

**FY 2017 Fulbright-Hays Group Projects Abroad Program  
Short-Term Project Abstracts**

## Mills College

### Learning in Ghana: Linking Language, Literacy, and Culture

**Project Type:** Short-Term Seminar

**Host Country:** Ghana

**Amount of Time in Country:** 4 weeks

**Number of Participants:** 16 including (6) pre-service teachers & (6) public school K-12 teachers, with an emphasis on those who teach in the humanities; and one each, project co-director, project co-director & coordinator, project curriculum specialist & manager, and project evaluator

**Project Directors:** Esther O. Ohito (Project Co-Director), Dr. Susan E. Wilcox (Project Co-Director & Coordinator), Dr. Jamila Lyiscott (Project Curriculum Specialist & Manager), Dr. Patricia Nunley (Project Evaluator)

**Abstract:** The Teachers for Tomorrow's Schools program at the School of Education in Mills College (Oakland, California), in collaboration with the School of Arts at the University of Ghana (Legon), and two Ghanaian school partners—Youth Institute for Science and Technology (Agogo) and Cynthia B. Dillard International Preschool and Primary School (Mpeasem)—propose a 4-week short-term seminar project for the purpose of fostering teachers' capacities to develop curriculum that supports the teaching of language and literacy to linguistically and culturally diverse students in the Oakland Unified School District (OUSD). The project aims to increase participating teachers' knowledge and awareness of diversity through a study of linguistic and cultural heterogeneity in Ghana, and to promote cross-cultural and intellectual exchanges across national boundaries. This project is of critical importance to OUSD, where the burgeoning population of newcomer (i.e., recent immigrant) students illustrates the need for methodically planned overseas immersion experiences that foster nuanced views of linguistic and cultural multiplicity. This three-phase project includes: (a) 32-hour pre-departure orientation that will occur virtually, for 12 hours over a 3-month period, as well as in-person, for 16 contact hours; (b) 1-month-long overseas seminar; and (c) 6-month follow-up focused on curriculum implementation and dissemination activities. The project objectives are:

1. To increase participating teachers' knowledge and awareness of diversity through a study of linguistic and cultural heterogeneity in Ghana;
2. To train teachers in the development of curriculum that supports the teaching of language and literacy in ways that deepen students' content knowledge; sharpen students' reading, writing, and critical thinking skills; and improve the holistic learning experiences of linguistically and culturally diverse students; and
3. To promote cross-cultural and intellectual exchanges across national boundaries.

During the overseas phase, participants will engage in interactive activities, such as:

- Academic lectures, exchanges, and seminars with university scholars and school partners centered on language, literacy, culture, and historical and contemporary issues in Ghanaian society
- Instruction in basic Twi language to improve language and communication skills
- Workshops on the use of cultural art forms to explore innovative youth learning strategies
- Guided visits to key landmarks in order to explore Ghana as a teaching and learning landscape
- Homestays in Wusuta and Mpeasem village communities to enhance cross-cultural learning and expose participants to the experiences of rural life

The project addresses the Absolute Priority (focus on Africa as geographic location), Competitive Preference Priority 1 (Minority Service Institution and new applicant), Priority 3 (substantive training in a Less Commonly Taught Language), and Priority 4 (inclusion of K-12 educators).

## ED Abstract Narrative Form

**Name of applying institution:** The Pennsylvania State University

**Name and contact info for Project Director:** Melanie Miller Foster, Ph.D.

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**GPA project you're applying for:** CFDA 84.021A, Group Study Project

**Number and educational level of participants:**

13, including 6 pre-service agricultural education students; 6 current secondary agricultural education secondary school teachers, with 1 assistant professor serving as program organizers and facilitators. (Two additional agriculture education faculty members will accompany the group, but no funding is requested to cover their costs).

**Competitive Preference Priority Areas Addressed:** 1, 4

*Contextually-relevant global engagement in culturally diverse settings: Bridging differences with shared content*

The Global Teach Ag Consortium, comprising Pennsylvania State University, Hawkeye Community College, and Universiti Teknologi Malaysia, proposes an innovative group study abroad project for U.S. pre-service and current agricultural educators at the secondary and postsecondary levels. The overall purpose of the project is to develop and prepare globally-minded agricultural education teachers through a short-term exchange experience in a contextually relevant situation in Malaysia. The proposed project grew out of a movement to globalize curriculum in the agricultural sciences at the secondary level that began with a 2014 Fulbright Hays Group Project Abroad experience in Korea, which has grown to include an annual Global Learning in Agriculture Conference and a marked increase in demand for professional development for agricultural educators to globalize agriscience curriculum. A Fulbright-Hays Group Projects Abroad program will enable the Global Teach Ag Consortium to address this need directly. Specific program objectives are to: 1) Increase the global competence of preservice and current agricultural educators; 2) Focus on the intersection of culture and the agriculture systems in Malaysia; and 3) Promote the integration of international studies into the secondary agriculture classroom. Participants will learn about culture, history, agriculture, and agricultural education in Malaysia; and build skills through the unique experience of conducting co-teaching episodes in a Malaysian classroom with Malaysian colleagues. Post-travel activities will include one-day debriefing workshops at Penn State University and Hawkeye Community College, when participants will have an opportunity to reflect on their experience and to develop a reusable learning objective reflecting knowledge, skills and dispositions gained during the experience. Current and future agricultural educators will benefit from this program because of increased knowledge and skills that will enable them to infuse their work with an international perspective. On a wider scale, agricultural education and both U.S. and Malaysian society will benefit from a cadre of trained teachers, current and future, from diverse agricultural backgrounds and geographic areas, capable of advancing agricultural education's global mission and serving as positive change agents in their professions.

**Dimensions of China: Empowering American Teachers to Transform Social Studies Curriculum in Secondary Classrooms**

**Category: Fulbright-Hays Group Projects Abroad --- Curriculum Development**

**Towson University - Abstract**

The program will develop American secondary educators' intercultural competence and enhance social studies curriculum and instruction on China in public schools. The learning augmented with field experiences will help teacher participants to acquire a solid pedagogical content knowledge while critically re-assessing their own culture-bound assumptions. The project will build upon the success of Towson University's previous programs by expanding participants' scope of knowledge on China beyond the Great Tradition on which much of what Americans know of China is based. New knowledge gained from exploration of those territories not travelled by previous teacher participants will grow the existing database of teaching materials.

The program will focus on the following six themes: 1) people, culture and religion; 2) history; 3) economic reform and its impact; 4) educational systems; 5) minority policy and practice; and 6) Sino-American relations. The trip will combine traditional academic studies with hands-on experiences. The program will consist of three phases. The pre-departure activities are conducted through WebEx and online learning modules to provide the teacher participants with common background knowledge and cross-cultural understanding. Following the preparation is a five week travel study in China and Hong Kong featuring a combination of lectures, school, family and museum visits, volunteer work, as well as cultural excursions to sites designed to help participants understand the diversity and complexity of China. The experience in the first two phases will be channeled to developing curriculum units that will be incorporated into area studies secondary school curriculum in phase three. The final products accompanied by suggested teaching materials, resources and strategies will be available on a website for all educators to access.

### **Savannah State University - Abstract**

Savannah State University (SSU), in partnership with the Savannah Chatham County Public School System (SCCPSS), is seeking funding for a Fulbright-Hays Group Project Abroad (GPA – CFDA 84.21 A/Short Tenn Project) to reinforce, strengthen, and expand the curricular activities that were created by both partners as a result of the successful implementation of the 2015 Ghana Group Project Abroad (GGPA). The SSU and SCCPSS participants in the 2015 GGPA spent four weeks in three regions: Greater Accra region, Central region, and Ashanti region. Due to time and budget constraints, the 2015 participants did not have the opportunity to collect major data pertaining to the Northern part of Ghana. Indeed in the pre-colonial period, the northern part of Ghana was subjected to a double slave trade: the Trans-Saharan and Atlantic slave trades. A large number of Muslims were uprooted from the North to the South for forced labor in the Americas. This certainly explains the presence of Africans from the Islam faith in the Americas during the Trans-Atlantic slave trade. As of today, the presence of Black Muslims in the Gullah Geechee corridor of the Southeast region of the United States may be connected to these historical factors. More research needs to be done in this area. Ghana, as a country, cannot be fully understood without looking at the disparity as well as the cultural and economic divides that exist between the North and the South. The 2015 participants in the GGPA did not get the opportunity to see first-hand the gap that exists between the North and the South. Savannah State University plans to build on the outcomes of the 2015 GGPA to further strengthen, reinforce and enhance the social sciences and foreign language curricula of both SSU and the SCCPSS. Planned enhancements to social sciences are expected to impact 1,000 SSU students per semester as well as the community at large.

The participants in the current 2017 project will visit the Northern region, the Upper East region and the Upper West region of Ghana to collect additional resources on Islam, the slave trade, and cultural and economic divides between the north and South etc. This data will be added to new and existing courses with the objective of enhancing the social sciences and foreign language curricula. In addition to collecting data, the group will continue to immerse in the TWI language through additional courses in Ghana in order to advocate the inclusion of TWI in the foreign language curriculum. The short-term Ghana Group Project Abroad will be led by Savannah State University's International Education Center and College of Liberal Arts and Social Sciences. Participants in this project will spend four weeks in Ghana in addition to attending mandatory pre- and post- travel workshops in Savannah. The host institution in Ghana is Kwame Nkrumah University of Science and Technology.

The main purpose of the project is to expose the historically significant relationship that exists between Savannah, a major port city during the Trans-Atlantic Slave trade and the West Coast of Africa from where a large number of slaves were shipped. Through new courses and modules in existing courses, the project intends to make the social sciences more interesting with information that relates to African Americans who represent the largest segment of the student population at Savannah State University and the SCCPSS. The 13 participants in the project will include the Project Director, 6 K-12 SCCPSS teachers, and 6 Faculty members from Savannah State University. The K-12 participants will be composed of middle and high school teachers. The project's objectives address GPA's competitive preference priority I since Savannah State University is a Minority-Serving Institution; the competitive preference priority 3 that deals with the TWI language; and the competitive preference priority 4 that pertains to the inclusion of K-12 Teachers.

Dr. Emmanuel Naniuzeyi, Director of the International Education Center and Full Professor of Political Science at Savannah State University will serve as Project Director. His official contact information is as follows: 3219 College Street, Box 20187, Savannah, GA. 31404; Telephone: 912-358- 3209; Email: naniuze@savannahstate.edu

**Name of Institution:** University of Georgia

**Name of Project Directors:** Dr. Lioba Moshi, Dr. Dainess Maganda

**Contact Information:** 141 Joe Brown Hall, Athens, GA 30602

**Telephone:** 706 542 2140 or 706-542-9587

**Fax & Email:** 706 542-2155. moshi@uga.edu and magandad@uga.edu

**Project Title:** Language & Cultural Immersion for Area Studies Curriculum in K-12 Education

**Project Type:** CFDA 84.021A, Type 2: Curriculum Development Project (short-term)

**Number of Participants:** 12

**Education Level:** K-12 In-Service/Pre-Service Teachers/Students in Teacher Education

**Abstract**

The University of Georgia (UGA) proposes a Short-Term Group Projects Abroad Seminar for inservice teachers/administrators, pre-service teachers, and students associated with K-12 educational curricular. The objectives of the project are to create a language and culture foundation that would guide participants in the acquisition of instructional materials and to facilitate integration of Kiswahili language and cultural understanding in teaching area studies, while promoting multicultural stance in literacy pedagogy. The project will facilitate participants understanding of the importance and role of language in increasing students' understanding in area studies: Language Art, Social Studies (some background on International studies), Science, and Environmental Studies. With the USA's continued experience in immigrants' intake from various parts of the world, particularly from war-torn African countries, the project's objective is to enable the participants to enhance their practice in multicultural pedagogy, learning in diverse cultural environments and with students from diverse cultures, creating a smooth transition to new ways of learning, and understanding social-political educational systems that use experiential learning. This project will include country specific knowledge such as introduction to Swahili language and culture, Tanzania's valuable natural resources as well as its historical and political position in accommodating immigrants based on the socio-cultural issues that interact with other key elements affecting education.

The program will provide pre-departure seminars to enhance the proposed intensive language and cultural immersion and experience in Tanzania. The program will recruit at least twelve (12) participants primarily from the State of Georgia and secondarily other states but will give preference to those in the southeast. The University of Georgia, Department of Comparative Literature and the African Studies Institute have a very strong relationship with almost all of the Southeast Institutions that have African languages program and/or African Studies through the annual Southeast African Languages and Literatures Forum (SEALLF). The program will use every possible opportunity to recruit a diverse pool of participants to enrich the program both at the intellectual level and to develop ideas about best practices in designing multicultural curriculum with an African focus and other area studies for K-12.

The 4- week overseas immersion program is the capstone of the program and it will be exclusively funded through the USDE funds while the *sixteen*-hour pre-departure workshops/seminars will be funded by UGA-Tanzania Study Abroad program and the African Studies Institute outreach program. The pre-departure seminars will consist of African and host country specific knowledge through orientation workshops to be held in four weekend days at the University of Georgia (January, February, March, and April 2018), and a *four*-hour meeting in the last week of May on nuts and bolts issues. Time spent at the workshops can be claimed as credit for professional development in continuing education (PLU) or two credit hours towards a terminal degree (for participants in a degree program). The immersion program will take place in Tanzania at the Mwenge Catholic University, formerly known as Mwenge University College of Education (MWECAU): <http://www.mwecau.ac.tz/>. In country logistics will be overseen by the Center for Outreach, Research, and Educational Programs: <http://www.acorep.com/programs.html>,

associated with the UGA Tanzania Studies Abroad programs. The application will address Absolute priority “a” and Competitive Preference Priorities 3 and 4.

**Institution:** The University of Arizona

**Project Director:** Dr. Wenhao Diao, wdiao@email.arizona.edu, (520) 621-0106

**Program:** Fulbright-Hays Group Projects Abroad Program, Short Term Seminar Project

**Host Country:** China

**Participants:** 12 (6 K-12 educators, 3 pre-service teachers, 3 community college educators)

***Education, Society, and Globalization in China: A Collaborative Teacher Training Program***

The proposed project will provide educators in Southern Arizona a unique opportunity to learn about education and social structure in China in an immersive cultural and linguistic experience. Engaging in guided collaborative activity with their peers in the US at varying stages of their careers throughout the program, they will also work telecollaboratively with Chinese peers before, during, and after the in-country phases. The project is directed by Dr. Wenhao Diao, an Associate Professor of East Asian Studies at the University of Arizona who has extensive experience in creating, managing and researching Study Abroad experiences. She will lead the four-week in-country program, working with Shanghai’s East China Normal University as host through its Global Education Center, and a select group of Chinese scholars, educators, and community leaders. Pre-departure logistics (including a one-day orientation and another four-day workshop) and post-trip activities and dissemination efforts will be managed by the Center for Educational Resources in Culture, Language and Literacy (CERCLL), a Title VI center at the University of Arizona, to create a broader impact in the state and across the nation.

In addition to daily language instruction and structured curriculum-building sessions throughout the program, the four weeks in China will include learning and creative activities organized by themes related to China’s education, society, and globalization. Week one is an overview of China’s family structure, education, and history; week two focuses upon educational equality and social justice; week three covers China’s educational social progresses and resistance; and week four will center on the historical, current and future potential for engagement with globalization in the educational sector.

Objectives of this project are to: **1)** Increase the number of teachers and administrators who can effectively incorporate Chinese perspectives about education and society into the K-16 curriculum by 12 ; **2)** Develop 12 context-specific educational modules focusing on Chinese education, culture, and society, including six for K-12 schools and three for community colleges; **3)** Improve the participants’ expertise to design teaching activities and strategies that can guide American students to understand and examine contemporary Chinese culture and society; **4)** Foster the participants’ linguistic knowledge, skills, and strategies to effectively communicate with students from China and engage them in various educational contexts; **5)** Facilitate the participants in making meaningful and accurate comparisons between the U.S. K-16 educational system and the Chinese system; **6)** Develop connections with both PCC and a number of local K-12 schools (TUSD, CFSD, and the charter schools) to implement continued research and teaching activities following the completion of the project; **7)** Ensure that participants disseminate knowledge and resources generated by the program through outreach activities upon their return to the US. This project addresses Competitive Preference priorities 1, 3 and 4.

## **Exploring the Agroecology and Cultural Narratives of the SeneGambia River Basin: A WPUNJ & University of Thies STEAM Initiative**

Grantee: William Paterson University/Host Country: Senegal Project Directors: Kabba Colley, 973-720-2532, [colleyk@wpunj.edu](mailto:colleyk@wpunj.edu) Darlene Russell, 973-720-3487, [russelld@wpunj.edu](mailto:russelld@wpunj.edu)  
CFDA: 84.201A Project Type#3, Group Research Project Number of Participants: 6 (2 EdD; 4 pre-service or minimally Bachelor's level in-service teachers)

William Paterson University of New Jersey's (WPUNJ) College of Education purposes a twelve-week Fulbright-Hays Group Project Abroad (GPA) Program (Project Type #3: Group Research Project) to Senegal. Designated as a Hispanic-Serving Institution of Higher Education, we meet Competitive Preference Priority 1. The focus of the project is to advance global and cultural awareness through participants' active participation in pre-trip, overseas and post-trip transformative experiences. This project aims to observe and document the major agroecological communities, and collect and document cultural narratives along the SeneGambia River Basin (SGRB). It is the position of this proposal that the SGRB is a site of critical importance to agroecological, socio-economic, and sociocultural studies. The specific goals of the project are: (1) to explore STEAM (Science, Technology, Engineering, Arts, and Math) initiatives and opportunities for curriculum development in teacher education programs using the SGRB as a theme, (2) to collect and document cultural narratives, folktales, and his/her stories of people, places and artifacts of the SGRB, and (3) to observe and document the agroecological systems and activities along the SGRB.

Focused on advancing classroom and pre-service teachers' interdisciplinary understanding of area studies in Senegal and Africa, the project will build democratic thinking and global awareness for K-12 pre-service and classroom teachers (Competitive Preference Priority 4). The pre-activities of the proposed project will include language proficiency classes in French, cross-cultural sensitivity training workshops, research methodology seminars, and discussion forums on required readings of selected topics related to the project. During the overseas phase, participants will attend seminars and visit classes at the host university, University of Thies, conduct environmental field observations, interact with agroecological communities, visit historical cultural sites and museums, collaborate with host university students and faculty on STEAM curriculum design and instructional activities relating to the SGRB, and organize lecture and town hall forums on topics relating to the project. The post-activities for the project will include: preparation of research reports, STEAM curriculum guide, presentation of research at international conferences, implementation of professional development in our partner school districts, and university-wide brown bag discussions. The prospective participants will be pre-service and classroom teachers from the Paterson School District who will become STEAM research mentors and leaders in their school districts.

WPUNJ has a history of global educational exchanges for almost a decade. WP has had student/teacher cross-cultural programming in the Netherlands, India, Namibia, South Korea, and Israel. Senegal, a sub-Saharan country in West Africa, is the premiere epicenter of art, culture, and the sciences in Africa. Building on the prior work of the College of Education and the Paterson School District, the long-term benefits for WPUNJ would include continued capacity building in STEAM and international education.

**Western Carolina University – Botswana**

*Botswana: Reciprocal Exchange of Cultural Perspectives, Knowledge, and Skills*

**Applicant Institution:** Western Carolina University (WCU)

**Project Director:** Amy Rose, Ph.D., CCC-SLP

3971 Little Savannah Road, Room 160, 1 University Drive

Cullowhee, NC 28723

(828) 227-3289, [ajrose@wcu.edu](mailto:ajrose@wcu.edu)

**GPA Project Type:** Short-Term Seminar Project

Project Participants: 6 WCU graduate students (MA Ed or MS CSD); 6 K-12 teachers with the minimum of a Bachelor's degree

**Competitive Priorities:** Absolute: Specific geographic region of the world: Africa

Competitive Preference Priority 1: New applicants

Competitive Preference Priority 4: Inclusion of K-12 Educators

**Project Description:** The College of Health and Human Sciences and the College of Education and Allied Professions at WCU, in collaboration with the Ministry of Education in Botswana, Africa propose a four-week Fulbright-Hays Group Project Abroad (GPA) in Botswana for graduate students and public school teachers from North Carolina. The proposed project builds upon an already existing relationship between WCU and Botswana. Objectives for the project include 1) enhancing participants' knowledge of Botswana history, culture, and language; 2) developing participants' intercultural competence and cross-cultural communication skills; 3) strengthening the collaboration between Botswana and US teacher educators and teacher candidates; and 4) developing accessible curricular activities to enrich the integration of African culture and language instruction in K-12 area studies.

Participants for the proposed GPA program will include 6 graduate students in MA Ed or MS CSD Programs and 6 NC K-12 teachers, including special educators and those with American Speech-Language-Hearing Association (ASHA) certification. Participants will be divided into four working groups with each group having graduate student and K-12 teacher representation. Including participants who are special educators and those with ASHA certification will enhance the overall impact of the project by ensuring the curriculum projects and activities can be accessed by all students, including those with special needs.

The project covers three phases. Phase I is the Pre-Departure Planning and Orientation Phase which will cover Botswana language, culture, history, traditions, and educational system; intercultural sensitivity and 21<sup>st</sup> Century Skills, Universal Design for Learning, and small group development of curriculum project ideas. Phase II is the Overseas Phase which includes an intensive four-week program in Botswana with Setswana language instruction, content seminars, visits to different regional schools, and cultural site visits. Twelve peer teachers from Botswana will be paired with the 12 GPA program participants to enhance collaborative relationships, and to assist with development of projects and activities that will be incorporated into the NC K-12 public school curriculum. Phase III is the Post Seminar and Dissemination Phase. During this phase, participants will continue with development of their curricular activities, implement projects and activities in their schools, and share their projects through presentations at local, regional, national, and international conferences.

**Project Abstract: Transcultural Environments of China's Silk Road**  
Fulbright-Hays Group Projects Abroad: Short-term Seminar Project FY2017

**Institution:** The Regents of the University of California, IEAS, University of California, Berkeley, 1995 University Avenue, Berkeley, CA 94704

**Principal Investigator:** Dr. Sanjyot Mehendale, Chair, Tang Center for Silk Road Studies, sanjyotm@berkeley.edu

**Competitive Priority IV:** Inclusion of K-12 Educators (16 participants will be K-12 educators)

**Project Description:**

The success of students in the United States depends on their ability to access and use tools for living and working in an increasingly globalized environment, including the ability to interact knowledgeably with China. These tools include language and culture training as well as the ability to understand the historical, economic, and cultural connections that the U.S. has had, and continues to have, with China and other parts of the world. Teachers in all subject areas need direct experience with China to inspire more authentic teaching about China, to deepen their knowledge base, and to enable them to meaningfully incorporate diverse world perspectives into their lesson plans.

Under the unifying theme of *Transcultural Environments*, this summer institute will explore the interactions and relationships between environments, cultures, and communities in China, as well as the tangible and intangible ways in which physical and cultural landscapes influenced the development of the complex web of Silk Road routes linking China with regions across Eurasia. The proposed framework will allow for a multiplicity of viewpoints, multidisciplinary engagement, and a focus on China's cross-cultural and transnational relations with Mongolia, the west, and in more recent times the United States.

The Summer Institute will begin with a pre-travel orientation of lectures by university faculty, introductory language lessons in Mandarin and Mongolian, and curriculum development strategies. The program is designed to introduce content from an American perspective and then mirror the content from the Chinese perspective with lectures and site visits during the travel portion. This method allows scaffolding of concepts that help participants develop their lesson plans in a knowledgeable, collaborative way. Teacher Learning Communities (TLCs) are formed throughout the trip to encourage interaction and learning between participants. The four-week field study will visit the Chinese cities and historical trading centers of Suzhou, Xi'an, Dunhuang, Beijing, and Ulaanbaatar in Mongolia. Afterwards teachers will engage in further lesson plan development and classroom teaching of developed lesson plans and demonstrations/presentations to other teachers.

An experienced team will lead this Summer Institute and serve as core faculty. Dr. Sanjyot Mehendale from the Department of Near Eastern Studies and Chair of the newly established Tang Center for Silk Road Studies will serve as the Principal Investigator. As an art historian and archeologist specializing in first Millennium CE trade and cultural exchanges across Eurasia, her expertise on Silk Road studies will provide an invaluable lens for understanding the diverse content covered throughout the program. She will provide continuity of content from pre-travel introduction to study of the Silk Road routes as the group visits each location.

**“Stories from the Other Side”  
Arizona State University**

**CFDA 84.021A Project Type 2: GPA Curriculum Development Project.  
Project Director - Akua Duku Anokye, [aanokye@asu.edu](mailto:aanokye@asu.edu). 602 543-6020**

The New College of Interdisciplinary Arts and Sciences (New College) at Arizona State University West Campus, houses the School of Humanities, Arts and Cultural Studies, and the School of Social and Behavioral Sciences. New College, in collaboration with the Phoenix Union High School District, a Minority Serving Institution, requests a grant in the amount of \$93,232 from the U.S. Department of Education’s 2017 Fulbright-Hays Group Projects Abroad (GPA) Program to support *Stories from the Other Side: An Interdisciplinary Study of Culture in Ghana.* The GPA project supports 1 project director, Duku Anokye, 1 ASU faculty, 4 ASU preservice teachers from Social Justice and Human Rights and Mary Lou Fulton Teachers College, 1 Phoenix Union High School District Administrator (curriculum specialist), and 6 Secondary Education teachers from Phoenix Union High School District. They will travel to Ghana to conduct research on Ghanaian culture, art, history, and social justice, generating new interdisciplinary multicultural curriculum for classroom, district, statewide, and national dissemination.

Key Objectives: 1) To enhance awareness and knowledge of Ghana, W.A. 2) To create new interdisciplinary multimedia curricular products 3) To share the learning via internal and external presentations 4) To study Akan Twi 5) To conduct service projects with two Ghanaian schools 6) To engage and develop linkages with academic counterparts; and 7) To produce ethnographic interviews for a documentary on their experiences. The project objectives support Arizona State University’s profile as the New American University emphasizing scaling local solutions for global impact, fostering local and international student experiences in an innovative way, and building diverse partnerships. The project will complement New College’s on-going study abroad initiatives. In addition, the project will enhance Phoenix Union High School Districts’ attempt to address their diverse population with multicultural insights and understanding by guiding the teachers to produce interdisciplinary curriculum modules to present locally, regionally, and nationally to teachers in secondary and college settings.

*The Objectives will be accomplished through an intensive program consisting of:*

- (a) Pre-departure Phase. Participants will complete background readings on Ghana and attend a three-full-day orientation program.
- (b) Overseas Phase. - Four-weeks on-site experience consisting of lectures, performances, demonstrations, excursions, readings, language sessions, interactions with Ghanaian people, school visits, development of instructional modules, and acquisition of teaching materials.
- (c) Post-Seminar Phase - Activities consist of: finalizing instructional modules; incorporation of materials in participants’ courses/plans; meetings during fall 2018 participants present module(s); dissemination of modules via the Professional Learning Library website, Blogs and other online sources; presentation at professional meetings and workshops; and release of the documentary. Each phase of the project will undergo a summative and/or formative assessment. Results will demonstrate strengths, weaknesses, and degree of success in accomplishing the above objectives.

The proposed project addresses Absolute Priority I- Region- Ghana; Competitive Preference Priority 1 collaborating with a MSI; Competitive Preference Priority 3 Priority Language-Akan-Twi; Competitive Preference Priority 4-at least 50 percent of project participants are secondary education teachers.

**African Contributions and Contemporary Issues in Northeast Brazil: A Curriculum Development Project Integrating Social Sciences and the Arts**

**The University of Detroit Mercy**

**Project Director:** Lara Wasner, Director of Language & Cultural Studies  
4001 W. McNichols Rd  
Detroit, MI 48221  
313-993-1191  
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**GPA Project Type:** Curriculum Development

**Number of Participants:** 13 total: 1 Project Director; 1 Curriculum Director, 11 participants

**Educational Levels:** 2-3 additional UDM faculty; 8-9 K-12 educators.

**Preferences Met:**

- **Specific World Regions:** Brazil is covered under Western Hemisphere/South America
- **Priority Languages:** Portuguese is on the list of priority languages, and this program includes language instruction both prior to and during the GPA.
- **K-12 Teachers:** K-12 educators will comprise of 80% of participants in the proposed GPA.

**Abstract**

One cannot talk about Brazil without acknowledging the African influence in the Northeast cities of Salvador, Bahia, and São Luis, Maranhão. Yet, tensions exist between regional racial pride and social inequality throughout Brazil. Many in the U.S. have no knowledge that Brazil is a cultural mélange of persons of African descent, whose practices and traditions have been preserved. The overarching goal of this GPA is to provide a 4-week collaborative learning experience in Brazil that gives participants multiple perspectives of the African-American experience through scholarly research and dialogue in Northeast Brazil so as to inform learning, build and enhance resources and internationalize curricula in meaningful and measurable ways.

To achieve this goal, participants will investigate African identity and contemporary issues in Northeast Brazil, recognizing the interdependence of cultures through the arts, history, and cultural practices. This will occur through lectures held at university and community centers, through meetings with community members and leaders, and through site visits to educational and social institutions whose goals are to acknowledge, preserve, and recognize the contributions of African peoples in Brazil and throughout the diaspora.

Participants will gain linguistic and intercultural competencies aligned with *ACTFL's 2013 World Readiness Standards for Learning Languages* in authentic contexts. They will engage in collaborative activities, develop thematic projects that are meaningful, measurable, can be integrated at many levels and shared widely. Participants will internationalize and transform their own classrooms by developing and disseminating an integrated curriculum that emphasizes how the social sciences and arts serve as a quest for personal and social meaning. They will design e-Portfolios to document their experiences, track progress, reach benchmarks that will help them create their final curriculum projects and authentic assessment tools that complement these projects. Curriculum workshop days in Brazil are built into the program abroad; a completed first projects and unit plan draft is due before departing Brazil.

**Applicant Institution: Johns Hopkins University (JHU)**

**Project Director and Contact Information: Dr. Nicole Ann Shilkofski, M.D., M.Ed.,  
nshilko1@jhmi.edu, (410) 905-0729**

**GPA Project Type 3: Short Term Group Research or Study Project**

**Project Participants (8):** Dr. Nicole Shilkofski, Dr. Jill Edwardson, Dr. Elizabeth Hunt (all 3 University-based faculty members JHU) and 5 graduate medical or public health students at JHU

**Title: A Community-Based Culturally-Situated Educational Intervention to Improve Neonatal and Maternal Resuscitation Skill Development in a Resource-Poor Setting**

Little is known about how resuscitation skills are learned in resource-poor settings (RPS) in developing countries. These are settings with high neonatal and maternal mortality rates secondary to birth asphyxia and post-partum bleeding, in addition to environmental resource constraints. Prior studies have demonstrated that currently available instructional paradigms to teach skills to treat these life-threatening conditions are neither culturally nor environmentally contextualized for use in RPS. Given the unique context of clinical performance in these environments, there is a need to understand processes of clinical skill acquisition, imposed cognitive load, and impact of culture on learning to contextualize the design of educational interventions in RPS. Our goal is to address these problems by designing a simulation-based culturally-situated curriculum using sociocultural learning theory and cognitive load theory as frameworks to understand the impact of cultural, linguistic, and environmental factors on team dynamics and learning in a resource-poor setting in Mindanao, Philippines. This is a region with cultural, ethnic and linguistic diversity and high neonatal and maternal mortality rates.

The first part of the study uses a qualitative design through a community-based ethnographic approach using semi-structured interviews and observations in workplace settings to understand how skill learning occurs in actual clinical environments of target learners, who are midwives practicing in rural birthing clinics in Mindanao. The study will be conducted in birthing clinics in collaboration with Philippines Department of Health and Davao Medical School Foundation. Using constant comparative methodology, the qualitative interview data will undergo thematic analysis.

The second part of study will utilize themes generated from qualitative analysis to design a contextualized and culturally-situated curriculum targeting skill improvement in neonatal and obstetric resuscitation to improve performance of key resuscitation maneuvers for infants and mothers. This curriculum will build on already-existing frameworks of Helping Babies Breathe and Helping Mothers Survive curricula. By understanding skill development processes in this environment, educational paradigms can address specific environmental, linguistic and cultural constraints and tailor teaching methodologies to overcome added extraneous cognitive load. In addition, cultural and linguistic considerations can be built into teaching materials for patients and healthcare providers to maximize relevance, utility, and impact.

In the third part of the study, the newly designed curriculum will be deployed for a sample size of ~ 160 midwives in Mindanao using an interventional cohort randomized crossover design with pre and post curriculum intervention assessment of skill and knowledge in key resuscitation maneuvers known to provide life-saving intervention in newborn birth asphyxia and post-partum bleeding in mothers. It is with this type of design consideration that skills training could be optimized to transfer skills from the simulated environment to clinical practice, ultimately resulting in potential to improve patient care for mothers and infants in resource-poor settings. In addition, this can inform educational practices for American medical students and educational implementers in the U.S. responsible for curricular projects targeting settings in the developing world. The application addresses Competitive Preference Priority 3.

**American Institute for Resource and Human Development, Inc., (AIRHD)**

Professor Fredoline Anunobi

Teaching and Learning about Africa in K-12 Schools: A Short-Term Curriculum Development Project Seminar in Ghana for American Educators

This project has evolved, as we have indicated above, from the need to equip Georgian teachers for the task of coping successfully with social studies and humanities curricular that require the teaching of Africa as part of a global perspective, a task for which virtually all are, by self-admission, academically ill-prepared. The benefit of firsthand experience to be acquired in Ghana appears to be the most effective way of preparing our teachers for global education. For there is no substitute, of course, for the kinds of knowledge and understanding that can be gained through personal experience. Indeed, without field experience, the challenge of developing sensitivity to another culture -- particularly one that has suffered for generations from outside world's view which are largely stereotypes and full of misinformation-is ultimately difficult and incomplete.

The Center for International and African Studies Outreach (CIASO) of the AIRHD, in collaboration with several school districts and colleges/ universities in Georgia proposes to conduct, under the auspices of the Fulbright-Hayes Group Projects Abroad (GPA) program, a study tour of Ghana, West Africa involving seventeen participants: nine K-12 in-service teachers; six community college and /university faculty members; a project director and a curriculum specialist in the summer of 2018. The project objectives are: 1) to enrich individual educators' global perspective through increasing their knowledge about Africa within the processes of world history and their experientially-based understanding of historical and modern Ghana; 2) to work individually and in teams to develop lesson plans, instructional strategies and curriculum resources to integrate African area and international studies into the K—12 curricula; 3) to train team members to be mentors and resource persons to disseminate the results of the Ghana/Africa-focused curriculum material to other educators through district- state and national seminars and conferences; 4) to establish an ongoing, online resource for collaborative opportunities for American and Ghanaian educators to engage in cross-cultural understandings; 5) to acquire relevant teaching materials (artifacts, publications, personal experiences) that only an in- country experience can provide; and 6) to reinforce AIRHD's commitment to fully promoting global education and African area studies in Georgia school systems and colleges. These objectives will be achieved by the following means: 1) a four-day pre-departure orientation at the AIRHD site; 2) a five- week overseas' study, travel and research; and 3) a post seminar or fellow-up activity to take place over twelve weeks' period after returning from Ghana.

The main activity in this project will be an integrated and comprehensive five-week program of instruction, field study, and cultural activities in Ghana to enabling the GPA group to develop curriculum materials for use in their respective classrooms. The group will receive Akan Twi language instruction and seminars on Ghanaian culture, history, society, environment, etc. These will be supplemented by home stays, site visits and daily interaction with the local population, thus creating a multidimensional, dynamic learning experience. The group will be based at the University of Ghana in Accra, the capital city, with organized trips to Cape Coast, Kumasi, Tamale, and other places that illustrate the multicultural diversity of Ghana. Criteria for the selection of participants will include: 1) written support from the school system; 2) level of interest in Africa and willingness to integrate Africa into teaching; 3) potential to initiate and lead in introducing and developing curriculum on Africa in local school systems/community, and in the regional and national educational setting through dissemination of the units and presentation at professional conferences; and 4) previous use of African curriculum in the classroom. The application package will include an essay on reasons for participating in this project, experience in integrating Africa into a curriculum, a letter of support from a school administrator, and a preliminary plan for the development and implementation of an instructional unit on their return. Preference will be given to applicants who have not been to Africa before. Participants will be nominated by their school systems, selected with a commitment to include minority groups and women.

**Kamtok II: Connecting Cameroonian and African American History, Language, and Culture  
Through Diaspora Literacy**

**Abstract**

**Institution:** Voorhees College

**Project Director:** Dr. Ronnie Hopkins, Voorhees College  
rhopkins@voorhees.edu

**Group Projects Study Abroad Program:** Curriculum Development

**Project Participants & Education Level:** 6 PhD, 4M.Ed., 3BA

**Projected Start Time:** January 10, 2017

**Grant period:** January 2018-April 2019:

Pre-departure Phase: January 11-May 17, 2018

Overseas Phase: June 15-July 15, 2018

Follow-up Phase: July 28, 2018- April 30, 2019

Voorhees College requests funding for a Curriculum Development Project from the Fulbright-Hays Groups Project Abroad Program. The project – *Kamtok II: Connecting Cameroonian and African American History, Language, and Culture Through Diaspora Literacy* – will involve a 13-member Curriculum Development Team that is a consortium of K-12 educators and higher education faculty. The project will focus on language and area studies to build knowledge, develop international relationships, and collect materials to be used in the construction of curriculum for K-12 classrooms and of college courses.

The 13 project participants will include seven K-12 educators from high need LEAs, five college faculty members who work in pre-service education and curriculum development, and one community person involved in diaspora literacy activities. The project director, Dr. Ronnie Hopkins, brings to the project expertise in teaching English Language Arts, reading and composition theory, African American language and literacy, the education of African American students, and has previous experience in Central West and West Africa, including Cameroon. He will be assisted by a Host Country Convener and two Coordinators who are residents of Cameroon and cultural and language scholars of Saint Monica University, Buea, Cameroon. Dr. Gloria Boutte will serve as a Co-Organizer and brings a strong background in African Diaspora Literacy. Participants are required to have a rudimentary background and interest in African Diaspora Literacy. They will commit to further study prior to, during, and following the Cameroonian trip and to the development of and dissemination of related curricula.

This project is critical not only to education in South Carolina, but to schooling across the U.S. because of direct links between Cameroonian Kamtok and language use in South Carolina as well as the larger African American community across the United States. This knowledge, while widely researched and reported on in the academic literature is woefully absent from curricula in schools, colleges, and preservice teacher education programs alike. In Cameroon, participants will gain firsthand knowledge to support their development of curricula.

This project addresses: Competitive Priority 1 (Minority-Serving Institutions) and Competitive Priority 4 (Inclusion of K-12 Educators).

**ABSTRACT: “Building Bridges with Language and Culture in Russia”**

**SUBJECT:** Institution: University of Central Florida; Project Director: Dr. Alla Kourova, [Alla.Kourova@ucf.edu](mailto:Alla.Kourova@ucf.edu), (407) 304-0027;

**GPA Project Type:** Curriculum Development;

**Participants:** Six K-12 teachers and six university faculty

The proposed project, “Building Bridges with Language and Culture in Russia” is a GPA on Curriculum Development for University of Central Florida (UCF) faculty and K- 12 teachers in the fields of language, culture, history, and politics in Seminole, Orange, and Osceola Counties, Florida. The selected 12 participants (6 UCF faculty and 6 teachers) will be employees of UCF and public schools in the aforementioned counties. The minimum requirements for participants are a bachelor’s degree in a related teaching field and full-time employment. In addition, a proficiency of beginning, conversational Russian is desired. During the program, the participants will also travel with Dr. Santana, the Culture/Language Coordinator. We propose a four week (thirty-day) curriculum development project in Russia focusing on culture, history, and politics as the means to understand the role and realities of Russia in the international community, its historical stages, and the current political influence. Studying Russian language, culture, history, politics, and Russia’s global impact could help instructors to increase their linguistic and cultural competence and also promote the integration of humanities and international studies across the curricula.

In Florida, as well as in the rest of the nation, the growth of the Russian speaking population is a significant element to consider when thinking of future classroom activities and curriculum adjustments. Russia is the country of choice due to its immense potential: Russian has hundreds of millions of speakers and is one of the most-spoken languages in the world, it has been recognized by the United States government as a critical language, Russia is a major player in today’s political landscape, and Russian speakers are in high demand for jobs with the government and in the private sector. Russian fluency will be an extremely beneficial skill for students looking for jobs in today’s globalized economy. The new academic programs will demonstrate the ability to engage participants in a wide range of civic and global issues in order to be successful in their respective disciplines. Furthermore, our faculty participants will be able to synthesize culture and global perspectives within their own curricula. Using a blend of historical, political, and cultural knowledge is ideal in order to confer language competencies and enrich the overall experience for all participants.

The planning of this GPA initiative took in consideration the importance of living and experiencing a culture: the atmosphere, workshops, educational excursions, and research topics operating in unison to secure a comprehensive immersion in culture and language. The program anticipates its participants to create an electronic portfolio, consisting of reflective essays and lesson plans, intended to be disseminated with their institution upon return. In summary, the objective is to engender universal knowledge on protocol, pedagogical samples, and in-host country travel that otherwise would not be possible. Truly, the program will be a way of allowing anyone to learn first-hand what a Study can accomplish.

This project addresses Competitive Priorities #3 Substantive Training and Thematic Focus on Priority Languages and #4 Inclusion of K-12 Educators.

**Vietnamese Cultural Immersion and Subsequent Knowledge Diffusion  
Fulbright-Hays Group Projects Abroad – Short-Term Seminar Project**

**Project Director: Dan Dao**

Lead Multimedia Faculty for the School of Engineering, Business, and Technology  
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**Brief Project Overview:** Richland College (RLC), in partnership with the Garland Independent School District (GISD) submits this application for funding from the Fulbright-Hays Group Projects Abroad Program’s “Short-Term Seminars” category from July 10 – August 8. RLC’s service area is home to thousands of Asian Americans, and is recognized as a Minority Serving Institution by the US Department of Education. Factors that make Dallas a “community of choice” for Asian American immigrants and refugees are the economy and the cultural climate. Vietnam’s culture is among the oldest in Southeast Asia, yet it remains poorly understood and somewhat mysterious beyond its borders, especially among citizens in Western society. Further confounding this lack of understanding in the United States are the ubiquitous legacies of conflict: images of war from television and movies and cultural stereotypes that impede an accurate, culturally-competent understanding of Vietnamese culture and society. The goal of the project is to provide an immersive experience that is intentional in its design and associated focus for deepening participants’ pedagogical content knowledge of Vietnamese culture, history, and politics.

**Participants:** In addition to the Project Director, 11 participants will be selected to reflect the following groups:

- RLC – 9 Faculty
- GISD – 2 K-12 Educators

**Absolute Priority:** The GPA project is located in Southeast Asia, Vietnam, which is on the list of acceptable regions.

**Competitive Preference Priorities Addressed in Application:**

- **Competitive Preference Priority 1:** Applications for GPA Short-term Projects from Selected Institutions and Organizations - Applicant RLC is one of seven colleges in the Dallas County Community College District and is also a designated Minority-Serving Institution.

**Language, Literacy, & Culture in Oaxaca, Mexico:  
A Rowan Summer Experience for K-12 Educators**

**Project Abstract Narrative**

**Applicant Institution:** Rowan University

**Project Director:**

Stephanie L. Abraham, PhD

Assistant Professor of Language & Literacy Education

Department of Language, Literacy, & Sociocultural Education

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**GPA Project Type:** Short Term Seminar Project

**Project Participants:** 12 Pre-Service or In-Service K-12 Educators, enrolled at the undergraduate or graduate level

**Overview of Proposed Project:** In a four-week, immersive seminar in Oaxaca, Mexico, K-12 educators will study the language and cultural practices of Oaxacans. This will include attending lectures by local Oaxaca educators on indigenous education, local language practices, and current, public educational concerns. Participants will also visit local schools, the local, public university, and several grassroots organizations providing education and training to young Oaxacans. Finally, participants will visit local historical sites such as Monte Alban, Mitla, and an indigenous community to further contextualize the long histories predicated the culture and language practices that they are currently witnessing and studying.

**Competitive Preference Priorities:**

Priority 1: New Applicant

Priority 4: Inclusion of K-12 Educators

**Abstract**

**Applicant Institution:** Metropolitan State University of Denver

**Project Co-directors:** Dr. Andrew Muldoon Dr. James Aubrey  
amuldoo1@msudenver.edu aubreyj@msudenver.edu

(303) 352-4422 (303) 556-4943

**Project Type:** CFDA 84.021A Short Term Seminar Project

**Project Title:** State and Society in Modern India

**Number of Participants:** 12 (6 faculty members and teachers and 6 pre-service teachers)

**Project Overview:** Metropolitan State University of Denver (MSU Denver), in partnership with the Denver Center for International Studies (DCIS) proposes to conduct a four-week, short term seminar on modern India during summer 2018 for a team of 12 participants to include secondary educators from the Denver area, faculty from MSU Denver and pre-service teachers from MSU Denver. The seminar will be co-directed by two MSU Denver professors who possess expertise in Indian history and Indian literature. This project is designed to improve area studies curricula at the secondary and postsecondary levels and to better integrate international studies into the general curriculum. The academic focus of the program spans the humanities and the social sciences to include history, language, culture, religion, politics, geography, literature, and economics.

Consisting of a total of 155 academic contact hours including the pre-departure orientation, the overseas experience and follow-up meetings, the seminar will result in enhanced knowledge among participating pre-service teachers, secondary educators and university faculty, and will thus improve the quality of instruction about India in particular and area studies in general in Denver and Colorado. The project addresses Competitive Preference Priority (CPP) 1 in that India is a priority country of study, and partially addresses CPP 4 in that the seminar includes three teachers from Denver Center for International Studies, a Denver public school. Specific goals are to: (1) Strengthen participants' expertise and competence about India and its history and culture; (2) Enhance the quality of teaching about South Asian civilizations through development and acquisition of relevant teaching materials (artifacts, publications, and personal experiences) that only an on-site experience can provide; and (3) Disseminate India-focused knowledge and teaching materials to other educators through workshops, participation in professional meetings, and appropriate technologies and publications. These goals will be accomplished through an intensive program consisting of a three-day orientation program, four week on-site experience, and follow-up and dissemination activities.

This seminar will endow its participants with the skills to teach effectively about Indian history and society, and enable them to develop and implement more accurate, comprehensive, and enriching curricula and activities in their classrooms that deal with the incisive issues presented to them in the seminar, including state formation, national development, role of religion and religious diversity in the modern world, and issues of peace and security from an Indian and South Asian perspective. In all, an area studies seminar in India provides transformative lessons about international issues for teachers in today's classrooms.

## Abstract

**Application for a Fulbright-Hays GPA Project Type 2:** Curriculum Development Project

**Institution:** New Mexico Highlands University

**Project Director:** Erika Derkas (New Mexico Highlands University), [ederkas@nmhu.edu](mailto:ederkas@nmhu.edu)

**Scholar/Escort:** Dr. Naomi Caffee (University of Arizona), [caffee@email.arizona.edu](mailto:caffee@email.arizona.edu)

New Mexico Highlands University (NMHU), in partnership with the University of Arizona (UA) Center for Middle Eastern Studies (CMES) and Department of Russian and Slavic Studies, is proposing a 28-day curriculum development trip to Kazakhstan and Uzbekistan. The program, “Central Asia: Crossroads of Civilizations,” will focus on a significant but understudied region of the world. It will also focus on underserved educators in our own country; the fourteen participants – high school/college educators from Arizona and New Mexico – will be drawn mainly from the rural areas of the two states, those with little access to international programs for themselves or their students. Each participant will create curriculum modules or extended lesson plans that can be integrated into many commonly-taught humanities/social science courses, and each participant will give presentations at educators’ conferences or community programs. Therefore, the project will have an important impact on promoting global learning, not only in schools throughout the rural Southwest, but also at the national level.

The project will address Competitive Preference Priority #1 (new applicant, minority-serving institution, and state educational agency), Priority #3 (substantive language training in Russian and Kazakh), and Priority #4 (at least 50% of participants comprised of K-12 educators).

Under the guidance of Scholar-Escort Naomi Caffee, a UA professor and PhD in Slavic Languages and Literatures, participants will expand their global understanding in a number of ways. Through a study of literature, history, languages, architecture, politics, gender studies, environmental sustainability, and ethnic relations, educators will analyze cultural interactions in the borderlands where the Muslim world and the Orthodox world come into contact, where Slavic, Persian, and Turkic languages/cultures meet. Travel, visits to museums and cultural sites, and attendance at one or more music/dance performances will greatly enhance classroom learning. Finally, educators will have the opportunity to interact with their Kazakh and Uzbek teaching counterparts to explore ways of sharing research/teaching challenges and creating connections among their students. Educators will thus gain experiences and insights that they can bring back to the classroom – along with photos and cultural artifacts purchased as part of the project.

After the travel seminar, Lisa Adeli, CMES Director of Educational Outreach and a high school teacher, and Erika Derkas, a college educator, will guide participants’ development of their individual curriculum projects, while Scholar/Escort Caffee will oversee content accuracy and assist participants in incorporating materials from their language learning into these projects. Both Adeli and Derkas will facilitate the wide dissemination of the materials, ensuring that the “Central Asia: Crossroads of Civilizations” program is a productive, rewarding, multidisciplinary experience for its participants with an important impact on U.S. education.

**FY 2017 Fulbright-Hays Group Projects Abroad Program  
Long-Term Project Abstracts**

## **Center for Arabic Study Abroad (CASA) Abstract**

Dr. William Granara, PI: Nevenka Korica Sullivan, CASA Director and Co-I  
 Center for Middle Eastern Studies, Harvard University  
 Email: [granara@fas.harvard.edu](mailto:granara@fas.harvard.edu) /Tel: 617-496-9065

### **CASA Advanced Arabic Language & Culture Training at CCLT, Morocco**

#### **GPA Project Type 4: Advanced Overseas Intensive Language Training Project**

Competitive Preference Priority 3: Substantive Training and Thematic Focus on Priority Languages

The Center for Arabic Study Abroad (CASA) is seeking funding to support 15 academic-year fellowships that will provide study abroad opportunities to Advanced-level students of Arabic aiming to reach the Superior level of proficiency (Level 3 and beyond). CASA's proven training methods and results-driven methodologies are crucial for meeting the nation's strategic, economic and educational needs for advanced-level speakers of Arabic. CASA, a consortium of twenty-eight American universities, was formed in 1967, and has since provided advanced-level training in Arabic to over 1,700 American students at the American University in Cairo (AUC), Egypt and Amman, Jordan (QACID). Due to safety and security concerns in these countries, CASA proposes a 9-month AY in Rabat, Morocco at the Cultural Center for Language and Training (CCLT). CASA is administered by a Governing Council representing the 28 consortium members and a stateside director who is responsible for all operations. In Rabat, an Executive Director coordinates the relationship between CASA and CCLT. CASA fellows are selected from a pool of applicants that respond to a Nation-wide call. The selection committee, consisting of the stateside director and three representatives from the Consortium members, evaluate candidates based on their scores on the language proficiency tests, their academic achievements, commitment to the field, and statement of purpose. All chosen fellows are American citizens or permanent residents of the US, and CASA adheres strictly to the principles of equal opportunity and affirmative action in its admissions.

CASA proposes a nine-month program beginning with a fall semester dedicated to training fellows in both Moroccan Colloquial Arabic and Modern Standard Arabic, with courses that focus on topics related to Moroccan culture and society. Courses are offered at the advanced proficiency level in each of the four skills (listening, reading, writing and speaking). In the spring semester, the instruction is completely content based in areas such as history, economics, literature, politics, religion, and anthropology. Based on their needs and interests, fellows have the opportunity to influence the choice of courses to be offered, as well as the syllabi. There are also two components of the program outside of classroom: weekly activities with language partners and internship or volunteer opportunities in the community.

CASA has provided a measure of excellence that other Arabic programs have tried to emulate, thus raising the standards of Arabic teaching nationwide. CASA has directly impacted the field of Arabic language education by encouraging Arabic programs throughout the country to stress the teaching of aural/oral skills and the development of testing tools for language proficiency in all modalities. CASA has been pivotal in raising the level of Arabic instruction nationwide, at a time when these skills have never been of greater importance.

Three factors drive CASA's success: (i) the outstanding quality of the CASA faculty, (ii) the excellence of the highly-motivated CASA fellows, drawn from the Nation's very finest advanced graduate and undergraduate Arabic students who continually push the boundaries of language learning and (iii) a commitment to a vibrant, comprehensive curriculum with well-defined learning outcomes, proven instruction methods, and integrated course materials. Rigorous and continuous evaluation of students, faculty and courses throughout the program helps CASA maintain the highest programmatic quality in this area of strategic national need.

**Project Title:** Summer (2017) Intensive Advanced Yorùbá Course in Nigeria

**Applicant Institution:** Howard University

**Project Director:** Bayo Omolola

Lecturer

Department of World Languages and Cultures

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**GPA Project Type:** CFDA Number: 84.021

**Number & Educational level of Participants:** 12 (College Junior or Senior; Grad. students)

### **SUMMER INTENSIVE YORUBA LANGUAGE GPA COURSE IN NIGERIA 2018**

#### **Abstract**

This program is to empower the Center for African Studies of Howard University (HU) with a grant so that it can organize in Nigeria Fulbright-Hays' Group Project Abroad for American college and university students. The program will take eight weeks every summer in the 2018 Cycle, and 12 American students drawn on merit from different higher institutions will benefit from our advanced language and culture instructions that will be derived through formal and informal approaches. The instructions are intended to make participating students become highly proficient in the Yoruba language and culture, use their skills and knowledge in their academic endeavors and on jobs such as national security, teaching, and international relations and development. The program meets both absolute priority and competitive preference priorities 1, 2, and 3.

Center for African Studies at HU will provide an administrative office from where the program director will be accepting applications nationally from undergraduate and graduate students in the fields of humanities, social sciences, foreign languages, and/or area studies. Such applicants will be those who have studied Yoruba up to intermediate levels in the U. S. colleges. Applicants will also be those who plan to apply their Yoruba language skills and knowledge in fields such as government, language translation, and international development, research and security. The center will collaborate with other institutions with Yoruba programs and/or courses and language professional associations in the U. S. in the promotion and recruitment of students for activities. Yoruba professors will serve on the committee that will be set up for program implementation. The program will be hosted by the Yoruba Language Center of the University of Ibadan, Nigeria. It will emphasize the mastery of speaking and comprehension skills at advanced level as recommended by American Council on the Teaching of Foreign Languages (ACTFL). The program itself will be evaluated by a foreign language specialist, an external evaluator, instructors, and students. At the end of 2018, Program Director will submit an electronic report on the program to the Department of Education and send a copy to the AASP/ALTA/AATTY Oversight Committee.

## University of Massachusetts - Boston

### Fulbright-Hays Long-Term Advanced Chinese Immersion Program Proposal Abstract

U.S.–China relations have been regarded by both American and Chinese leaders as the most important bilateral relationship of the 21st century in the world. Realizing China’s significance to the national security of the U.S., the study of Mandarin became a critical need language in *the National Security Languages Initiative*. Mandarin has become the fastest growing foreign language in American schools now.

In an effort to support *the National Security Languages Initiative*, the 2017 Fulbright-Hays Long-Term GPA grant application from the China Program Center at the University of Massachusetts Boston will establish an Advanced Mandarin Immersion Program with the following objectives:

- Provide for 16 students to live in China for 7 months to learn Mandarin and Chinese culture at Shaanxi Normal University in 2018.
- Significantly increase Mandarin proficiency and deepen awareness of Chinese culture.
- With exposure and experience in the culture of Chinese business, participants will serve as a bridge between entrepreneurs of these two countries.
- Build a foundation for these participants to become “China hands”.

There are major components in our program:

- Learn Mandarin and Chinese culture at the host school from January-June.
- Experience Chinese Spring Festival celebration during one-week home-stay to learn the way of Chinese family life and tradition.
- Learn local cultures through targeted study tours and fieldtrips.
- Complete an internship to experience Chinese business culture from July to early August. The Instructional Design Program at the University of Massachusetts Boston will be as a third party to assess all major components of the program and conduct an overall program evaluation.

The China Program Center at the University of Massachusetts, Boston has had a successful Fulbright-Hays GPA program over the past five years. We have taken 79 college students and 15 teachers of Chinese language China learning Mandarin and Chinese culture up to now. Our Fulbright-Hays GPA Chinese Immersion Program won an Award of Excellence at the University Professional and Continuing Education Association (UPCEA) national conference in 2016.

Based on the experience of Fulbright-Hays GPA Chinese Immersion Program, we have confidence and capacity to produce another successful Fulbright-Hays GPA Program with crystal clear insight to meet the national goals stated in *the National Security Languages Initiative*.

UMass Boston, as a Minority Serving Institution, meets the absolute priority, the requirement of Competitive Preference Priority 2. We also meet the requirement of Priority 3 because of our focus on Mandarin, one of the priority languages.

Applicant Institution: The China Program Center at the University of Massachusetts Boston Project Director & contact information: Dr. Wanli Hu at wanli.hu@umb.edu and 617-869-0295.

**Cornell University Southeast Asia Program Fulbright-Hays Group Projects Abroad  
Program (Long-Term) Advanced Overseas Intensive Indonesian Language Training  
Project**

Project Director: Jolanda Pandin

Phone: 607-255-0685

E-mail: jmp244@cornell.edu

Title: **COTI Summer Advanced Indonesian Abroad Program**

Abstract: On behalf of the Consortium for the Teaching of Indonesian (COTI), Cornell University's Southeast Asia Program seeks funding for an 8-week intensive advanced language training program to be held in Salatiga, Indonesia. As such, the proposal meets the criteria for Competitive Preference Priority 3: substantive training and focus on priority languages. The program is organized in cooperation with the Language Training Center (LTC) of the Satya Wacana Christian University (Universitas Kristen Satya Wacana -- UKSW). Twelve eligible applicants, (who may be graduate or undergraduate students, or educators) will be selected through a rigorous screening process. The participants must be U.S. citizens or permanent residents who have completed two years of Indonesian language study or its equivalent, and be well-prepared to participate in a demanding, intensive immersive language program.

The COTI Program is conceived of as the capstone of the Indonesian language programs offered in North America during the academic year and at the Southeast Asian Studies Summer Institute (SEASSI) during the summer. It is an immersion program that enables students to achieve a high level of fluency while gaining cultural competency and in-country experience. Rigorous pre-and post-program proficiency assessment ensures that the program adheres to the highest standards of language instruction. COTI is dedicated to language study that makes use of materials that are both authentic and current, reflecting a variety of genres. The program also integrates field studies into the curriculum with the goal of ensuring that students learn about the socio-cultural and political and economic issues of the area. Students choose a topic of personal interest, write a substantive paper, and finally make an oral presentation in Indonesian on the topic. The program also provides potential researchers an opportunity to investigate field sites, to establish professional contacts, and to understand better the human and local environment. Collaborating with AIFIS and a wider range of Indonesian universities will also support these goals.

COTI has constituted an evaluation team composed of a Language and Pedagogy Evaluator and a Program Evaluator. Together they will evaluate COTI and SEAP's progress towards the three goals set for this project: 1) To train a cohort of Americans with Indonesian language and cultural expertise; 2) To develop partnerships to support the sustainability of the COTI Program; and 3) To increase student engagement and expand recruitment.

## **“Siberia by Southwest”: 2018**

Long-term Fulbright-Hays Group Projects Abroad  
Advanced Overseas Intensive Language Training Program

**The University of Texas at Austin**

**Center for Russian, East European and Eurasian Studies**

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### **Abstract**

The Center for Russian, East European and Eurasian Studies (CREEES) in cooperation with the Department of Slavic and Eurasian Studies (DSES) at The University of Texas at Austin (UT) seeks funding to implement a long-term Fulbright-Hays Group Projects Abroad program in Irkutsk, Russia for the summer of 2018. The project, called “Siberia by Southwest: An Intensive, Project-Based Russian Immersion,” is dedicated to providing US educators and students from higher education institutions across the southern and southwestern US with advanced Russian language training and an innovative interdisciplinary program that will build both Russian language proficiency and professional skills. Program participants—educators, future educators, and students pursuing careers in fields critical to US national security— will study at the Irkutsk State University in the city of Irkutsk, located on the Trans-Siberian railroad in South Central Siberia, a region known for its unique physical and human geography.

The “Siberia by Southwest” program will provide 20 educators, undergraduates, and graduates at the third and fourth-year levels of language proficiency with ten weeks of advanced Russian-language and area studies training. A faculty committee from US partner institutions will select participants from qualified applicants, with competitive priority points given to non- UT students and to students who are minorities, first-generation college students, or attending Minority Serving Institutions. After 16 hours of orientation via webinars and an all-day meeting in Austin, participants will travel to Irkutsk, where qualified instructors will provide intensive Russian language training in an interactive classroom environment four days a week. Student placement with Russian host families will deepen language immersion and direct engagement with the local culture. Participants will also explore the city and regional sites, as well as Moscow and St. Petersburg, in a number of planned excursions that will provide them with a broader picture of Russian history, culture, and contemporary issues.

Finally, an on-site UT faculty curriculum coordinator will mentor students in the selection, design and execution of individual or group projects focused on sites or phenomena related to regional geography, history, environment or energy issues, themes also emphasized in course work through guest speakers and specialized language training. These projects, selected from a range of possibilities provided in advance, will allow students to connect their own academic or professional interests to their language and area studies training program. Students will be mentored through their projects at every stage and will be required to produce a digital deliverable documenting their active learning experience. The digital outcomes of these projects will be hosted on the CREEES website and circulated among institutional partners in Russia and across the southwestern US. They offer the potential beginnings for continued digital collaboration and innovation between the teaching, learning, and professional communities with shared interests in Russian language, culture, and society from the American Southwest to Russian Siberia. In addition to the absolute priority, the program will address competitive preference priority 3, with components of competitive preference priorities 2 and 4.

### Abstract

***Project Director Dr. Dan E. Davidson, President, American Councils for International Education: ACTR/ACCELS, 1828 L Street, NW, Washington, DC 20036; T (202) 833-7522.***

Growing geopolitical and security concerns in Russia, Iran, Afghanistan, and Tajikistan have made the U.S. demand for advanced speakers of Russian and Persian increasingly acute. Yet foreign language enrollments, growing financial pressures, and study abroad trends threaten to severely limit U.S. capacity to meet this pressing need. To create new opportunities for U.S. students to achieve advanced proficiencies in Russian and Persian through intensive overseas study – and to help revitalize the study and teaching of these languages in the U.S. – American Councils for International Education: ACTR/ACCELS (American Councils) is pleased to submit this proposal to the U.S. Department of Education for Fulbright-Hays Group Projects Abroad (FH GPA) - Long-Term Advanced Overseas Intensive Language Projects funding for FY 2017. A demonstrated leader in the design and administration of international academic exchanges and overseas cultural immersion programs, American Councils seeks FH GPA support for 36 fellowships for advanced language students seeking to participate in the summer or semester Advanced Russian Language and Area Studies Program (RLASP) in Moscow, Russia, and the Eurasia Regional Language Program (ERLP) in Dushanbe, Tajikistan. Both programs feature:

- Intensive language classes conducted by leading Russian, Tajik, Iranian, or Afghan-born faculty designed to strengthen reading, listening comprehension, and essential speaking skills;
- Special content-focused seminars exploring Russian or Persian mass media, contemporary society, and modern politics;
- Weekly cultural excursions and extended travel to maximize exposure to key historical sights and provide additional opportunities to interact with peers and host-country nationals;
- Housing with Russian or Tajik host families and weekly meetings with conversation partners to maximize linguistic and cultural immersion;
- Ongoing logistical support, guidance, and assistance from a full-time U.S. resident director with expert knowledge of the host-country language and culture;
- Full academic credit for work completed overseas through Bryn Mawr College;
- Pre-and post-program reading, listening, and speaking proficiency testing to measure linguistic and cultural gains; and
- Active alumni networks to support program graduates in professional networking and career searches, and engage them in outreach to potential future program participants.

American Councils will conduct a national outreach campaign to encourage advanced students of Russian and Persian across the U.S. to apply. An external selection committee, with at least two experts in Russian and Persian language and culture, will review all applications. Participants will take part in a pre-departure orientation in Washington, DC, and complete pre- and post-program surveys to measure gains in language and cultural knowledge.

American Councils has administered high-impact study abroad programs focused on linguistic and cultural learning for U.S. undergraduates, graduate students, scholars, and teachers since 1976. More than 6,000 U.S. participants have joined its programs in Africa, Central Asia, China, India, the Middle East, Russia, and the South Caucasus.

The FH GPA fulfills Competitive Preference Priority 3 by taking place in Eurasia and providing training in a priority language (Russian and Persian). American Councils requests \$249,720 from the U.S. Department of Education, Office of Postsecondary Education to fund 36 fellowships: 12 awards for summer at \$4,350 each, and 24 awards for semester at \$8,230 each, during the 24-month project period (September 30, 2017 – September 30, 2019).