

IN SEARCH OF GANDHI’S INDIA:

TEACHING AND LEARNING NON-VIOLENCE IN A GLOBALIZED WORLD

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IN SEARCH OF GANDHI'S INDIA:

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A five-week seminar in India, beginning in July of 2008, on the thought and living legacy of Mahatma Gandhi in the rapidly globalizing cultures of India and the world at large.

1. Plan of Operation

Overview. Oakton Community College, a comprehensive public community college serving 18 diverse communities in Northern Cook County, Illinois, has a deep commitment to global studies, reflected in its Mission, Vision and Values statement, developed in 1998: "We challenge our students to be capable global citizens, guided by knowledge and ethical principles, who will shape the future." This commitment also can be seen in the College's strategic goals, "Change Matters," which state in part:

Fig. 1. Change Matters: 2007-2012 Oakton Community College Strategic Goals

We are an institution of academic excellence that acts boldly with courage, creativity, and agility, to shape our future in a changing global society.

Innovative learning for local and global citizenship. We will evaluate and change our academic programs and learning opportunities to foster local and global citizenship and to meet clearly identified student and community needs.

As an outgrowth of its commitment to global citizenship, Oakton has spent the past two years reassessing its modern language and area studies programs, developing a more comprehensive model of Global Studies, which the College believes allows for an interdisciplinary, team teaching approach and leads to a more stable, sustainable program. (*This is further detailed in Section 8.*) It was understood that students in the Global Studies Program would choose to tailor their own program to focus on a particular area of the world or issue, such as sustainable development. Early on in the planning for the Program, Peace Studies arose as an area of potential sub-field development that interested many faculty members. Furthermore, the

Global Studies Advisory Committee noted that, although Oakton has a large number of students with South-Asian heritage, the College was not offering enough courses in that area as options within the Global Studies Program.

Working with its partners and cooperating institutions, Oakton has initiated a three-phase project to encourage the formation and sustainability of Global Studies, Peace Studies and South Asian Studies programs through offerings in community colleges and high schools in Illinois that will help them create an institutional culture of respect for diverse, multicultural and international ways of thinking. As part of this multi-year project, Oakton, as fiscal agent, is **seeking \$72,160** from the Fulbright Group Projects Abroad Program to partially fund a five-week seminar in India, **“In Search of Gandhi’s India: Teaching and Learning Non-Violence in a Globalized World”**, which will provide 14 faculty members from post-secondary and secondary institutions throughout the state much needed professional development in this area of international studies.

Objectives of the project related to purposes of the GPA. This seminar meets the Fulbright Hays Group Projects Abroad Program’s Absolute Priority by proposing an intensive period of study in South Asia on the culture, history, politics and modern realities of India as seen through the legacy of the great modern thinker, Mahatma Gandhi. 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, and thus meets the goal of GPA’s Short-Term Seminars to “help integrate international studies into an institution's or school system's general curriculum.” In particular, this proposed seminar will contribute to the establishment and rigorous academic sustenance of Peace Studies, Global Studies and South Asian Studies programs.

Project Design

Project Goal: The proposed seminar will contribute to Oakton's ongoing efforts to develop, strengthen and expand Peace Studies, Global Studies and South Asian Studies programs and offerings in Illinois community colleges and high schools by opening an interdisciplinary dialogue between U.S. and Indian scholars and educators on the idea and practices of non-violence in the thought and living legacy of Mahatma Gandhi. This Group Studies Abroad project will help meet the goal of community colleges in Illinois to increase the global competency of students. Because this goal can only be pursued by globally competent educators, the focus of this seminar is on providing challenging and inspiring professional development opportunities, experiences and resources for educators. The benefits of this project, however, will encompass not only the participating educators, but also the students they teach and the institutions and communities they serve in distinctly concrete ways.

Project Objectives: The aim of fostering global competency in educators to create global competency in students served as a guiding principle in the development of all project objectives and implementation plans. The major long-term objectives of the seminar and all preparatory and post-travel activities are:

1. To encourage the formation and ensure the sustainability of Peace Studies and Global Studies Programs at community colleges and high schools in Illinois, and thus help them meet their responsibility to create an institutional culture of respect for diverse, multicultural and international ways of thinking and living.
2. To strengthen and expand the emphasis on South Asian and Non-Western culture and thought within existing Global Studies Programs at community colleges and high schools in Illinois.

3. To foster institutional/organizational collaboration and interdisciplinary cooperation in the development and operation of Peace Studies and Global Studies Programs at community colleges and high schools in Illinois.
4. To develop, produce and disseminate resources for educators on peace studies, Indian culture and thought, and Gandhian principles of non-violence.

For clarity, the word “project” refers to all components, including pre-travel, in-country activities and post-seminar activities; the word “seminar” refers only to the five-week in-country experience.

Project Activities: The project, including the in-country seminar and pre-travel and post-seminar events, provides numerous avenues for the successful attainment of the objectives stated above.

The following table illustrates the direct linkages between the project objectives and the constellation of activities planned before and after the Group Studies Abroad seminar.

Table 1. “In Search of Gandhi” Objectives and Activities Timeline

Objective One: To encourage the formation and ensure the sustainability of Peace Studies and Global Studies Programs at community colleges and high schools in Illinois, and thus help them meet their responsibility to create an institutional culture of respect for diverse, multicultural and international ways of thinking and living.	
November 13-16, 2007	<p>International Education Week 2007 at Oakton Community College Theme: Global Education for Peace.</p> <ul style="list-style-type: none"> • Nov. 13: Keynote Speaker: Peter Schraeder, Ph.D., Professor of Political Science, Loyola University, Chicago. “Peace and Reconciliation in Africa? Ballots and Not Bullets as the Key to an Altered U.S. Foreign Policy Toward Africa.” • Nov. 16: Professional development speaker for Oakton faculty, administrators and staff, and GPA seminar participants: Ian Harris, Ph.D., Professor of Education, University of Wisconsin – Milwaukee, and President of the International Peace Research Association Foundation. “Peace Studies in a Culture of Violence.”

<p>August – December, 2007</p>	<p>Oakton Community College Faculty Colloquium on Peace Studies</p> <ul style="list-style-type: none"> • Colloquium co-taught by Katherine Schuster, grant project director, and Hollace Graff, GPA seminar participant; Carlos Briones, GPA seminar participant, is a student in the colloquium.
<p>April 17-18, 2008</p>	<p>Two-day conference hosted by Oakton Community College.</p> <p>Theme: “Global Legacies of Non-Violence: From Mahatma Gandhi to Martin Luther King, Jr.”</p> <ul style="list-style-type: none"> • Advertised to area universities, colleges and high schools. GPA Seminar participants are expected to attend. Speakers to include: Clayborne Carson & Gonapalli Prasad. Speakers invited: Leela Gandhi, Ph.D., University of Chicago; Prithvi Datta Chandra Shobhi, San Fransisco State University; Abbie Jenks, Director, Peace Studies, Greenfield Community College; David Smith, United States Institute of Peace.
<p>November, 2008</p>	<p>Peace Studies Programs Retreat.</p> <ul style="list-style-type: none"> • Hosted by Peace Studies Program, Loyola University, Chicago.
<p>Fall, 2008-Spring, 2009 develop; Fall, 2009 launch</p>	<p>Oakton Community College will develop a Peace Studies Program and a Peace Studies Academic Concentration. These programs will be shared as models for other community colleges in Illinois</p>
<p>Spring, 2009</p>	<p>GPA Seminar participants will offer a workshop on “Developing a Peace Studies Program” to Illinois Consortium for International Studies and Programs (ICISP) representatives.</p>
<p>Spring, 2009</p>	<p>A Peace Studies regional association in Illinois, in collaboration with the Peace and Justice Studies Association, will be established. This will include a listserv to foster collaboration.</p>
<p>Objective Two: To strengthen and expand the emphasis on South Asian and Non-Western culture and thought within Global Studies Programs at community colleges and high schools in Illinois.</p>	
<p>Spring, 2009</p>	<p>Oakton Community College will introduce at least two course offerings on Indian culture and thought, Gandhian ideas of non-violence and / or the impact of Gandhian ideas on non-violent movements in the United States, into the array of courses offerings within the Global Studies Academic Concentration.</p>

<p>Objective Three: To foster institutional / organizational collaboration and interdisciplinary cooperation in the development and operation of Peace Studies and Global Studies Programs at community colleges and high schools in Illinois.</p>	
October 5, 2007	The Association of Indians in America, Illinois Chapter, will sponsor, and Oakton Community College will host, a Mahatma Gandhi Birth Anniversary Celebration Program.
November 16, 2007 April 18, 2008	Orientations will be held for GPA Seminar participants.
July 1 – August 3, 2008	5-week GPA seminar in India, “In Search of Gandhi’s India: Teaching and Learning Non-Violence in a Globalized World” (complete listing of seminar activities and objectives is provided in section titled “In-Country Phase”)
Fall, 2008 & Spring, 2009	Presentations by GPA Seminar participants to the Association of Indians in America, Illinois Chapter; The Gandhi Memorial Trust Fund, Skokie; and other interested organizations, such as Rotary International.
Spring, 2009	Development of an Oakton Community College course on “Gandhi and Non-Violent Movements” that will be offered at a local high school and shared with other community colleges.
<p>Objective Four: To develop, produce and disseminate resources for educators on peace studies, Indian culture and thought, and Gandhian principles of non-violence.</p>	
Spring, 2008	GPA grant participants will set up a reading group based on a bibliography developed by the grant project director and the academic in-country coordinator.
Fall, 2008	The consortium will create a Project Website, which will include, among other resources, the GPA Seminar participants’ completed projects.
Fall, 2008 & Spring, 2009	GPA seminar participants will conduct In-Service Workshops for teachers in local high schools.
Spring, 2009	GPA Seminar participants will submit a proposal to present a panel discussion on their experiences and projects at a national Peace Studies conference.

Description of how each phase of the project design will be carried out

Pre-Departure Phase: The pre-departure phase of the project will be made up of two

components. First, there will be activities for those selected as Seminar participants; and second, there will be activities geared toward the entire community. The purpose of the activities for Seminar participants is to fully prepare them for the Seminar so that they will be able to take complete advantage of this opportunity. Activities include:

- Reading group during spring semester, 2008, for GPA grant participants based on a bibliography developed by the grant project and seminar directors.
- GPA Seminar participant planning meeting, November 16, 2007, to discuss Seminar logistics, expectations, outcomes, and possible collaborative projects.
- GPA Seminar participant Orientation, April 18, 2008, to finalize Seminar logistics and project planning, address any questions or concerns, and provide information regarding living and working in India.

The purpose of pre-departure activities for the broader community is to: 1) foster the excitement and momentum surrounding the development of South Asian course content and programming, as well as increased inclusion of Peace Studies within Global Studies Programs, and 2) establish and foster communication and collaboration between community colleges, high schools, universities and local community organizations. Activities open to the broader community include:

- Mahatma Gandhi Birth Anniversary Celebration Program, hosted by Oakton, Oct. 5, 2007
- Faculty Colloquium on Peace Studies, Oakton Community College, August- December, 2007
- International Education Week events, Theme: Global Education for Peace, Oakton Community College, Nov. 13-16, 2007.
- "Global Legacies of Non-Violence: From Mahatma Gandhi to Martin Luther King, Jr." 2-day conference, hosted by Oakton Community College, open to all area high school, college and

university educators, April 17-18, 2008. GPA Seminar participants are expected to attend.

In-country Phase: All aspects of the seminar have been meticulously planned to maximize experiences of cultural immersion, intellectual exchange and self-growth that will expand participants' horizons of knowledge and global competency by exploring what role Gandhi's ideas play in India, as well as interrogating what role Gandhi's India will play in the world. The high-quality, engaging and challenging activities planned for the seminar in India are guided by a series of scholarly, ethical and practical objectives specific to the content of the seminar. All of the activities over the five-week schedule meet these objectives, which, along with some key examples of speakers and events that address specific seminar objectives, are listed below. The complete chronological listing of activities is in Appendix A.

Seminar Objective One: To educate faculty on the complex philosophical, theological, political, cultural and historical legacy of Gandhi as the foremost philosopher of non-violence; and to introduce faculty to the diversity of modern interpretations of Gandhi.

Ashis Nandy, our keynote speaker in Delhi, has written an important essay in which he identifies at least four different Gandhis alive in contemporary India.¹ Keeping this in mind, and the fact that Gandhi has been interpreted in a wide variety of ways over the years by diverse individuals and traditions, this seminar incorporates speakers from an array of backgrounds and academic disciplines. We have speakers from Hindu as well as Christian backgrounds. We also have two speakers who are active in issues of Indian Islam today. Several speakers, including Madhu Kishwar, Qutub Jehan Kidwai and Vandana Shiva, will talk about the situation of women in India and what Gandhi's teachings might offer to women. We have included speakers from

¹ "Gandhi After Gandhi: The Fate of Dissent in our Times," Ashis Nandy, *The Little Magazine*, May 2000, pp. 38-41.

different regions and language groups; for example, Dilip Chitre is a bilingual Marathi-English poet, Ganesh Devy is an important scholar of Gujarati and Marathi vernacular literature, and Purushottam Agarwal is a scholar of Hindi literature. In the south, we will meet Tamil-speaking scholars and activists, and experience the cultural differences implicit in India's geographical and linguistic heterogeneity. Participants will be introduced to the ways Gandhi is imagined and invoked throughout this diverse terrain.

Presenters also are from varying academic fields, including history (Vinay Lal, Dilip Simeon), anthropology (Shankar Ramaswami), psychology or psychiatry (Ashis Nandy, Anil Awchat), literature (Dilip Chitre, Ganesh Devy, Purushottam Agarwal), film studies (Gayatri Chatterjee), feminism (Madhu Kishwar) and journalism (Rajni Bakshi). Vandana Shiva is a physicist by academic training, while Asghar Ali Engineer is a theologian. Most noteworthy about this group of presenters is that their contributions transcend boundaries and are interdisciplinary in nature. This interdisciplinary approach to Gandhi will be emphasized and encouraged throughout the seminar.

Visits to different Gandhi landmarks, such as the Gandhi Smriti in Delhi and Sevagram Ashram in Wardha also will give participants a view of the multi-dimensional ways in which Gandhi is remembered as a historical figure in modern India.

Seminar Objective Two: To provide opportunities to explore and interrogate the relevance of and possibilities for non-violence in our times. Our opening day speaker, Vinay Lal will set the ground for this objective by examining what it means to “search for Gandhi’s India” in the context of global war, terrorism and violence, and India’s entrance into the nuclear club as an economic and military giant. How viable is non-violence as a means of addressing our problems today? How would Gandhi deal with the question of terrorism?

In addition to presentations on these questions, our visits to various creative projects in India that seek to address social problems through non-violence will provide faculty with living examples of the praxis of non-violence in India today: including the efforts of Vandana Shiva's Navdanya to address the agrarian crisis in India; the creative activities of Ganesh Devy's Tribal Academy to conserve and engage with minority and outcasted cultures; the treatment of drug addiction as a human and social problem in need of holistic, non-violent treatment at Anil Awchat's Muktangam in Pune; and the need for education that draws on Gandhian concepts at the projects initiated by Samanvaya in South India.

Seminar Objective Three: To move towards a deeper understanding of peace and non-violence as a lived experience, rather than an abstract idea. Although scholarly engagement and intellectual discussion will make up a large part of the seminar, we have included opportunities for faculty to get hands-on experience in working with people and the natural environment in several places: Navdanya promotes a holistic experience of natural living, in which participants will engage in community activities, cooking of organic foods, farming, gardening and yoga. Participants will learn about and meet with people who were active in Navdanya's Gandhian *satyagraha* (defined by Gandhi as truth-force) campaign to protest corporate patenting of plants, seeds and indigenous knowledge. At Ganesh Devy's Tribal Academy, faculty will work with the Bhil aboriginal peoples and learn their culture through dance, crafts and communication. Participants also are encouraged to meditate and live as a community in accordance with Gandhian principles.

At Sevagram Ashram, participants will follow the austere regimen of the ashram, including waking up at dawn, engaging in meditation, simple eating and manual labor. Participants will also learn about spinning of cloth, an activity important to Gandhi on several levels, as a means

of meditation, as a symbol of self-reliance, and as a symbol of a village-based economy. If they choose, participants can also learn how to spin at the ashram.

Seminar Objective Four: To explore and recover the concept of *ahimsa* (non-injury) and cognate concepts of non-violence in diverse Indic traditions, including Hinduism, Buddhism, Jainism, Sikhism, Islam and Christianity; and to examine the modern interpretations of this concept as it appears in practical struggles, modern philosophy, political science and law. Our opening day lecture by Dilip Simeon, historian and chair of the Aman Trust, an NGO committed to peaceful conflict resolution, will present on Gandhi's understanding of *ahimsa* and its many facets on the Indian subcontinent. Simeon also will discuss *ahimsa* as an alternative to what he sees as modern nihilism in the fields of philosophy, politics and law. Purushottam Agarwal also will address the diverse religious resources for Gandhi's concept of Dharma or Truth. Award-winning poet Dilip Chitre will present on *ahimsa* as it appears in the poetry of devotional poets, an important resource for Gandhi's own ideas of *ahimsa*. Dr. Asghar Ali Engineer will speak on cognate concepts of non-violence in Islam, and the history of Gandhi's interaction with Muslims on the subcontinent.

Seminar participants also will observe, question and discuss how various other speakers, activists and social workers develop working concepts of *ahimsa* and non-violence.

Seminar Objective Five: To introduce faculty to diverse individuals, institutions and projects in India committed to non-violence; to encourage intellectual and collegial dialogue between U.S. and Indian participants; and to foster institutional collaboration based on a commitment to social justice, sustainability, peace and non-violence between U.S. and Indian institutions. Throughout the seminar, faculty will meet a wide variety of individuals and have the opportunity to create friendships and institutional ties with all

collaborating institutions and projects in India. All local speakers in Delhi also will be invited to a dinner with local dignitaries organized by United States Educational Foundation in India (USEFI). Such events will provide opportunities to develop ties and brainstorm possibilities for future collaboration and dialogue.

Of particular importance will be the organizations that focus on education to which participants will be introduced through Samanvaya in Chennai and Madurai. These organizations are engaged in creative efforts at educational reforms and instituting Gandhian principles of non-violence through education. These meetings will provide faculty with important opportunities to collaborate with Indian scholars and educational consultants on developing Peace Studies programs and curricula in the U.S. An ongoing collaboration between such educational initiatives in India and the U.S. promises to open up a number of wide-ranging possibilities for faculty/student exchange programs, faculty/student internships and partnerships in creative curriculum and program development.

Post-Seminar Phase: The post-seminar phase is focused on the sustainability of the contacts, initiatives, and projects begun during the preceding phases of the project. The activities include program development, planning, collaboration opportunities, and outreach events.

Program Development

- Oakton Community College will develop a Peace Studies Academic Concentration within the Global Studies Program to be launched in fall 2009.
- GPA Seminar participants will offer a workshop “Developing a Peace Studies Program” to ICISP representatives, spring 2009.
- Oakton Community College will introduce at least two course offerings on Indian culture and thought, Gandhian ideas of non-violence and / or the impact of Gandhian ideas on non-

violent movements in the United States, into the array of courses offerings within the Global Studies Academic Concentration to be launched spring 2009.

Planning and collaboration opportunities

- Peace Studies Programs Retreat, fall, 2008, to foster collaboration among institutions developing or already offering Peace Studies Programs.
- Grant co-directors will work with Seminar participants to establish a Peace Studies regional association in Illinois, with a planning group meeting regularly by spring 2009.
- Creation of a Project Website housed and maintained at Oakton, which will include, among other resources, the GPA Seminar participant completed projects, to be launched fall 2008.
- GPA Seminar participants will submit a proposal to present a panel discussion on their experiences and projects at a national Peace Studies conference, spring 2009.

Outreach Events

- In-Service Workshops for teachers in local high schools led by GPA Seminar participants, fall 2008 – spring 2009.
- Development of an Oakton Community College course on “Gandhi and Non-Violent Movements” that will be offered at a local high school and shared with other community colleges, spring 2009.
- Presentations by GPA Seminar participants to the Association of Indians in America, Illinois Chapter; The Gandhi Memorial Trust Fund, Skokie; and other interested organizations, such as Rotary International, fall 2008 – spring 2009.

Management plan that links all project phases and efficiently operates among all parties

To ensure the highest quality of the project and to model the interdisciplinary cooperation desired of the participants, the project is jointly managed by a scholar and student of South Asian culture

who teaches in the Humanities and has spent significant time in India, and a scholar of education who teaches within the Social Sciences and is the director of Global Studies and the Education program at Oakton Community College. This unique partnership provided needed interdisciplinary expertise on the different components necessary to the formation of this proposal.

Dr. Katherine Schuster, Coordinator of Global Studies, is responsible for the pre and post-seminar programs and continued efforts of the consortium, as well as fiscal and summary reports. Dr. Madhuri Deshmukh, professor of English at Oakton, will be project director for the Seminar component of the project. She is spending the 2007-2008 academic year doing research in India, and she received a fellowship for the 2005-2006 academic year from the American Institute of Indian Studies; she studied the Marathi language at the AIIS summer language program in Pune, Indian in 2003. Their specific roles are described more fully in Section 2.

An in-country travel coordinator has been hired to construct the weekly logistics for the group. The choice of Ranjith Henry of Kolam Responsible Tours & Soft Travel, was based on his and his company's commitment "to be people-oriented, culturally-sensitive, eco-aware and politically-conscious." Mr. Henry has a deep and abiding interest in Gandhi and a remarkable India-wide knowledge of people, institutions, projects and NGOs committed to non-violence and the work of Gandhi.

Through a contractual arrangement, United States Educational Foundation in India (USEFI) will complete the needed travel documentation, arrangements for speakers and dignitaries' dinner, and other components of the seminar in Delhi, as well as serve in an advisory capacity during the entire seminar.

The Oakton Global Studies Advisory Committee has been actively assessing and developing

the College's Global Studies program for the past two years and successfully implemented the Global Studies Academic Concentration beginning with the fall 2007 semester. The committee will continue to actively serve as an advisory group as Oakton develops its Peace Studies and South Asia courses.

Oakton will provide space and support services for project activities. The Dean of Languages, Humanities, and the Arts will have administrative oversight for the project, and will serve as the domestic liaison during the five-week seminar. The College's Accounting Office will ensure that grant expenses and payments are properly recorded in the College's automated accounting system and will handle expenditures, verifying vouchers against invoices and updating the computerized expense records monthly. The College's Grants Office will provide additional fiscal oversight and will handle grant modifications as necessary to accurately reflect the scope of the project. Oakton's Office of Institutional Research will provide ongoing assistance from the start of the project to assure assessment tools are accurate and appropriate.

Resources and personnel used to achieve objectives

In developing the program for the seminar, and the wider focus on Illinois community colleges, Oakton has developed an alliance among organizations and individuals who are eager to participate. Oakton Community College, Loyola University, the Illinois Consortium for International Studies and Programs (ICISP), Association of Indians in America (AIA) and the Gandhi Memorial Trust Fund all have pledged to support, and/or raise funds to support, the various conferences and presentations that are components of this project. Each Seminar participant will contribute \$350 cash to supplement funds provided by the GPA. The participants' individual colleges are committed to working with participants to establish Global Studies, Peace Studies and/or South Asian area studies within their institutions. The colleges are unable,

however, to finance the significant expenditures incurred during a five-week seminar.

Table 2. Cooperative Relationships

Grant partner	Cooperating Institution / Organization	Illinois Institutions Represented by Seminar Participants
Illinois Consortium for International Studies and Programs (ICISP)	<ul style="list-style-type: none"> • Loyola University - Chicago Peace Studies Program • University of Chicago South Asia Outreach Educational Project • Association of Indians in America, Illinois Chapter • Gandhi Memorial Trust Fund, Skokie, IL • Evanston Township High School (ETHS), District 202 	<ul style="list-style-type: none"> • Blackhawk Community College, Moline • College of Lake County, Grayslake • Evanston Township High School, Evanston • Loyola University, Chicago • McHenry Community College, Crystal Lake • Oakton Community College, Des Plaines • Rend Lake Community College, Ina • Southwestern Illinois College, Belleville • Wabunsee Community College, Sugar Grove

Grant Partner Description and Role

Illinois Consortium for International Studies and Programs (ICISP): Organized in 1986 as a non-profit organization, ICISP provides member institutions study abroad programs for students, short-term cultural exchange opportunities for faculty members, opportunities for faculty to teach abroad for a semester in England, curriculum development opportunities for faculty, J-1 visa services, and more. ICISP seeks to be a very active organization providing leadership in international areas to its member institutions, their faculty and students.

Role: ICISP disseminated the call for faculty participants to its member colleges and has agreed to help market all of the pre- and post-departure activities. The Executive Chair, Dr. Berta Arias, or her representative, will join on the Advisory Committee of the grant, be present at the Peace Studies planning meeting in fall 2007, and at the 2-day mini-conference in spring 2008. ICISP will link its website to the seminar project website. As all community college faculty participating in the seminar are from ICISP member institutions,

ICISP will serve as a vehicle for communication and collaboration among these institutions in the future.

Cooperating Institution or Organization Description and Role

Loyola University - Chicago Peace Studies Program: Loyola's Peace Studies minor program is the only such program in the Chicago area. It focuses on three distinct spheres of violence, conflict and peacemaking: international, societal and ecological. Peace Studies offers an integrated examination of violence and conflict in these diverse spheres, the linkages between and among these different patterns of violence, and modes of conflict resolution and peacemaking pertinent to each sphere.

Role: The Loyola Peace Studies Program, Linda Heath, Ph.D, Director, will provide knowledge and expertise to the co-directors and participants in this grant. The Program will work with the grant participants to begin to forge collaborations between Loyola and Global Studies and Peace Studies Programs at Illinois community colleges. Loyola has agreed to host the Peace Studies Program Retreat in fall 2008, and help to arrange speakers for the 2-day mini-conference. Faculty members teaching in this program will be invited to serve on the Global Studies Advisory Committee at Oakton. A Political Science professor from Loyola, Dr. Peter Schraeder, is serving as the keynote speaker for International Education Week at Oakton in November 2007.

University of Chicago South Asia Outreach Educational Project: The University of Chicago ranks among the world's leading centers for South Asian Studies. Since the 1950s, its innovative scholarship, teaching and public service have set new standards in the United States and abroad for knowledge about the Indian subcontinent. Faculty and programs added in the 1990s have provided depth and vision to interpretations of contemporary cultural and economic

developments. The South Asia Outreach Educational Project serves as a liaison between the University of Chicago, community organizations and the public to foster knowledge of South Asia and South Asian studies. They maintain contact with educators and scholars nationally and internationally and work with teachers at all levels to provide educational resources.

Role: If Oakton is awarded the GPA grant, the South Asia Outreach Project has agreed to provide information on the resources available through the South Asia Language and Area Center, and to consider collaboration with Outreach for conducting a pre-departure orientation, including the possibility of locating speakers to participate in such a forum. Participants also will be able to contact the Center with questions related to developing or completing their individual projects.

Association of Indians in America, Illinois Chapter: The AIA is the oldest national grassroots organization of Asian Indian immigrants in the United States, fostered on the democratic principles of "one member one vote," with chapters and membership spread across the United States. It was founded on August 20, 1967, after the United States Congress passed the 1965-66 Immigration Act, repealing the Asian Exclusion Act of 1917. AIA obtained the IRS exempt status in 1973. AIA represents the hopes and aspirations of those immigrants who are united by their common bond of Indian heritage and American commitment.

Role: The AIA chapter in Illinois is organizing the Mahatma Gandhi Birth Anniversary Celebration Program at Oakton Community College on October 5, 2007. The theme of the event is: "Relevance of Mahatma Gandhi for World Peace and Influence of Gandhian Thought on the American Civil Rights Movement." This event will be advertised to the entire Oakton community and to all seminar participants. The chapter has agreed to fundraise among its members to help finance the 2-day workshop on Gandhi and King at

Oakton in April, 2008. Returning seminar participants will give a presentation on their work to the chapter in fall 2008. Members of this organization will be invited to serve on the Global Studies Advisory Committee at Oakton.

Gandhi Memorial Trust Fund, Skokie, IL: The GMTF seeks to actively promote knowledge of Gandhi's life and his message among the mainstream community. In addition to annual events at the Skokie Public Library, the schools in Skokie and Evanston, the GMTF also hopes to eventually set up a Gandhi museum.

Role: The GMTF has helped in building Oakton's contact with Prasad Gonapalli, who has been instrumental in setting up some aspects of the seminar schedule in India. It was also through the GMTF petitioning of Oakton's Board of Trustees that the recent flurry of activity surrounding developing peace studies at Oakton was encouraged. The GMTF has agreed to fundraise among its members to help finance the 2-day workshop on Gandhi and King at Oakton in April, 2008. Returning seminar participants will give a presentation on their work to this organization in fall 2008. Members of this organization will be invited to serve on the Global Studies Advisory Committee at Oakton.

North Cook County high schools: Invitations to participate in this grant were sent to the superintendents of all the high schools in Oakton's district. One response was returned from Evanston Township High School District (ETHS) District 202, a four-year, comprehensive high school occupying a 65-acre campus in Evanston, a Chicago suburb along the Lake Michigan shore. ETHS serves the multiracial city of Evanston and a small portion of the neighboring village of Skokie, for a total district population of approximately 78,000. Together the two communities offer an ethnic, economic, racial, and cultural diversity that is reflected in the student body. ETHS commits itself to excellence and equity in education. To accomplish this

goal, ETHS involves school personnel, community members, students, and their families as partners in an ongoing process of educational improvement.

Role: An administrative representative from ETHS will attend the Peace Studies Program Retreat. The seminar project website will be marketed to all of the ETHS teachers, and returning seminar participants will give a presentation on their work to teachers in fall 2008. An ETHS administrator will be invited to serve on the Global Studies Advisory Committee at Oakton. Though no applications for seminar participation were received by the deadline from teachers at ETHS, the co-directors of the grant are committed to forging a closer relationship with interested teachers in local high schools and therefore will reserve one slot in the seminar for a teacher who will be recruited from the faculty at ETHS, with the help of the district Superintendent, Eric Witherspoon.

Seminar Participants

Promotional materials were sent to all member institutions in ICISP, Loyola University Peace Studies Program, and Evanston Township High School. Applications were then sent to more than 40 individuals who expressed an interest after receiving the materials. Completed applications were received from individuals across the state of Illinois, setting the stage for potential broad-based collaboration among institutions within ICISP and the State.

Table 3. Institutional Affiliation of Applicants

Institution	Requested Application	Submitted Application	Accepted
Barrington Middle School	1	1	0
Benedictine University	2	0	0
Blackhawk Community College	3	1	1
College of DuPage	4	2	0
College of Lake County	2	1	1
Elgin Community College	6	1	(1 alt.)
Evanston Township High School	0	Recruiting Teacher	1
Illinois Central Community College	1	0	0
John A. Logan Community College	2	1	0
Joliet Junior College	1	0	0

Institution	Requested Application	Submitted Application	Accepted
Loyola University - Chicago	2	2	2
McHenry Community College	1	1	1
Morraine Valley Community College	1	0	0
Morton College	1	1	0
Neal Math and Science Academy (North Chicago)	1	1	0
Oakton Community College	9	4	3
Rend Lake Community College	1	1	1
Rock Valley Community College	1	1	0
Southwestern Illinois Community College	3	2	1 (+ 1 alt.)
St. Ambrose University	2	0	0
Waubonsee Community College	3	1	1
Total	49	21	12 (+ 2 alts)

The academic fields represented by the applicants are evenly distributed among the areas of English, Humanities and the Social Sciences. As community colleges in Illinois grow and develop their global education and peace education programs, it will be crucial that all of these areas are represented in an interdisciplinary manner. Due to the community college mission of providing Freshman- and Sophomore-level transfer courses, most offer general global studies programs rather than specific area studies programs focused on South Asia, for example. A primary goal of the seminar to provide participants with the experiences and knowledge necessary to integrate courses and course content into their curricula, with the potential of offering South Asian or Indian Studies as a thematic area within their Global Studies and Peace Studies Programs. Participants will not only be contributors to this process but strong advocates for further development in this area, including the offering of Indic languages, as well. In order to develop the programs successfully, partnerships with local Peace Studies and South Asian Studies programs at four-year institutions will be necessary. In addition, collaborating with local high school districts will enhance the impact of the programs. Academic fields of those chosen to

participate in the seminar include Anthropology, English, Speech, Humanities, Philosophy, Theology, Psychology, Sociology and Social Sciences.

Equal Access to the Project. Project participants were solicited without regard to race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or veteran status. The only qualifying factors for participation were dictated by the Group Projects Abroad eligibility criteria. Once accepted, the project director will contact project participants to determine if any special services or accommodations will be necessary to ensure that each project participant enjoys equal access to the planned seminar activities.

2. Quality of Key Personnel

Project director's qualifications. Katherine Schuster, Ph.D., is Oakton's Coordinator of Global Studies (formerly Coordinator of International Education) and serves as Project Director. She holds a Ph.D. in Comparative Education, Educational Leadership and Policy Studies from Loyola University of Chicago. Her master's degree is in Counseling and Student Personnel, and her bachelor's degree is in International Relations. Dr. Schuster is a professor of education and Coordinator of the Education Program at Oakton. She has taught as an adjunct or visiting lecturer at Loyola, Northeastern Illinois, and Roosevelt universities, Chicago. She served as project director for a "NAFSA: Association of International Educators Collaborative Training Grant" during the 2005-06 academic year, and previously served as project director for two state grants involving paraprofessional education programs. During her career, she has published and presented extensively on global studies, adult education, and adult and folk education in Finland and Sweden, where she studied. Dr. Schuster most recently presented on "Global Education at Community Colleges: Ethics of Knowledge, Questions of Purpose," before the World Congress

of Comparative Education Societies in Sarajevo, Bosnia-Herzegovina, September 3-9, 2007.

As project director, Dr. Schuster is responsible for the pre and post-seminar programs and continued efforts of the consortium, as well as fiscal and summary reports. In her position as membership secretary for ICISP, she is well positioned to conduct outreach activities and oversee communication among the Seminar participants both before and after their travels. She has worked closely with the Loyola University Peace Studies Program to develop appropriate curriculum for Oakton's Global Studies Program. Through her previous grant experience, ICISP work and Global Studies programs, she has demonstrated ability to plan and conduct inter-collegial conferences similar to those planned for this Project. With assistance from Oakton's Accounting and Grants offices, she will create appropriate and timely summary and fiscal reports required by the grant. Dr. Schuster receives three lecture-hour equivalents (LHEs) in release time from Oakton for her work as Global Studies coordinator, and will receive an additional 3 LHEs, support by Oakton, for her work on this Project.

Seminar Director's qualifications. An Associate Professor of English at Oakton Community College, Madhuri Deshmukh holds a Ph.D. in English, with distinction, from Loyola University, Chicago, where she also earned her master's and bachelor's degrees. Because of her travels and research in India, Dr. Deshmukh will serve as the Seminar Director during the five-week in-country GPA. She studied the Marathi language at the American Institute of Indian Studies Summer language program in Pune, India, in 2003, and spent the 2005-2006 academic year in India, researching the poetry of the 14th-century devotional woman poet Janabai. She continues her research in country this academic year, and is in the process of writing a book titled "Janabai and the God of Orphans and Outcasts: The Life-Worlds of Work and Worship in Maharashtra." Her other research interests are African-American literature and South Asian English literature.

She received a senior fellowship from the American Institute of Indian Studies, a professional development grant for International Language Studies in India from Oakton in 2003, and coordinated the faculty development seminar, "India: Legacies and Futures," at Oakton Community College in 2005. Dr. Deshmukh will present at the Tenth International Conference on the Forum of Contemporary Theory, Baroda, in Goa, India in December 2007, and has previously lectured on subjects including India, Women and Religious Fundamentalism, and the South Asian Women's Movement.

While in India, Dr. Deshmukh has worked extensively with the in-country travel coordinator to set up the seminar activities and arrange for programs, speakers, and accommodations. Her knowledge of the country and familiarity with the Marathi language will be an asset to the Seminar participants. As Seminar director, she will be responsible for overseeing the actual travel within India, working with the in-country coordinator, setting up classes, seminars, workshops and sessions, meeting speakers, verifying arrangements, and assuring the health and safety of the participants. She will act as ambassador for the participants, the program and the College. She will work full-time during the five-week seminar, and will receive 1 LHE from Oakton to continue development of Global Studies curriculum upon her return to Oakton.

Host country coordinator's qualifications. Ranjith Henry has been running Kolam Responsible Tours and Soft Travel since 1989. Mr. Henry holds a degree in chemistry, an MBA, and a Diploma in Management and Industrial Quality Assurance. He began the travel agency with the support of the NGO Equations and is based in Bangalore, India. He states that his "primary goal is to offer guests an opportunity to question and re-learn all that has been taken for granted regarding India and their own country, so that a truly Global Citizen emerges." His agency has experience with previous colleges and university tour groups, including Drew University, New

Jersey; Florida International University, Monmouth (IL) College, Davidson College in North Carolina; and the Centre for Responsible Tourism in the United States, as well as groups from Japan, Sweden, Italy and the UK. He will accompany the tour at various points to assure the quality of the arrangements.

Non-discriminatory Policy. Oakton's hiring policy forbids discrimination on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or veteran status. No employees are hired through this grant. Seminar speakers and consultants are contracted on the basis of their expertise in the field in which they will present, based primarily on recommendations from the USEFI advisers with whom Dr. Deshmukh has worked.

3. Budget and Cost Effectiveness

Seminar and project costs are reasonable and adequate. The total cost for the in-country seminar is \$77,060 (\$72,160 in GPA funds, and \$4,900 in participant funds). This equates to \$5,504 per participant - \$157 per participant per day - for the five-week seminar. The in-country seminar is a continual learning experience for all participants, not limited to either a 9-5 routine, or classroom "contact hours." However, if one assumed that learning took place in-country for only 8 hours a day, seven days a week, and converted that to Oakton's current tuition rate of \$82/credit hour, our Seminar "students" would be required to pay \$22,960 for the same experience. Total cost to our 14 "students" would be \$321,440; double or triple that at a public, 4-year university.

However, our seminar students will return from this journey with the knowledge and enthusiasm to create programs at their own Colleges. Oakton proposes to create three additional global studies courses. There are an additional six community colleges and one university represented on this trip, and if each creates only one additional course, there will be 10 new courses in focusing on South Asia and the legacy of Gandhi, spread across the state of Illinois.

Taught twice each semester for five years, with approximately 25 students in each class, this program has reached a minimum of 5,000 college students. The total cost of this project to all entities is estimated at \$121,865; we have therefore brought a global perspective to our 5,000 students for a cost of \$24.37 each. Add the community members and high school students who will be connected through the outreach components of this project and the cost is miniscule.

4. Evaluation Plan

Oakton's evaluation plan will adequately and effectively measure the project's activities and impact. Because of the nature of the Project, the evaluation processes are listed according to whether they apply to the Project or to the Seminar. The methods are appropriate and include both quantitative and qualitative measures. Oakton intends to use the results of the evaluations to assist all participants in developing institutional Global/Peace/South Asia programs.

Seminar Outcomes	
Evaluation tools and Data Methods	Timeline
Seminar participants will develop curricula, re-evaluate teaching practices, or contribute written and/or web-based projects on the insights gained from this seminar.	
Participants will set specific professional goals and timelines Participants will write a reflection at the end of the seminar which includes that they gained and how this information will help them meet their goals. Participants will indicate how their goals have changed as a result of the seminar. Participants will be sent a questionnaire periodically to ascertain if their professional goals are being met, and if not, why not.	Goals and timelines collected at orientation, April 2008. Reflections collected on the final day of the seminar. Follow-up questionnaires sent to all participants on Nov. 15, 2008, due by Dec. 1, 2008. Follow-up questionnaires sent to all participants on April. 15, 2009, due by May 1, 2009. Grant director will compile results and include a detailed accounting of the progress toward goal completion in the final report sent to Fulbright hays by June 30, 2009.
Seminar participants will expand their knowledge regarding the complex philosophical, theological, political, cultural and historical legacy of Gandhi, as well as the use of non-violence in addressing the problems facing India and the world today.	

<p>Participants will set specific personal and academic goals they expect to achieve through their travels in India.</p> <p>Participants will complete weekly evaluations of the Seminar for its quality of content and usefulness of information.</p> <p>Participants will engage in a post-seminar session to review the compiled results of the evaluations and discuss whether the evaluation results adequately reflect their experiences</p>	<p>Goals and timelines collected at orientation, April 2008.</p> <p>Evaluations will be collected weekly during the seminar</p> <p>Grant director will compile the evaluation results and present the data for discussion at a post-seminar meeting in September, 2008.</p> <p>Grant director will compile results and include a detailed accounting of the Seminar evaluations and the progress toward goal completion in the final report sent to Fulbright hays by June 30, 2009.</p>
<p>** Grant co-directors will review the evaluations weekly and make any changes or clarifications necessary in the Seminar program to best help the participants to meet their goals.</p>	
<p>Project Outcomes</p>	
<p>Programmatic Development Outcomes</p>	
<p>Evaluation tools and Data Methods</p>	<p>Timeline</p>
<p>Oakton Community College will develop a Peace Studies Academic Concentration within the Global Studies Program. This program will be shared as a model for other community colleges in Illinois.</p> <p>Oakton Community College will introduce at least two course offerings on Indian culture and thought, Gandhian ideas of non-violence and / or the impact of Gandhian ideas on non-violent movements in the United States, into the array of courses offerings within the Global Studies Academic Concentration.</p>	
<p>Feedback on the proposed program plan will be elicited from Seminar participants, individuals who attend the Peace Studies Programs Retreat, and from faculty members at Oakton. Qualitative survey via phone interview and/or email response.</p> <p>Quantitative tracking of student enrollments. Surveys of student expectations. Once courses are being offered, pre and post course student evaluations will be given and enrollment patterns will be tracked.</p>	<p>Global Studies Advisory Committee</p> <p>Draft program plan developed by Sept. 15, 2008. Feedback forms sent out Sept. 15, 2008, due back Oct. 1, 2008.</p> <p>Program plan finalized and sent to Oakton curriculum committee November, 2008. Final planning Spring 2009, program launch Fall 2009.</p>
<p>GPA Seminar participants will offer a workshop on “Developing a Peace Studies Program” to ICISP (Illinois Consortium for International Studies and Programs) representatives.</p>	

<p>Quantitative: Number of people attending, home institution of those attending, position in institution.</p> <p>Qualitative survey (Likert) distributed and collected from all attendees at the conclusion of the workshop. Evaluation survey forms will question the workshop's quality of content, and usefulness of information.</p>	<p>Date of workshop to be determined. Information will be tabulated within two weeks.</p>
<p>Planning and Collaboration Opportunity Outcomes</p>	
<p>GPA Seminar participants will give professional development presentations at their home institutions on their projects and on what they learned about Indian culture and thought. They will be able to share their resources from the seminar with colleagues who are interested in developing a course on South Asian or infusing content on South Asia into their current courses.</p>	
<p>Number of people attending.</p> <p>Evaluation form template given to all participants at the Seminar orientation</p> <p>Presentation evaluation forms will be collected from all attendees. The forms will question the speaker's preparedness, quality of content, and usefulness of information.</p>	<p>Forms will be collected over the Fall 2008 and Spring 2009 semesters and overall results will be tabulated by June 1, 2009.</p>
<p>Establishment of a Peace Studies regional association in Illinois, in collaboration with the Peace and Justice Studies Association, which would include a listserv to foster collaboration.</p>	
<p>Level of participation on the listserv.</p> <p>Successful formation of a planning team.</p> <p>Number of participants on planning team, frequency of meetings, outcomes of meetings</p>	<p>Listserv will be established by December 15, 2008.</p> <p>Level of participation will be measured from January 1, 2009 – May 1, 2009.</p> <p>Planning Team will be formed and have a schedule of meetings by March 1, 2009.</p>
<p>Creation of a Project Website, which will include, among other resources, the GPA Seminar participant completed projects.</p>	
<p>Existence of Web site. Number of hits on the Web site.</p> <p>Web site survey and/or email survey. ICISP representatives and local high school teachers will be asked to complete an evaluation of the website's ease of use, quality of content, and usefulness of content.</p>	<p>Web site will be launched by November 1, 2008.</p> <p>Evaluation will be posted (emailed) by February 1, 2009, closed (or due back by) February 15, 2009, and be compiled by March 1, 2009.</p>
<p>GPA Seminar participants will submit a proposal to present a panel discussion on their experiences and projects at a national Peace Studies conference.</p>	
<p>Acceptance of conference proposal.</p> <p>Conference session evaluation form.</p>	<p>Participants will submit by April 1, 2009 for conferences taking place in Summer – Fall, 2009.</p>

	Presenters will distribute and collect evaluation forms at the end of their conference session.
Peace Studies Programs Retreat, hosted by the Peace Studies Program, Loyola University – Chicago.	
Retreat evaluation forms will be collected from all attendees. The forms will question the retreat's quality of content, and usefulness of information.	Forms will be distributed and collected at the end of the retreat.
Outreach Event Outcomes	
In-Service Workshops for teachers in local high schools led by GPA Seminar participants.	
Workshop evaluation forms will be collected from all attendees. The forms will question the workshop's quality of content, and usefulness of information. Number of attendees, home institutions and discipline will be tracked.	Forms will be distributed and collected at the end of the workshop.
Development of an Oakton Community College course on "Gandhi and Non-Violent Movements" that will be offered at a local high school and shared with other community colleges.	
Feedback on the proposed course will be elicited from Seminar participants, individuals who attend the Peace Studies Programs Retreat, faculty members at Oakton, and teachers at the local high school where the course will be held. Once the course is being offered, student evaluations will be given.	Proposed course developed by September 15, 2008. Feedback forms sent out September 15, 2008, due back October 1, 2008. Course finalized and sent to Oakton curriculum committee November 2008. Courses launched Fall 2009.
Presentations by GPA Seminar participants to the Association of Indians in America, Illinois Chapter; The Gandhi Memorial Trust Fund, Skokie; and other interested organizations, such as Rotary, International.	
Presentation evaluation forms will be collected from all attendees. The forms will question the presentation's quality of content, and usefulness of information.	Forms will be distributed and collected at the end of the presentations.

5. Adequacy of resources

Resources allotted for this project are adequate to carry out the objectives. The seminar director's

knowledge of India and language ability, and the two in-country organizations she has contacted to assist in the logistics and planning provide reputable, professional knowledge of costs and expectations for all components of the seminar. A contingency has been included to deal with unexpected situations that inevitably arise during the course of travel. All costs are based on known prices and estimates are grounded in realistic calculations. Host institutions in-country are reputable and have experience with similar types of tour groups. Pre- and post-seminar costs are contributed by the institutions involved, and have been based on current practices in curriculum development. Additional resources are required for conferences, workshops and seminars, and all are provided by host institutions, which will provide facilities, communications, materials and supplies, and other items required for the various sessions.

6. Potential Impact of the Project on the Development of the Study of Modern Foreign Languages and Area Studies in American Education

This project is directly related to the move within community colleges nationwide to develop their international/global programs and offerings in order to prepare their students to be globally competent citizens. Interwoven into this goal is a need to expand non-Western course offerings, modern language offerings, and courses that address non-violence, conflict resolution, and environmental stewardship. Community colleges began to fully develop these goals in the 1990s. The American Association of Community Colleges' Position Statement on International Education asserts that:

"to ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry. Community colleges are strategically positioned and experienced to respond to this educational and economic development imperative by educating and training individuals to function successfully in a multicultural and advanced technological environment that crosses all boundaries of education, communications, language and business."

Adopted April 1997 and amended by the AACC Board of Directors November 2001

Community colleges are uniquely situated institutions that often serve as bridges between local organizations, businesses, high schools and four-year colleges and universities. They are able to easily collaborate with all of these entities. Furthermore, community colleges attract a large number of international and immigrant students, thus providing an important link between the local and global, national and international. As such, they can and should play a central role in conveying the objectives of peace studies to the educational community at large. Indeed, given that 46% of American undergraduate students are enrolled in community colleges, which includes 47% of all African Americans, 55% of all Hispanics, 47% of all Asian / Pacific Islanders and 57% of all Native Americans taking undergraduate courses,² the development of Peace Studies programs at the community college level promises to have a wide-ranging impact.

Today, the community college classroom is increasingly filled by students who have experienced, either personally or through family histories, the realities of violence, war, ethnic strife and racial tension, both in the U.S. and in their countries of origin. A single classroom at Oakton often brings together a Palestinian Arab student and an Israeli student, an Iraqi student and an Iranian student, an Indian student and a Pakistani student, a Serbian student and a Croatian student. This multi-ethnic and multicultural learning environment, often charged with unspoken tensions, has brought to light the need, not only for multicultural curricula, but also for education in and engagement with ideas of peace and non-violence. An intensive exploration of Gandhian thought and Gandhi-inspired social efforts in India will provide faculty with rich resources with which to address these issues.

The proposed project will reach out to community colleges nationally in these ways:

1. Oakton will create a Project Website, which will include, among other resources, the GPA

² American Association of Community Colleges, Fact Sheet 2007, http://www2.aacc.nche.edu/pdf/factsheet2007_updated.pdf

Seminar participant completed projects. Availability of this information will be publicized through ICISP and other academic organizations.

2. GPA Seminar participants will submit a proposal to present a panel discussion on their experiences and projects at a national Peace Studies conference. Presentation at a national conference also will encourage development of Global/Peace Studies programs in both four-year and two-year institutions.
3. Institutions participating in the grant activities can serve as models for others who wish to infuse South Asian content into their curriculum, establish a program in South Asian Studies, Global Studies or Peace Studies, or develop Indic language offerings.

The Illinois Consortium for International Studies and Programs (ICISP) is a partner on this project and can greatly facilitate the dissemination of the seminar participants' projects and new knowledge throughout the Illinois educational network. ICISP itself will be greatly benefited by this project. ICISP was founded in 1986 and grew into one of the premier state community college consortia for international education. Many of the member schools, including Oakton, also were leading institutions in this field nationally. ICISP successfully secured two GPAs in the 1990s, both of which had widespread impact across the State. At this time, though, the consortium is in a state of transition. Many of the founding leaders have retired, along with many of the faculty members who took part in the GPAs in the 1990s. At a recent ICISP retreat held in September 2007, over half of the global studies program directors and coordinators in attendance had assumed that position on their campuses after the year 2000. The "next generation" of international education leaders needs the same kind of professional and personal infusion of experience abroad that was afforded their predecessors. In addition, at the September 2007 retreat, one of the changes that the new directors and coordinators proposed

was an expansion of ICISP activities into non-western countries and an inclusion of opportunities focused on social justice, peace, environmental sustainability and service learning. This represents a significant addition to the current ICISP culture and language offerings in Canterbury, England and Salzburg, Austria. This proposed seminar will help ICISP make the transition in order to remain relevant and vibrant in the new millennium.

As Oakton is a leader within ICISP, and ICISP is a leader among community college international education organizations nationally, the positive outcomes of this project will spread beyond Illinois into the broader community college global education community. There is a potential for wide dissemination of outcomes from this project through key community college organizations, such as Community Colleges for International Development (CCID). The knowledge gained, contacts forged, and enthusiasm fanned through this seminar will help bring about the expansion of global studies programs at community colleges, particularly in critical non-Western directions.

Long-term benefits to project participants, students, colleagues and communities. Peace Studies programs not only help students navigate the complex globalized world of the 21st century, but also aid them to navigate their own backyard. Given the recent developments in Jena, Louisiana, for example, Gandhian ideas of non-violence are relevant in addressing the current racial, religious and ethnic conflicts confronting students today. And yet, few community colleges have programs in Peace Studies. According to the 2006 Global Directory of Peace Studies and Conflict Resolution Programs, community colleges offer only 1% of the programs in the U.S.³ None of these programs is in Illinois. Chappell, in a 2006 article, points out that community colleges are in the forefront of public education and have taken the lead in the

³ *Global Directory of Peace Studies and Conflict Resolution Programs*, Ian Harris & Amy Shuster, San Francisco: Peace and Justice Studies Association, 2006.

homeland security effort, and yet still lack peace studies and conflict resolution programs.⁴ Community college students eventually will work in settings where exposure to peace studies will be a huge benefit, as they work with diverse colleagues and may even find themselves in employment situations that take them into areas of conflict.

In addition to the many beneficial outcomes of the project for community colleges, the project outcomes also benefit local high schools and forge important relationships between community colleges, local Asian Indian associations, and local organizations involved with international education. These relationships are crucial to the success of new programs and offerings at community colleges; for example, individuals connected through grant activities can be approached to serve on advisory committees for new South Asian Studies, Global Studies or Peace Studies Programs.

As educational institutions grapple with the rich and growing diversity of students in America, community colleges provide a distinctive place to begin a substantial dialogue on non-violence and peace as viable alternatives to the rampant violence, terrorism and war that have engulfed our times. We propose that the training and education of our educators in the diverse and non-western traditions of non-violence is a central component to beginning and deepening this dialogue in our educational institutions. By focusing on the life and thought of M.K. Gandhi, this proposal thus addresses both the mandates for peace education by the international and national community, as well as the need for a multicultural and global perspective in our curricula articulated by the local educational community.

⁴ "Former Instructor Helps Educate Faculty on Global Peace," Carisa Chappell, American Association of Community Colleges, 2006.

7. Relevance to the Institution's Educational Goals and Its Relationship to Its Program Development in Modern Foreign Languages and Area Studies

In a period characterized by increasing violence and fear, Oakton has demonstrated its commitment not only to global citizenship and cultural diversity but also to non-violence in the passing of this resolution by the Board of Trustees on March 20, 2007, that reads, in part:

“Inspired by the exemplary lives of Mahatma Gandhi and Martin Luther King Jr., the Board of Trustees of Community college District 535 hereby adopts the following resolution:

...Because we are committed to ensuring that the work of the College – in learning and in teaching, in leading and in governing – is informed by the core values of tolerance, fairness, responsibility, compassion and integrity,

We will:

- Encourage the teaching and learning of paths to peace and non-violence;
- Oppose violence in all its manifestations;
- Be examples of civil discourse and civil action;
- Advocate for resolution of conflict through effective communication;
- Stand against prejudice and discrimination in all its forms;
- Serve as good stewards of all that is entrusted to our care
- Make decisions that comport with our commitment to peace; and
- Foster an environment in which conversation and collaboration create and sustain a community of common purpose.”

The intercultural and sometimes fractious learning environment is a familiar one to the faculty at Oakton Community College. Oakton's district comprises 18 communities that attract among the highest immigrant populations outside the city of Chicago. Municipalities within the district rank in the top 10 Illinois communities outside of Chicago for immigrant populations from China, India, Korea, Pakistan, the Philippines, Vietnam, Bosnia-Herzegovina, Russia, Serbia, Kosovo, Poland, Romania, Ukraine, Colombia, Ecuador, Guatemala, the Middle East, Iraq and Sub-Saharan Africa. Additionally, the city of Evanston, on Chicago's north border, is home to an increasing immigrant population from the Caribbean Islands⁵. Oakton's 10,000 credit and 20,000 non-credit students self-identify as 50% white, 21% Asian/Pacific Islander, 7%

⁵ The Metro Chicago Immigration Fact Book, Institute for Metropolitan Affairs, Roosevelt University,

Hispanic, 6% African-American, and 16% "Other" - those who are multi-ethnic or prefer not to identify their ethnicity. Approximately 43% of the student body does not claim English as their native language, and do not speak English at home. The College has identified some 80 different languages spoken by its students, with Polish, Spanish, Korean and the Indic languages ranking as the top four. Oakton offers full, four-semester academic programs in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Polish, Russian and Spanish languages, plus conversational classes in each area, and additional studies in literature and culture in French, German, Japanese and Spanish.

Initial work on the development of individual Area Studies concentrations was abandoned in the early stages of planning in favor of a more comprehensive model of Global Studies. This decision was made for the following reasons:

- Community colleges offer 100 and 200 level courses, which tend to be introductory and inclusive in nature. The Global Studies Program at Oakton is designed to give students a good introduction and a firm foundation, so as to prepare them for transfer into specific Area Studies Programs at four-year institutions if they wish.
- The Global Studies Program is able to present international studies to a wide range of students, including those pursuing degrees in the sciences as well as those pursuing vocational training and non-baccalaureate certificates and diplomas. As such, Global Studies is able to introduce diverse cultures to and encourage respect for international studies in a wider array of students than the more specific Area Studies programs, which may tend to attract only already-interested students.
- A Global Studies Program allows for more collectivity and collaboration among faculty. Although Oakton has several excellent scholars in Area Studies on the faculty, such as in

African and Latin American Studies, there is not enough faculty specializing in one area to maintain an area studies program in the long-term. Where an area studies program, such as African Studies, would hinge upon the work of one faculty member who specializes in that field, Global Studies allows for a team approach and leads to a more stable, sustainable program.

This project will produce three outcomes that directly meet these issues:

1. Oakton Community College will develop a Peace Studies Academic Concentration within the Global Studies Program.
2. Oakton Community College will introduce at least two course offerings on Indian culture and thought, Gandhian ideas of non-violence and / or the impact of Gandhian ideas on non-violent movements in the United States, into the array of courses offerings within the Global Studies Academic Concentration.
3. Oakton will establish a collaborative relationship with Loyola University's Peace Studies Program and the University of Chicago's South Asia Language and Area Studies Center. These relationships will be crucial in the development of a greater emphasis on South Asian cultures within the Global Studies Program and in the development of the new Peace Studies Program.
 - a. Oakton can ensure the highest degree of transferability for students wishing to move from Oakton into Area Studies majors or minors. Oakton can also help recruit students into Area Studies Programs and Peace Studies Programs.
 - b. Oakton can utilize the resources at Loyola University and the University of Chicago to develop professional development initiatives for faculty members who wish to develop courses related to South Asian cultures or peace.

This project has served as a catalyst for Oakton to decide to develop Hindi language offerings within the Modern Languages Department. Oakton can draw upon the collaborative relationship established with the University of Chicago's South Asia Language and Area Studies Center to develop syllabi and recruit highly qualified instructors. And just as this project has served as a catalyst at Oakton, it will inspire the returning participants, who represent six different community colleges in Illinois, to approach their colleagues to do the same. Oakton, as a leader in this regard, will be able to serve as a model for the development of Indic language offerings at community colleges throughout Illinois. Increased collaboration among institutions may also afford the possibility of innovative solutions to offering languages such as Hindi, which may not draw a large number of students at any given institution every semester; for instance, joint distance learning courses could be explored.

8. The Extent to which Direct Experience Abroad is Necessary to Achieve Project Objectives and the Effectiveness with which Relevant Host Country Resources will be Utilized

The Global Studies Advisory Committee and ICISP have identified four major reasons for the need for direct, first-hand experience for our participants in India.

First, knowledge rooted in personal experience is powerful. Although participants will be given a reading list to prepare for this seminar, and will be encouraged to engage continuously with Gandhi's voluminous Collected Works (now available online), participants' comprehension of Gandhi's contributions to human thought and history will be greatly enhanced and enriched by this personal voyage to the country he spent his life struggling to liberate. The experience of seeing first-hand important historical sights, such as the jails in which Gandhi was imprisoned during his *satyagraha* campaigns against the British, as well as of meeting contemporary thinkers and activists who continue to intensely grapple with Gandhian ideas in a rapidly

changing India will bring the words in written collections to life. Furthermore, as noted above, this seminar makes a significant effort to involve faculty in activities and life-style options that promote the goals of peace and non-violence.

Second, first-hand experience will help participants develop more informed and relevant Peace and South-Asian Studies programs, courses, and curricular components.

When conducting cross-cultural studies, individuals must be cautious about only understanding the surface of an idea or situation and then extrapolating into broader opinions and attitudes without further exploration. This tendency is strongest when one learns of others simply through books, rather than through dialogue and first-hand experience. In addition, when studying Gandhi's ideas, it is important for students of non-violence to not allow these ideas to remain linked to Gandhi's historical era. Gandhi's ideas are living and lived philosophies that are being applied to the most complicated of contemporary issues, but this contemporary understanding is often not addressed in course material on Gandhi. This seminar will allow participants to see for themselves how various individuals apply Gandhian ideas and become familiar with current debates and controversies surrounding this perspective in contemporary India.

Third, developing personal connections will help in future collaboration and exchange.

Establishing faculty and student exchanges, as well as short-term international field study courses in India led by faculty from the U.S., is extremely difficult if they are not built upon personal relationships. It is through these connections that programs grow and succeed.

Fourth, participants will become strong advocates for future faculty opportunities.

Experiences such as this serve to energize faculty members and administrators on campus; the excitement based on completion of a seminar is infectious. Building on the seminar's success will not only allow us to recruit more participants for future programs, but will give us strong

evidence to request future funding for such opportunities from our institutions and organizations.

This grant will help Oakton and partnering institutions incorporate both the study of Indian cultures and traditions, and the exploration of peace and non-violence, into their curricula and Global / Peace Studies Programs, and thus help them meet their responsibility to create global competency amongst their students and to foster an institutional culture of respect for diversity.

9. Competitive Preference Priorities

The proposed project qualifies for Competitive Preference Priority I because the seminar abroad will take place in India, where one of the critical language families is spoken. The proposed project also qualifies for Competitive Preference Priority II because an outcome of the seminar abroad will be the development of a course on “Gandhi and Non-Violent Movements” that will be offered first at Evanston Township High School and eventually at other area high schools, and also will be shared with other community colleges for use at their local high schools. In addition, space has been reserved in the in-country Seminar for a faculty member from Evanston Township High School, who will subsequently interact with other high school faculty from the area.