and research about India. The current president of AIIS, Sumathi Ramaswamy, is an eminent historian who also has considerable administrative experience. The U.S. administrative office is located at the University of Chicago while its principle activities take place in India where AIIS has multiple facilities; headquarters in Delhi and Gurgaon, Regional Centers in Kolkata and Pune and several Language Program Centers.

The programs of AIIS promote and advance mutual understanding between the citizens of the U.S. and of India. They contribute to the creation of an increasingly large group of experts on all aspects of India, who will use their knowledge in their teaching, their scholarship, in government service or in their work for non-governmental organizations. All AIIS fellows in India are affiliated with an Indian institution of higher education, and contribute to the scholarly interaction that takes place at that institution. In addition, performing/creative arts fellowships promote the arts of India in the U. S. through performance as well as teaching.

The Institute endeavors to reach out to the widest possible audience in the U. S., in terms of scholarly discipline, geographical location, gender, and national origin. It actively solicits applications from students and scholars who are not located at major research universities and not located in large states and has been increasing its efforts at creative and collaborative outreach activities. AIIS seeks U.S.

Department of Education funding to enhance the critical in-country support that the Institute is able to deliver to its fellows and other scholars working in India, to faculty at community colleges and minority-serving institutions participating in AIIS seminars and follow-up projects, and to strengthen its, its digital scholarship projects that will promote exchange among scholars and dissemination to broad audiences

American Institute of Pakistan Studies

The American Institute of Pakistan Studies (AIPS) is a member of the Council of American Overseas Research Centers (CAORC). Its mission is to encourage and support research on Pakistan and to promote scholarly exchange between the United States and Pakistan. The goal of AIPS during the tenure of this grant is to promote the study of Pakistan and language training. To accomplish these aims, AIPS plans the following activities during the next four years (2020-2024): 1) Provide 10 short- and long-term research fellowships to increase and diversify the number of national experts on Pakistan; 2) Enhance national expertise at Minority-Serving Institutions and Community Colleges (MSI/CCs) by developing two MSI/CC faculty development seminars in Pakistan. These seminars take place in years 1 and 3 of the grant and involve curriculum development and language training components; 3) Support enhanced language and curriculum development training for four MSI/CC faculty members during the summer of year 1 and 3 of the grant. This training aims to further Urdu proficiency (Intermediate-Low level) among MSI/CC faculty and infuse the study of Pakistan into their university and college curriculums; 4) Organize two virtual seminars for MSI/CC faculty in years 2 and 4 of the grant.

These virtual events will include seminar participants from years 1 and 3 and will increase networking opportunities among MSI/CCs as well as AIPS affiliated faculty members from elite and non-elite institutions. They will also facilitate the sharing and distribution of the curricular materials developed as part of this grant proposal; 5) Increase the availability of resources about Pakistan via an open-access AIPS Resource Library. This library will contain field research reports, members' presentations from scholarly conferences, podcast interviews of fellows returning from their research, lists of members' publications, language and content curriculum development materials, etc. This resource library will be accessible to the public from any device connected to the Internet.

AIPS is uniquely positioned to successfully promote the language training initiatives proposed in this grant. The organization is at the forefront of training U.S. citizens in Urdu. With its partner the University of California-Berkeley, it is directly responsible for training dozens of Urdu language learners at the intermediate-mid and higher levels. AIPS is also committed to Urdu learning at other levels in collaboration with partners such as the Gurmani Centre for Languages and Literature at Lahore University of Management Sciences and the South Asia Summer Language Institute at the University of Wisconsin-Madison. AIPS is also ideally positioned to fulfill the grant's Pakistan Studies proposals due to the variety of relationships that it has with institutions in Pakistan. It has 27 Memoranda of Understanding with public and private institutions that span all regions of Pakistan. These partners open-up research and networking opportunities for AIPS as well as play host to the organization's members and fellows. In the forthcoming grant cycle, AIPS will continue to build its relations with these partners, as well as with U.S. government officials at the Embassy in Islamabad and Consulate in Lahore, Pakistan government officials at institutions like the Higher Education Commission (HEC), and representatives of Pakistani civil society/cultural organizations.

American Research Center in Egypt

Founded in 1948, the American Research Center in Egypt (ARCE) is a private, nonprofit organization composed of educational and cultural institutions, professional scholars, and private individuals. ARCE's mission is to support research on all aspects of Egyptian history and culture, foster a broader knowledge about Egypt among the general public, and strengthen American-Egyptian cultural ties. Through fellowships, grants, public programs, fieldwork and conservation field schools, ARCE's partnership with Egyptians contributes to the shared goal of cultural heritage preservation.

ARCE was initially founded as an American archaeological center, focusing on the study of ancient Egypt. Since its founding, its mission has expanded to support not just archaeological work, but to serve international scholars and the general public interested in all eras of Egyptian history. Perhaps its most prominent resource is the ARCE Simpson Library, with more than 40,000 titles and a recently published online catalogue. A lesser known, but equally important resource is the ARCE Conservation Archive: the focus of this proposed project.

Between 1993 and 2018, ARCE implemented 85 individual conservation projects to document and preserve important Egyptian heritage sites. The projects were funded through a series of grants from the U.S. Agency for International Development (USAID). The Conservation Archive, a product of those projects, is housed in the ARCE Cairo Center. It holds thousands of conservation, site management, capacity building, employment creation, and tourism development activity records, photographs, and documents. The archive is a uniquely valuable resource of heritage management in Egypt and a record of historic sites, some of which are now destroyed or no longer accessible. It stands in testament to a 25-year partnership between the United States and Egyptian governments to preserve important Egyptian monuments, archaeological sites and artifacts for current and future generations.

Advances in digital technologies provide ARCE with an opportunity to open its archives to underserved, underrepresented and geographically distant populations through online Archives. An ARCE website publishing and showcasing five (5) conservation projects will be launched in June 2020 with funding from a National Endowment for the Humanities (NEH) Foundation Grant. The proposed Department of Education (DOE) project expands on this NEH-funded grant and launches a broader initiative to organize and publish a significant portion of the ARCE Conservation Archive.

ARCE will employ two new full time staff to digitize and publish 13 conservation projects online. Using this openly accessible content, faculty from partnering community colleges and minority-serving institutions will introduce student-curated digital exhibitions as in-class original research projects. ARCE and members of a specialized advisory panel will lead four (4) training workshops annually for partner faculty, to share knowledge, digital tools, and platforms. At least one online project from each partner institution will be uploaded to the ARCE Google Arts & Culture Partner page and the ARCE Archive website annually, further disseminating the Conservation Archive to previously underserved, interested global audiences. Project results will include expanded student/faculty experience integrating digital humanities and management skills into the classroom experience at community colleges and MSIs and

increased open access to and dissemination of ARCE's unique Conservation Archive. ARCE requests \$277,473 to implement this project over four years.

The American Research Centers of the South Caucasus

Incorporated in 2006 and designated a 501(c)3 in 2007, ARISC plays a critical role as the only American Overseas Research Center (AORC) established in the former Soviet Union and is dedicated to supporting research on the countries of the South Caucasus (SC) – Armenia, Azerbaijan, and Georgia – across all disciplines. Our 21 institutional members include Hispanic-Serving Institutions, research institutions, and top tier universities committed to the study of the region, while our 55 individual and student members include leaders in SC area studies and in their own fields. Over the last decade, we have established an exemplary track-record of funding and administering research fellowships. Our graduate fellowship alumni place into highly desirable institutions and universities, while our established fellowship recipients publish seminal works on the region. Through a rich array of scholarly programming and educational events, we advance the boundaries of research on our world region and increase public awareness of its role in world affairs. Our representatives in the SC (Baku, Tbilisi, and Yerevan) assist students and scholars new to the region and host sponsored and co-sponsored lectures and public events, facilitating US-SC engagement and dissemination of knowledge.

CULTIVATING US-SOUTH CAUCASUS EXPERTISE, DIVERSIFYING HIGHER EDUCATION

For the 2020-2024 grant cycle, ARISC proposes a comprehensive program that builds on our programming achievements and our ability to connect scholars and educators across the nation with the rich intellectual and cultural resources of the SC. We propose to: 1) increase postgraduate research and exchanges in the SC through the Junior Research Fellowships for early-career scholars; 2) expand area studies of the SC by hosting a curriculum development workshop and working with program participants to create curricula; 3) increase engagement with instructors at Community Colleges and Minority-Serving Institutions through recruitment to the curriculum development workshop as well as a ten-day overseas immersive educational program; and 4) promote the study of the critical languages of the SC by using open access technology to publicize language study programs, by hosting a webinar on the state of SC language instruction, and by facilitating individual language study through the centers. These programs will produce measurable outcomes that include professional development opportunities for CC/MSI instructors under the auspices of Invitational Priority 1, as well as produce scholarly and instructional products that will be openly accessible in accordance with Invitational Priority 2. Combined, these programs will increase US expertise on the SC, create new ties among scholars in diverse fields, including those at CCs and MSIs, and engender awareness of potential research and career opportunities within a region that is gaining increased attention internationally by both scholars and the US government. ARISC's proposal thus aims to increase US SC expertise and expand the pool of global ready US citizens that can fill areas of national need.

KEY PROGRAMS

Junior Research Fellowships for early-career scholars (2020-24)

Teaching the South Caucasus (TSC) curriculum development workshop (2022)

South Caucasus Overseas Program for Educators (SCOPE) for CC/MSI instructors (2023)

SC Language Instruction Webpage for learners, Webinar for instructors, NRCs, IHEs (2020-24)

American Research Institute in Turkey

The American Research Institute in Turkey (ARIT) is a consortium of 45 U.S. institutions of higher learning. A 501(c)(3) non-profit organization incorporated in 1964, ARIT aims to support post-graduate research and promote academic exchanges and collaborations related to Turkey in all fields of the humanities, social sciences, and archaeology. To meet these goals, ARIT administers fellowship programs for advanced research and Turkish language study, and maintains two research centers in Turkey, in Istanbul and Ankara. ARIT provides outreach programs regarding Turkish culture and society to a diverse range of students, scholars, and the public at large, highlighting the opportunities and resources ARIT offers through its research centers and programs.

As of 2019 there are 766 ARIT research fellows, funded through U.S. federal sources, who expand our understanding of Turkish history, culture, society, and the country's role in the region, including the Middle East, the Caucasus, Central Asia, and Europe. The ARIT advanced language program has helped develop 648 proficient speakers of Turkish language. These programs support academic area studies, as well as U.S. diplomacy, security, and business. In addition, the ARIT centers serve the needs of hundreds of visiting U.S., Turkish, and other scholars and students each year. They are hubs for promoting collegial interactions and developing scholarly exchanges and collaborations.

In Turkey, the ARIT centers each provide a focused research library, facilities for meetings and conferences, and support staff. ARIT centers are open to the public during business hours. ARIT libraries are building open-access digitized research resources on-line, including full-text journals, maps, and archives. An American director in each location facilitates research and develops conferences and exchange activities. The directors assist individual U.S. scholars with logistical and research needs – providing support for travel, visas, and permits, as well as connections with local colleagues and institutions. They develop conferences and facilitate external overseas programs. The U.S. office, located in the Penn Museum of Archaeology and Anthropology, provides administrative support for program operations. In all three locations, ARIT offers outreach programs to diverse communities.

The proposed project will help language and area studies centers and programs in the U.S. to attain their primary objectives, that is, to prepare American scholars and experts to develop academic and professional careers related to Turkey and the region, and forge ties between the American and Turkish academic communities.

ARIT respectfully requests support under an AORC grant to:

1. Maintain and expand access to ARIT's research support facilities and services in Turkey
2. Maintain and expand outreach programs to engage CCs and MSIs in the U.S. with ARIT programs and language learning resources through targeted outreach, accredited lectures series, and electronic content. (Invitational priority 1)
3. Support the ongoing development of open-access digital research resources and disseminate lectures and conference proceedings via the internet (Invitational priority 2)

4. Develop new conferences in Turkey and public programming in the U.S. on topics of current concern including 1) protection of natural and cultural heritage 2) minority and migration studies related to Turkey and the impact of migration on the wider region

Center for Khmer Studies

Founded in 1999, the Center for Khmer Studies (CKS) facilitates postgraduate research, teaching, scholarly exchanges, and area studies on Cambodia and mainland Southeast Asia. A member institution of the Council of American Overseas Research Centers (CAORC) since 2004, CKS is a consortium of 45 U.S. universities, colleges, community colleges, and educational institutions that work to nurture interest in and further American expertise in the field of Cambodian and Southeast Asian Studies.

With its headquarters in Siem Reap and program office in Phnom Penh, CKS provides financial and logistical support for American scholars while fostering new communities of scholars from Cambodia and the region. CKS's principal objective is to cultivate U.S. experts on Cambodia and the broader mainland Southeast Asian region through its research fellowships, language training, conferences, workshops, publications, and access to CKS's specialized library. CKS is also a resource center for our local community, providing library services, conferences, lectures, and film series, as well as access to our conference hall in Siem Reap for the U.S. Embassy and local NGOs, school, universities, and artists. U.S. scholars have increasingly recognized CKS's unique in-country capacity to connect them to key institutions' leadership and experts, whether those are in public ministries, universities, the private sector, or NGOs operating in the country. They also highly valued CKS's rapidly growing research library and its digital resources that contain close to 20,000 volumes, including rare books and journals unavailable elsewhere, as well as the CKS Cambodian team's efficiency and professionalism. Since 2017, CKS has been led by a new Director in Cambodia, who brings more than 15 years of successfully managing large-scale development programs in Southeast Asia for global organizations funded by international donors.

With the support of the DOE through the AORC grant, CKS will achieve the following 3 goals over the four-year performance period: First is to promote an open-access knowledge policy and to provide the most expansive set of resources available to strengthen and expand support for U.S. scholars and scholarship on Cambodia and the region. DOE funding will directly support the head librarian's work and increasing CKS's current physical and digital library capacities. The librarian will, for example, ensure that new online resources including thematic databases are well developed (e.g., an open-access database on Urban Economics). Second is to further expand and deepen CKS's partnerships with American universities, community colleges, and MSIs by developing sustainable programs that are of mutual interest and need-based, including a strong emphasis on language training. DOE funding will support the continuity of our field-based Khmer language and culture program and will also enable the director to increase direct outreach to relevant institutions and Khmer-American communities, and for the Cambodian team to efficiently support study-abroad programs for at least three community colleges in Illinois and Massachusetts. Third is to build academic programs that will mutually benefit U.S. and Cambodian institutions, with priority given to CKS priority area studies, including a stronger emphasis on economics. DOE funding will allow advanced work with academic experts that can support CKS in designing a need-based curriculum workshop and a faculty development seminar in the area of urban economics and/or the digital economy.

In fulfilling these objectives over the next four years, CKS will better serve the needs of U.S. scholars, its U.S. partners, and the U.S. national interest by remaining at the forefront of the development of Southeast Asian area studies. All 3 goals above directly respond to the need of a stronger outreach to U.S. educational institutions and the need of developing educational tools and resources in area studies, with a focus on issues related to economic development, a scholarly focus that is becoming increasingly important for both Cambodian and U.S. institutions. These goals and their relevant activities will contribute as well to excellence in scholarship, growth in the number of U.S. area experts and their integration into existing global networks of scholars of Southeast Asia, and broaden knowledge of a part of the world seriously underserved at U.S. universities

The Inya-Burma Institute

Established in 2013 in Yangon, Burma (Myanmar), and CAORC's newest member center since 2018, the Inya-Burma Institute is a 501 (c)(3) non-profit organization incorporated in the State of Illinois and closely affiliated with the Center for Burma Studies, Northern Illinois University, the sole research center focusing on Burma in the US.

With Burma holding a prominent geopolitical situation between the world's two most populous countries, China and India, and at a time when China's Belt Road Initiative project is re-shaping geostrategic and economic stakes and priorities for the whole Asia region, US engagement with Burma has increased in recent years following the country's political and economic opening up, even though economic sanctions remain at certain levels. Aligning itself with this increased engagement, the institute recently launched two fellowship and faculty development seminar programs open to US researchers, academics, and administrators. The proposed program seeks to further support scholarly engagement by promoting postgraduate research, exchanges between US researchers and scholars and their Burmese counterparts, and Burma and Southeast Asia area studies in all aspects of the region's cultural, ethnic, religious, and linguistic diversity.

AORC grant funds will help to consolidate the Yangon-based institute's programming and staffing, to expand our digital tools (library catalog, digital archives, language materials posted on the institute's website, and other educational and research resources), to initiate a language learning program, and lastly to support collaboration between Southeast Asia and South Asia AORCs for the joint organization of events in the US and programs in the Southeast Asia Region.

More specifically, AORC grant funds will be used to support a portion of the salary of the Yangon-based Director and the new position of Digital Archives and Tools Officer at the Yangon-based office. They will also be used to organize a 'Training of Language Trainers' on four of Burma's major ethnic languages, a training which is seen as the necessary first step toward holding a Summer Language Course Program in Burma. Lastly, they will be used to support the organization of annual workshops and conferences held in Burma at which US experts, academics, and researchers will be invited.

All programs mentioned above have been designed so as to encourage participation of postgraduate researchers, scholars, and community college and HBCU/MSIs faculty members notably through remotely-held primers in the US which offer preliminary information about Burma and guidance on how to prepare for field research, seminar participation, or language course attendance there.

Lastly, by expanding the institute's existing open access to research, instructional and scholarly resources (both featured on the institute's website and Facebook page) and building on the experience of the institute's first Faculty Development Seminar with community faculty and HBCU/MSIs faculty members, the proposed program meets the AORC Program Invitational Priorities.

Palestinian American Research Center

The Palestinian American Research Center (PARC) is a 501(c)(3) tax-exempt organization with a U.S. office located in Washington, DC, and a permanent overseas research center located in Ramallah, Palestine. Prior to PARC's founding, American, Palestinian and foreign scholars lacked the institutional infrastructure that provides fellowship funding, logistical support, access to local resources, and a network of academic contacts for scholars working on Palestine. PARC was established in 1998 to address these gaps.

PARC is a consortium of 27 institutions of higher education, which includes two consortia – one consortium of two institutions of higher education and one consortium of six institutions – making a total of 33 institutions of higher education that support PARC. PARC is a member of the Council of American Overseas Research Centers. PARC's Executive and Palestine Directors have been with PARC 14 and eight years, respectively. Their professional experience and leadership capacity provide PARC with the solid basis needed to implement and manage programs while continuing to improve and develop new ones for PARC activities.

For decades the intractable struggle between Israelis and Palestinians has been a source of instability in the region and a long-standing focus of U.S. foreign policy. This project will serve U.S. national interests, therefore, by improving and expanding the community of U.S. scholars knowledgeable about this conflict and the broad range of Palestinian issues in which it is embedded, and by widely disseminating knowledge on Palestine. PARC's primary activities and programs are focused on:

- Increasing the range, quantity, and quality of scholarship about Palestinian affairs by providing research fellowships and a field research base for postgraduate scholars.
- Improving the quality of scholarship by increasing access to research opportunities.
- Strengthening linkages among Palestinian, American, and foreign scholars and educational, cultural, and research institutions.
- Encouraging new generations of scholars to develop an interest in and expertise on Palestine through PARC research fellowships.
- Developing library resources to facilitate research as well as provide a clearinghouse on current research topics, and making these resources freely available through the Internet.
- Improving cross-cultural understanding and appreciation of Palestinian culture and society by organizing lectures, exchanges, film tours, art exhibits, and other events.

PARC's mission is to improve scholarship about Palestinian affairs, expand the pool of experts knowledgeable about the Palestinians, and strengthen linkages among Palestinian, American, and foreign research institutions and scholars. The activities that PARC proposes for the AORC project over the next four years link directly to that mission and to the Title VI program priorities: 1) Promoting postgraduate research via annual research fellowship awards for U.S. scholars to research in Palestine, 2) Developing a pool of international experts via our Faculty and Media Development Seminars, with special attention to an outreach campaign to community colleges and Minority Serving Institutions (MSIs) to engage their faculty members in these PARC programs, 3) Operating our overseas office in

Ramallah, Palestine, to serve visiting U.S. scholars and researchers by providing a network of support services, and 4) Developing new resources for the PARC website to provide open access to PARC'S research and teaching materials.

West African Research Association

The West African Research Association (WARA), a member of the Council of American Overseas Research Centers, is a consortium of 48 US institutions of higher education.

Established in 1989, WARA is a 501(c)3 tax exempt organization with US headquarters located at Boston University's African Studies Center. WARA is applying for funds to support the operation of the West African Research Center (WARC), WARA's overseas headquarters in Dakar, Senegal. WARC promotes African area studies through supporting postgraduate research and creating opportunities for scholarly exchange.

WARA's mission is to foster the production and dissemination of current research on West Africa and the diaspora; to promote scholarly exchange among West African scholars and institutions and their counterparts in the US and beyond; to provide US audiences with accurate information on events and developments in West Africa; and to increase awareness of the critical place of West Africa in the global community. WARA accomplishes its mission by promoting collaborative research and exchange between US and West African scholars, students, and institutions and supporting the training and development of a pool of Americans with expertise on this region. WARA's director, Jenny Parker, is a PhD candidate in Anthropology, and has extensive experience in Senegal and has taught in universities in both the US and Senegal.

Critical to WARA's mission is WARC, which is the only research center of its kind in sub-Saharan Africa and covers 18 countries in the region. WARC offers an array of resources and services to scholars conducting postgraduate research in the region, and to programs sponsored by US member institutions. These services include a research library, computers and wireless internet access, conference facilities, and logistical and scholarly support. Through its program of regular seminars, film screenings, exhibits, and forums, WARC provides a rich and vibrant venue for scholarly exchange between American scholars and their West African counterparts. WARC enjoys a collaborative relationship with Senegalese universities and the US Embassy in Senegal and provides a strong institutional presence that lends continuity and stability to programs sponsored by US post-secondary institutions. WARC is directed by Dr. Ousmane Sène who is thoroughly familiar with both the Senegalese and the US systems of higher education. He has been a Fulbright Scholar at the University of Florida as well as a visiting professor at several US colleges and universities.

In addition to operating WARC, WARA awards fellowships to US scholars for postgraduate research in West Africa, a library fellowship for librarians in training, and residencies for WARA member institutions to host West African scholars on their US campuses. WARA organizes study tours and professional development seminars for US faculty on a variety of pertinent topics. These programs increase the capacity of US faculty to learn and teach about Africa.

WARA's African Language Materials Archive is a leader in the development and dissemination of African language materials for instructional use.

The vital role played by populations of African descent, both historically and at present, in US economic and cultural life, as well as America's increasing ties to West Africa, dictate that we increase our knowledge of this under-studied world region. With the rapidly changing geopolitical environment in West Africa and its growing strategic importance to the US, it is critical that we develop a cadre of experts who are fluent in its languages and cultures.

With Title VI support, WARA will use the next four years to maintain and improve operations of the West African Research Center and its ability to support US scholars and assist US institutions of higher education with faculty development and study abroad programs in West Africa; increase free access to WARA/WARC online resources; and will, through regional Africa-related conferences across the US, increase professional development opportunities for our member institutions, as well as MSI and community college faculty and students.