

**Project Narrative for the Fulbright-Hays Group Projects Abroad (GPA) Program, Project
Type 2: Curriculum Development Project.
“Teach Ottoman Empire: Cultural Diversity and Cultural Diffusion in a Borderland
Region,” 2009**

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Project Narrative

Introduction:

The University of Arizona's Center for Middle Eastern Studies (CMES) proposes a Fulbright-Hays Group Project Abroad to take twelve K-12 educators to western Turkey and the Balkans on a trip which, if this proposal is successful, will be the seventh in a series of "Teach Country" travel seminars to the Middle East. This curriculum development project includes three parts: a pre-trip seminar/workshop to provide the background to the geography, history and culture of the Ottoman Empire, a 4-week study program in Turkey and the Balkans, and a post-trip summarizing session. The pre-trip seminar will be open to all teachers, not just those participating in the group project abroad. All teachers who participate will receive professional development credit. The twelve teachers accepted for the curriculum development trip to Turkey/the Balkans will be required to attend the spring seminar as well as a post-trip wrap-up session. For their work, they will receive approximately 180 contact hours towards their district's professional development requirements, or they may choose to receive University of Arizona graduate credit.

One objective of the program is to develop teachers' knowledge of this little-known but extremely significant, long-lasting empire (1299-1923), which served as a cultural bridge between Asia and Europe, between the Middle East and the Balkans. The program is designed to help teachers close the gap between the abundance of research at the university level and the dearth of information in secondary classrooms and textbooks. At the 2007 conference of the Middle East Studies Association (MESA), for example, 21 different sessions were devoted to the Ottoman Empire, each session with four or more presenters. By contrast, the major World History textbook used in Arizona high schools, a tome over 1000 pages in length, devotes only 2

pages to the Ottoman Empire plus several further short references on subsequent pages. This sharp dichotomy between the information available at the university level and that provided to secondary school teachers is even more surprising given that the Ottoman Empire is specifically cited in the Arizona state academic standards. The proposed curriculum-building trip would contribute a great deal to closing this gap.

However, although the organizational framework of the proposed group project involves the historical past, the program's true focus will be on the rich cultural diversity found up to the present time in this important borderland between Eastern and Western civilization. The program participants will explore issues of linguistic and cultural diversity and, conversely, of cultural diffusion, the sharing of ideas throughout the region. Participants will also explore the relationship between past and present, how institutions and concepts from Ottoman times have exerted a profound influence on contemporary events. The program will also provide American teachers with the opportunity to meet educators in several countries, establishing an international dialogue about ways to present these concepts within the classroom and hopefully leading to the development of collaborative projects which will bring American students into contact with their overseas peers.

Most of the teachers who take part in this project will be drawn from school districts throughout Arizona. Like the Ottoman Empire, Arizona is a borderland, and issues of multiculturalism play an important role in the schools. Thus, examining issues of cultural diffusion and cultural diversity within the Ottoman Empire and its successor states will provide participating educators with valuable experiences that can easily be made relevant to their own classrooms and contexts. On the other hand, Arizona teachers find it particularly hard to convey to students the importance of history, particularly of world history. Living in a place which has

been a state for less than 100 years, Arizona students – and their teachers – struggle to feel connected with world history, or more accurately, to feel that Arizona’s rich Spanish colonial and Native American history is connected with current international realities. Cultures and geographical landscapes in other parts of the world seem similarly distant from their experience. Providing educators with knowledge of the depth of history in the Ottoman Empire and enabling them to experience its continuing impact on contemporary cultures will help them to bring the history, geography, literature, culture, and linguistic traditions of the Middle East/southeastern Europe to life in their classrooms.

The *Teach Ottoman Empire* program seeks to address such connections through travel in western Turkey and the Balkans. Naturally, our central focus will be Istanbul, the city which was not only the capital/political center of the Ottoman Empire but also its cultural, economic, and artistic heart. However, the group will also travel to some of the provinces: there will be a weeklong trip in western Turkey and, later, a ten-day trip to several towns in the former-Yugoslavia, Albania, and northern Greece. The program will include seminars, informal discussions, walking tours, cultural activities, and meetings with local teachers and scholars. What the teachers learn here will be transformed into material to incorporate into curricula and lesson plans for students in U.S. schools. Our goal is that the study of the many cultures that have developed within the former Ottoman Empire can help to reduce misunderstandings about the people of the Middle East and southeastern Europe as well as leading to a deeper understanding of the relationship between past and present, East and West.

This program will build upon the well-established educational outreach program of the University of Arizona’s Center for Middle Eastern Studies. CMES, a Title VI National Resource

Center, has since 1975 provided schools both in Arizona and around the country with accurate and substantive information on the Middle East.

Several successful recent Fulbright-Hays Group Projects Abroad trips to the Middle East testify to the Center's proven experience and commitment to excellence in outreach to the K-12 community: the most recent *Teach Cyprus* trip in 2007 came on the heels of earlier programs to Turkey in 2001 and 2005, Cyprus in 2004, Morocco in 2002, and Syria in 2000. From each of these trips, we have learned lessons that will be applied to the current program to improve upon earlier experiences. Careful attention is being directed to issues such as allowing time for relaxation and reflection, providing teachers with a diverse range of speakers, initiating a dialogue between them and teachers from other countries, and allocating time for participants to begin generating ideas and materials for the classroom while traveling abroad. To this latter end, several sessions will be built into the itinerary that will provide participants with structured time to work on their lesson plan ideas collectively.

In addition, we have learned from the previous trips which methods should be repeated. For example, we have recently discovered the effectiveness of taking the best lesson plans created by participants in Fulbright-Hays Group Projects Abroad, burning the lessons onto CDs, and distributing them, free of charge, at educational conferences. This method has reached many teachers who might not have visited our website, where the lesson plans are also posted. Another recent innovation that proved very successful after the 2007 *Teach Cyprus* trip is the requirement that teachers present the lessons that they developed at local, regional, or national educational conferences or to community groups. CMES is even able to provide some financial assistance to those teachers who want to travel to out-of-town conferences in order to present their lessons. We recently provided funding to a *Teach Morocco* educator, who gave a

presentation at the National Conference for the Social Studies annual conference, held last year in San Diego. Overall, we feel that a *Teach Ottoman Empire* project will provide important opportunities for learning and that the materials teachers develop can be widely disseminated on a local and national level.

Plan of Operation:

The University of Arizona Center for Middle Eastern Studies proposes a Fulbright-Hays Group Projects Abroad program that will take twelve K-12 educators and two University of Arizona personnel to western Turkey and the Balkans in a program focusing on the continuing legacy of the Ottoman Empire. The project is aimed at full-time teachers in social studies or the humanities and full-time school district curriculum specialists. The project includes a pre-trip seminar to provide the background to the history, cultures, and languages of the region, a four-week study program in Turkey and the Balkans, and a post-trip summarizing session where extension activities will be developed. Participants will commit to the creation and sharing of curriculum materials resulting from the knowledge and experiences gleaned from the project.

The main objective of the trip is to break down barriers: the wall of misunderstanding about the Middle East, the lack of knowledge of the Balkans, the line of separation between East and West (Asia and Europe), and the temporal boundary separating history from modern times. The main focus of the University of Arizona's Center for Middle Eastern Studies is to overcome popular misunderstanding of the Middle East through education. Each of our previous six Fulbright-Hays group project trips have sought to achieve this objective by focusing on one country (Syria in 2000, Turkey in 2001 and 2005, Morocco in 2002, Cyprus in 2004 and 2007). This current proposal, however, seeks to further teachers' understanding of the Middle East – and by extension, southeastern Europe – by focusing on a multinational entity, the Ottoman

Empire, which straddled the Middle East and Europe for more than 600 years (1299-1923). Through travel in western Turkey and the Balkans, teachers will focus on two concepts: the linguistic and cultural diversity within the area and the opposite, the shared traditions in the region. The trip will, thus, serve two purposes. It will enable educators to teach more effectively about the Ottoman period in history (which is, in fact, specifically mentioned in the Arizona state social studies standards, but about which most teachers know very little). In addition, the group project will also encourage teachers to ask far-reaching questions about the origins of contemporary cultures, the relationship of peoples living in a borderland area, the complicated issue of where the Middle East ends and the West begins, the historical roots of contemporary life.

Previous Fulbright-Hays trips organized by CMES have produced undeniably valuable outcomes: award-winning curriculum projects, lessons that have been highly successful in the participants' schools, and presentations at local, regional, and national educational conferences. The *Teach Ottoman Empire* trip will likely be even more successful in the creation and dissemination of curricular materials. CMES has just recently begun posting lessons on its website and burning lessons on CDs, which are distributed, free of charge, to teachers at educational conferences or by request. In this way, we feel that we can achieve the objectives of the Fulbright-Hays program.

Phase I: Pre-Departure Program

A pre-trip training program consisting of a teachers' workshop on three Saturdays in April 2009 and a short pre-trip orientation will be coordinated by Lisa Adeli, *Teach Ottoman Empire* Project Director and CMES Outreach Coordinator, in close cooperation with Scholar-Expert Linda Darling. Workshop sessions will focus on Ottoman history and its impact on

contemporary languages and cultures in the empire's western provinces. Participation in this teachers' workshop will be mandatory for those individuals who are selected to take part in the travel abroad portion of group project, but all sessions of the workshop will also be open to other interested educators who wish to learn about the topic. All those who attend will receive professional development credit for their participation in the workshop. The sessions will be organized to take advantage of the wealth of knowledge about Turkey and the Balkans among University of Arizona faculty. All participants at the workshop will also receive packets of readings and materials that they can use in their teaching.

The workshop will begin with an introduction to the Ottoman Empire by Linda Darling, University of Arizona professor of history, who will give an historical and geographic overview of the empire. In addition, Lisa Adeli, the CMES Outreach Coordinator who has a doctorate in Balkan history, and Frederick Kellogg, a Balkan specialist in the History Department, will give a similar overview of the history of the Balkans. We will also have a brief introduction to the local religions: an introduction to Islam provided by Near Eastern Studies professor Scott Lucas, an overview of Balkan Orthodox Christianity by a speaker from the Tucson Greek Orthodox Church, and a brief introduction to the substantial Catholic and Jewish minorities of the area by Adeli, whose research centers upon ethnic relations in the Balkans. A second theme will be the ethnography and cultures of the area. In addition to Adeli and Darling, Christian Sinclair, Assistant Director of CMES, will speak about his extensive travels in Albania as well as about intercultural competence, a skill that the teachers will need in interacting with people from various cultures. Amy Newhall, a professor of Middle Eastern Art and Architecture in the UA's Near Eastern Studies Department will give a talk about Ottoman architecture and its spread throughout the lands under the empire's control. George Gutsche, a professor in the Russian and

Slavic Languages Department, will speak on Turkish issues in Balkan cultures. CMES also works closely with another University of Arizona Title VI center, CERCLL (Center for Educational Resources in Culture, Language, and Literacy), which focuses on less commonly taught languages and also has a strong outreach program to K-12 teachers. CERCLL will assist us in suggestions for additional speakers and ways to integrate the study of cultures and languages.

In addition to the area studies orientation, the group will be exposed to two major languages/groups of dialects in the area through which we will be traveling. Turkish language instructor Ahmet Okal from the Near Eastern Studies Department and Andrew Wedel, a University of Arizona linguistics professor who learned the Turkish language while living in an Anatolian village, will introduce participants to the rudiments of spoken Turkish while Linda Darling will point out the contrast between modern Turkish and the Ottoman administrative language. Grace Fielder, professor of Russian and Slavic Languages at the University of Arizona, will teach some basic Bosnian dialect to the participants and will draw comparisons and contrasts with the Serbian, Croatian, and Montenegrin dialects. The language training will demonstrate the impact of the Ottoman Empire on these linguistic distinctions. This language exposure is merely an introduction; further language study will take place during the travel abroad section of the program (with Darling and Adeli leading the language study but with the assistance of native speakers).

The final theme of the workshops will involve a discussion of how material from the workshop and the trip can be used in K-12 classrooms. CMES Outreach Coordinator Lisa Adeli, a certified secondary teacher, will facilitate a session in which teachers look at examples of the diverse, creative projects developed in conjunction with previous Fulbright-Hays trips and

brainstorm ideas for future projects. Teachers will also be introduced to techniques of collecting and editing video footage for educational presentations. Those interested in further training before leaving on the trip will be given information on a more advanced training session on video productions available through the University of Arizona. Although CMES does not have its own video equipment, teachers are encouraged to bring their personal camcorders and digital still cameras to record as much of the travel experience as possible for later use as a curriculum tool.

Workshop participants, regardless of whether or not they are participating in the overseas travel portion of the project, will receive packets of materials. The materials will be important articles or other handouts provided by the workshop presenters, then reproduced, organized, and bound for ease in use. The materials will be chosen according to their usefulness to the instructors in preparing lessons to use in their courses. Also included in the packets will be flashcards of basic Turkish and Serbian/Croatian/Bosnian words and phrases. (Even teachers who will not be participating in the travel part of the program can use the language materials to expose their students to these lesser-known, critical languages.) Finally, the packets will contain tips and ideas for projects that can be implemented in their classrooms – as well as several teacher-created lesson plans, some of which were developed by previous Teach Country participants, that they can use in their classrooms.

Participants who will continue on the in-country part of the project will attend an additional, one-hour orientation session at which they will be asked to create a list of personal and professional objectives to share with the group. These objectives will be incorporated into the design of the tour as much as possible so that participants are able to utilize the experience in the most effective manner.

Phase II: Overseas Trip

Administration:

The Center for Middle Eastern Studies will manage and administer the traveling portion of the *Teach Ottoman Empire* program with the assistance of the Office of Sponsored Projects. Program administration will be handled by the Center's Outreach Coordinator, Lisa Adeli, with financial matters being managed by CMES Business Manager Jennifer Paine. We will consult with the U.S.-based consulates of the various countries we will visit to be sure we have the correct permits for educational visits and the arrangement of insurance issues. Airline travel to and from Istanbul and one-way from Istanbul to Belgrade will be coordinated by Lisa Adeli, and travel within the region will be arranged through local agencies (a Turkish agency for travel within Turkey, a Serbian agency for travel within several of the countries of the former-Yugoslavia, and an Albanian agency for travel through Albania and Macedonia). The weeklong trip through western Turkey and the 10-day trip through the Balkans will be made with chartered buses, coordinated by local travel agents. Accommodations will be similarly coordinated by knowledgeable local agencies, one of which has worked with us on a previous *Teach Turkey* trip, another of which was recommended to us by a Serbian friend. In this part of the world, working with local agents is extremely important as a lack of online information makes it difficult to organize transportation or housing long-distance.

It is important to note that as of this date, none of the countries we will visit have U.S. State Department travel advisories or even travel warnings (except for a caution about a section of northeastern Albania which we do not intend to visit). Furthermore, all of the countries give American tourists visas at the border, freeing us from worry about acquiring them in advance. It may seem that the Balkan leg of the trip, in particular, includes a daunting amount of travel. Yet,

the number of countries we will visit gives a very misleading impression. (Five of the countries were, until 20 years ago, all component parts of one country: Yugoslavia.) Distances are extremely short – several of the countries the group will visit are actually smaller than the Arizona county in which the University of Arizona is located! (Montenegro, for example, is about the size of Connecticut.) Local travel agencies will coordinate the border crossings in advance so that we will not spend much time waiting for visa stamps. Therefore, travel from one country to another will not be particularly strenuous.

Study Tour:

The travel part of the project is designed to be educational as well as experiential. On most days, there will be a half-hour mini-language lesson, sometimes organized as a formal session, sometimes held as an informal practical lesson during an activity such as group meals or bus travel between cities. Throughout the trip, we will meet with renowned experts in the art, history, and culture of the Ottoman Empire as well as with teachers from various countries, who can share their ideas on educational issues.

Naturally, the trip will begin in Istanbul, the Ottoman capital. Scholar-expert Linda Darling, who knows the city well, will coordinate our transportation (via local buses and other forms of public transportation) within the city.

Day One will begin shortly after our arrival in Istanbul. Since most trans-Atlantic flights reach the city in the early morning, after a short rest in the hotel, we will visit Topkapi Palace, the governing center for the entire Ottoman Empire throughout most of its history and a spectacular introduction to a venerable civilization. In addition to the sultan's throne room and the harem, we will visit the council chamber of the empire's ministers and rooms housing relics from all the geographical regions of the empire and beyond. We will also see the neighboring

Aya Sofia (Hagia Sophia), for 900 years a Christian church, for 450 years a Muslim mosque, and for 80 years a museum to both faiths. Ottoman expert/historian Darling will be the guide to these sites.

Several subsequent days will be devoted to studying the historical development of Istanbul/Constantinople, the nerve center of this vast empire and a mosaic of the centuries of civilizations that have inhabited it. On Day 2, we will study the Byzantine history of the city: the Roman aqueduct, the city's mammoth walls, the last Byzantine palace (near the walls), the Church of St. Chora and its frescoes, ending at Seven Towers, the treasury and prison overlooking the Sea of Marmara. We plan to be guided by a Robert Osterhout, author of several books about Byzantine architecture. Day 3 will mark the Ottoman capture of the city by Mehmed the Conqueror in 1453 and his contributions to the city's growth: the Mosque of Mehmed II and its educational and charitable outbuildings, the main street through the city and its monuments, and the Covered Bazaar, the commercial heart of this crossroads between East and West. Art historian Cigdem Kafescioglu of Bogazici University will share her expertise on this period in history. In the afternoon, we will explore the military museum, which houses relics of the Ottoman forces, the Janissaries, and their accoutrements. Both the bazaar and the museum are stocked with items the teachers will find useful as teaching tools.

On Day 4, we will visit the Istanbul of Suleyman the Magnificent (1520-1566), sultan at the empire's height. This will include the first mosque built by the famous architect Sinan, a mosque that was constructed for one of Suleyman's sons who died young. The work of Sinan epitomizes Ottoman culture in much the same way that Shakespeare's epitomizes England. We will then visit Sinan's greatest work, the complex of buildings devoted to Suleyman himself, the Suleymaniye; this includes a mosque, a library (still in use), a hospital, a soup kitchen, and

Sinan's own tomb. In the afternoon, we will tour the palace of Suleyman's grand vizier Ibrahim Pasha, a palace that is now the Museum of Turkish and Islamic Arts. Across the street from it, we can see the famous Blue Mosque, built about 50 years after Suleyman's death by his descendent, Sultan Ahmed. Here we hope to be guided by an expert on Ottoman arts.

Day 5 should be less strenuous. We will begin with a tour of some later Ottoman monuments, such as the Queen Mother's Mosque in the city center and the Egyptian Bazaar, hub of the spice trade. Then, we will take a boat up the Bosphorus, passing the modern city, the outlying suburbs (once quiet villages), and the houses of the nineteenth and twentieth centuries. Art/architecture historian Lucienne Thys-Senocak of Koc University will speak to us on that day. Day 6 will be devoted to the "European side" of the city, across the Golden Horn, where Italian, French, Dutch, and British merchants created a commercial mecca in the nineteenth century. This will include the banking area of Galata and the Galata Tower, the shopping area of Beyoglu dominated by the European embassies, the Dolmabahce Palace, the old tramway, and the hotel and entertainment center of Taksim. Here we plan to be guided by Edhem Eldem, a Bogazici University scholar of the city's later history.

Day 7 will be a well-deserved day off; the teachers, now familiar with the city's layout, can explore on their own, shop for educational/cultural materials, or relax. The next day, Day 8, will be devoted to teaching. Participants will meet with Dr. Nalan Babur, who teaches education at Bosphorus University but who received her doctorate at the University of Arizona and who assisted with the previous *Teach Turkey* grants. She will speak to the teachers about education in Turkey and will show us around the Department of Education. In the afternoon, we will visit the next-door Rumeli Hisar, the fortress built by Mehmed the Conqueror for the capture of Constantinople. Dr. Babur will also arrange for us to meet with a group of Turkish teachers and

possibly some students (although school will be out by the time we arrive). More than a social occasion, this will be a chance for the teachers to learn how the Ottoman period is taught in Turkish schools and to consider developing collaborative projects. On Day 9, we will explore the multicultural side of Istanbul, visiting churches and synagogues and perhaps an immigrant neighborhood.

The following day, Day 10, we will begin our bus tour of northwestern Anatolia. This tour is designed to give participants an idea of how the Ottoman Empire grew from its humble beginnings on the border of the Byzantine state to a mighty empire and how it incorporated the peoples that it conquered as well as those that came to join its enterprise. It starts in the area of the Ottomans' initial territory, in Sogut near Bilecik, where we can visit the little tomb of Ertugrul, the father of Osman, the empire's founder. In the afternoon, we will proceed to Iznik (Nicaea), the Ottomans' first major acquisition from the Byzantines, ending the day in Bursa, their first capital. On Day 11, we will explore Bursa: the tombs of the first four Ottoman sultans, the silk bazaar in the center of the city (which was once the hub of the silk trade), and the bathhouses built over the city's underground springs. On Day 12, we will leave Bursa, taking the ferry across the Dardanelles to Gallipoli, site of an important battle between the Ottoman Empire and Allied forces during World War I. We will spend the night in Canakkale. On Day 13, we will tour Canakkale, site of a major battle in the Turkish War of Independence, which finally ended the Ottoman period. We will also visit Troy, which is not part of Ottoman history but is such an important precursor that we cannot bypass it without stopping. On Day 14, we will travel to Cunda on the Aegean coast, where there is a Harvard University summer program for Ottoman Turkish for which UA alumnus Greg Key is a language instructor. There we will hear a presentation on Ottoman culture before spending some free time at a nearby beach. Day

15 will bring us to the commercial port Izmir (Smyrna), where we will meet with another group of teachers, a meeting organized by Turkish educator Emine Inal. We will also have some time to relax. On Day 16, we will proceed to the provincial capital of Aydin, via the town of Selcuk and the classical ruins of Ephesus. These places will give us a view of the precursors to Ottoman civilization. As our time is limited, we will head back toward Istanbul, stopping along the way at a well-preserved Ottoman small town (Birgi), an Ottoman village (Mudanya), and overnight at another provincial capital (Kutahya), in order to gain a perspective on the different lifestyles of the empire's population. We will reach Istanbul again the morning of Day 17, giving us ample time to prepare for our visit to the Balkans.

On the morning of the 18th day, the group will make the short airline flight to Belgrade, Serbia, to begin an excursion through the Balkans. Upon arrival in Belgrade, we will tour (on foot) the Ottoman fortress of Kalemegdan, within walking distance from downtown. This historic site, now a beautiful park, provides the opportunity to explore an Ottoman fortress and offers a wonderful view overlooking the juncture of the Sava and Danube Rivers, at one time the border between the Ottoman Empire and the Habsburg Empire. The park is also where local artisans gather to sell Serbian crafts and handiwork, which teachers may find useful in their curriculum projects. Walking distance from Kalemegdan is the shopping and restaurant district around Knez Mihajlo Street. At a café there, we will meet with some local teachers, a get-together arranged through Lisa Adeli's friend Stojanka Surbanovski, a high school teacher in Belgrade. The rest of the time in the Serbian capital will be spent exploring and shopping for cultural artifacts.

The next day, the group will board a chartered bus arranged through a Serbian travel agency and will travel to Sarajevo, Bosnia-Herzegovina, a city only 120 miles from Belgrade.

En route, we will make a short stop at the town of Visegrad, the site made famous in *Bridge on the Drina*, the best-known book of Nobel Prize-winning novelist Ivo Andric. (The book vividly portrays life and ethnic relations in Ottoman Bosnia. The teachers will have read excerpts from the book as part of the pre-conference workshop.) We will arrive in Sarajevo that afternoon, where we will stay the next day and night as well. Sarajevo was – and still is – a rich center of Ottoman/Muslim culture. There we will visit a few of the many mosques, walk through the Bascarsija shopping district that features traditional, Ottoman-influenced handicrafts, visit the National Museum, and hear a talk by Ottoman historian Amila Buturovic, a professor at York University, Toronto, who is a specialist in Ottoman Bosnian culture. She is on a research sabbatical this year in Sarajevo and has agreed to meet us there. She will try to arrange a meeting with local teachers as well. Another expert who will speak to us is Aladin Husic, a senior researcher with the Oriental Institute of Sarajevo.

While trip participants will see many examples of Turkish-influenced culture throughout our journey through the Balkans, the teachers will also explore ways in which the Ottoman Empire not only allowed but even encouraged cultural diversity. Although this is a theme we will encounter every day during the Balkan segment of the trip, Sarajevo portrays this diversity particularly well – Orthodox and Catholic churches, Jewish synagogues, and Muslim mosques located in close proximity to each other, Middle Eastern and Balkan architecture intermingled. In many ways, Balkan history has been shaped by the Ottoman acceptance of cultural differences, the empire's preservation of a multiplicity of separate traditions (the basis of the region's cultural richness and, conversely, of its recent history of ethnic conflict). The Balkan part of the trip is organized so as to allow teachers to view this cultural diversity as well as

Ottoman-inspired cultural diffusion, two different sides of the Ottoman legacy in southeastern Europe.

On Day 21, we will cross Bosnia, stopping briefly in Mostar, the site of the famous Ottoman bridge that was destroyed in the recent war (1993) but has since been rebuilt. The group will arrive in the beautiful seaside town of Dubrovnik, Croatia, early that afternoon. (Note that the entire trip from Sarajevo to Mostar to Dubrovnik totals only 160 miles.) We will spend several hours paying a brief visit to Dubrovnik, giving the teachers an opportunity to observe the sharp contrast in culture between this Venetian-influenced town and the former-Ottoman ones in the immediate vicinity. In the early evening, we will continue a very short distance to Herceg Novi or Kotor, one of the Adriatic coastal towns of Montenegro. We will stay there that night and spend a rest day there the following day. This interlude will give the teachers a chance to relax a bit and to experience the distinctive Montenegrin culture, which has remained relatively isolated from outside influences. The teachers will thus have the opportunity to experience a small bit of Serbia, Bosnia, Croatia, and Montenegro, four countries that were previously components of the country of Yugoslavia and which, despite the dissolution of that country, remain united linguistically, as all speak some dialect of Serbo-Croatian. In this way, the travelers will get a clearer picture of the diversity of Balkan cultures and the differing impact of foreign (Ottoman, Italian) influence.

After an early breakfast on Day 23, we will be picked up by an Albanian travel company, which will meet us in Montenegro. (Strained relations between Serbs and Albanians make it undesirable to travel into Albania on a Serbian charter bus.) We will drive to Shkodra, Albania, where we will learn about Albanian history from local archaeologist/historian Moikom Zeqo, and then see Kruja, the site of Skanderbeg's stand against the Ottoman Empire. We will end the

day by arriving in the town of Berat that evening. Once more, it is important to note that although this sounds like a great deal of traveling for one day, the total distance from our starting point in Montenegro to our end destination in Berat, Albania, is less than 150 miles. The next day, we will tour the town of Berat and then visit the lovely medieval Ottoman/Albanian town of Gjirokaster, where we will spend the night. The following morning, on Day 25, we will leave Albania and cross into Macedonia. Stopping to visit the scenic town of Ohrid (along the deepest lake in Europe) and the Church of Saint Naum, we will eventually reach Skopje, Macedonia's capital. There we will see the Ottoman-built stone bridge and other examples of the different facets of Macedonian culture.

On Day 26, the group will leave Skopje to travel, still in our Albanian charter bus, to Edirne, on the western border of Turkey. Edirne was an important Ottoman city, even serving as the imperial capital between 1416 and the conquest of Constantinople in 1453. After spending the rest of the day visiting Ottoman sites, the group will stay overnight in the city before taking the very short ride (on a public bus) back to Istanbul.

The last two days (Day 27 and 28) will be spent in Istanbul, which will be familiar territory for the teachers. There we will take time to meet together to discuss our experiences and ways to incorporate them into lessons. These reflections should help teachers to clarify what they still need to accomplish. Otherwise, this is a necessary unscripted time, providing teachers with a final opportunity to return – individually or in groups – to important sites or to finish up last-minute shopping for artifacts before returning to the United States.

Phase III: Post-Trip Phase

After returning to Arizona, the group will remain in contact with one another. One weekend in late August or early September, after the participants have had a chance to think

about the curriculum units that they want to develop, the teachers will meet as a team under the direction of Center for Middle Eastern Studies Outreach Coordinator Lisa Adeli to discuss specific ways in which to integrate their experiences and newly acquired resources into the curriculum. They will also work to support each other in establishing collaborative or correspondence projects involving their own students and those of other trip participants or foreign teachers they met during the trip. At a later date, they will have the opportunity to meet with graduates of the previous CMES Teach-Country programs as part of a biennial K-16 summer institute planned for 2010. The institute, our second, will have options for experienced teachers as well as those new to teaching about the Middle East. Some of the sessions will feature speakers drawn from the *Teach Ottoman Empire* participants, sessions designed to show ways that teachers can bring their experiences into the classrooms.

In the meantime, *Teach Ottoman Empire* participants will be bringing their new knowledge into their schools and communities. They will have until mid-October 2009 to submit their completed curriculum projects to CMES. These materials will be posted on the CMES Outreach website (www.cmes.arizona.edu/outreach/k12.php) and will therefore be accessible to interested educators throughout the country. They will also be burned onto CDs and distributed to over one thousand teachers who participate that year in CMES workshops, attend our presentations at regional and national conferences, or visit our booth at the National Council for the Social Studies annual conference.

Just as important, educators who took part in the trip will prepare in-service presentations for their co-workers or present at regional or national conferences. CMES provides some funding to assist teachers who plan to attend such conferences as well as copies of the lesson plan CDs for them to hand out to teachers who attend their presentations. In the past, this has

proved highly effective. Just last fall, *Teach Cyprus* alumni presented three different sessions at the combined Arizona Geographic Alliance and Arizona Council for the Social Studies conference in Phoenix. One of them won an award for “Great Moments in Social Studies” for her lesson on Cyprus. Another teacher, with assistance from CMES, traveled to San Diego to present her lesson from the *Teach Morocco* trip to a large group of teachers at the National Council for the Social Studies conference. Teachers all over the United States have CDs of these lessons and use them in their classrooms while local teachers also borrow the CMES “culture kits,” containing cultural artifacts, on these countries to supplement the lessons. (CMES will create an Ottoman Empire culture kit following this summer’s curriculum building trip.) In other words, past participants in our Fulbright-Hays group projects have been very effective in presenting their work to other teachers.

In addition, teachers are encouraged to present to a community group or organization and may even be invited to do this through the CMES Speakers Bureau, which provides speakers, free of charge, who give presentations on Middle Eastern topics to local groups. Asking participants to share their experiences of the world outside of the U.S. with other citizens helps society better understand global complexities and encourages people to take a more active interest in the ways in which our lives connect with others beyond the borders of our country. While the primary function of the trip continues to be curriculum building, complementing this purpose with an additional outreach component will encourage participants to experience the trip to Turkey and the Balkans through a wider lens. They will not only be asking “how will this fit into my unit on Middle Eastern history?” but also, perhaps, “what will members of the Kiwanis Club be interested in hearing about?” and “how does studying cultural diversity and cultural diffusion in the Ottoman Empire provide me with insights to help my own community respond to

the issues of cultural diversity that we face?” Educators who have benefited from the experience of intensive study abroad have the capacity to become public intellectuals whose new knowledge – of the Middle East, southeastern Europe, and the world beyond our borders – plays a crucial role in the lives of their students and within wider community circles.

Selection of Participants (and Equal Access to Qualified Applicants):

CMES has two extensive teachers’ listservs: one for Arizona teachers, another for out-of-state teachers. Therefore, it is easy to advertise the *Teach Ottoman Empire* project to qualified educators. We will also post the information on the Center for Middle Eastern Studies website, advertise through the Arizona Geographical Alliance and Arizona Council for the Social Studies, and spread news of the project by asking teachers to inform their colleagues. In addition, the Center has close relations with Colleges of Education at a number of universities (the University of Arizona, University of Arizona South, Arizona State University, Northern Arizona University), where the project will be advertised to pre-service teachers just embarking on their careers. Our goal is to have a diverse group of teachers, and that includes people with many different levels of teaching experience, so we would probably accept only one or two new, recently-certified teachers.

The application process will be as fair as possible. Although preference will be given to applicants from Arizona and New Mexico, the most qualified candidates from out of our region will also be considered. The application process consists of an application packet that includes: 1) a personal statement indicating the applicant’s goals, professional and personal histories, interest in the Middle East, and how they might incorporate material from *Teach Ottoman Empire* into their teaching and share their knowledge of the region with others; 2) an explanation of their commitment to teaching; 3) two letters of recommendation, one from their

principal, department head, or advisor, the other from a colleague familiar with their work and goals; and 4) a list of previous travel and cross-cultural or language experience. Participants in the trip will be chosen by the team leading the project's in-country stage (Adeli and Darling) and the Center for Middle Eastern Studies Director, Dr. Anne Betteridge.

Every effort will be made to ensure equal access required by state and federal law of all under-represented groups. Our experience with past programs shows that we attract a very diverse audience of white, African-American, Hispanic, Asian, and Native American teachers – as well as those who work with diverse student populations. CMES has a proven track record of fair treatment to people of all ethnic and religious backgrounds and of various handicapping conditions. We have particularly close ties to a low-income, Hispanic-majority high school in Tucson, where Adeli volunteers to teach a Middle East Studies class, and to some rural schools on the Tohono O'odham and Navajo reservations, whose teachers have attended past programs. Our Group Project Abroad, which is organized to explore ideas of cultural diversity within a unifying cultural principle, would welcome diversity among our teacher-participants. In addition, the first part of the project, the teachers' workshop, will be open to all members of the local teaching community, not just those individuals chosen for the in-country segment of the project. Overall, we hope to reach a diverse group of teachers who teach a diverse student population.

Quality of Key Personnel:

Various faculty and staff members associated with CMES will be responsible for the overall management and administration of the *Teach Ottoman Empire* program with the assistance of the University of Arizona's Office of Sponsored Projects. The duties of project director and scholar escort will be shared by two people: Lisa Adeli, CMES Outreach

Coordinator, and Linda Darling, professor of Ottoman history. Financial matters will be managed by the CMES Business Manager, Jennifer Paine. Although we will have assistance from travel agencies and scholars within the countries we visit, the overall responsibility for supervision will rest with the personnel mentioned above.

The primary duties of project director will be assumed by CMES Outreach Coordinator Lisa Adeli. A certified secondary school Social Studies/English teacher with more than 12 years of high school teaching experience, Adeli has a clear vision of what teachers need to learn in the program, how they can use their overseas experience in the classroom, and how they can disseminate the information to other educators. During the 2007-2008 academic year, she participated in IREX's Teaching Excellence and Achievement program, for which she spent two weeks in Armenia in April 2008. As a teacher, she served on the committee that helped develop the state's high school World History standards, so she is thoroughly familiar with the material that teachers are expected to cover as well as ways in which Middle Eastern content can be used to meet those standards. In conjunction with her work in outreach programs, she is currently developing and teaching a dual-credit class, "Introduction to the Middle East," at a low-income, primarily Hispanic high school.

In addition, Lisa Adeli has the educational background and experience to enable her to assist Linda Darling in the role of scholar escort. She holds a BS in Foreign Service from Georgetown University (1979), an MA in History and a second MA in Applied Linguistics from Indiana University (1983), and a Ph.D. in History from the University of Arizona (2004). Her specialty at Georgetown was East European area studies, but her minor emphasis was the Middle East. Her graduate specialty was modern Balkan history with a doctoral minor in Ottoman

history. She has taught several college courses on those topics at Cochise College and the University of Arizona South, both in Sierra Vista, Arizona.

Another important qualification is that she lived and studied in Belgrade, Yugoslavia, from February 1980 to May 1981. She is proficient in the Serbian/Croatian/Bosnian language (which she later used in researching her dissertation), is experienced in traveling in the area, and has friends in the region. Therefore, although she is officially designated as the project director, she will also be involved in teaching some of the pre-trip sessions, will assist Darling during the trip to Turkey, and will act as scholar escort during the Balkan segment of the trip. Her participation in the pre-trip project is expected to take at least 80 hours.

Linda Darling, a professor of Ottoman history, will take on a mirror image of Lisa Adeli's role. Her official role is scholar escort, but she also provides significant assistance in the function of the project director. Darling has a diverse educational background too: a BA in English Literature from the University of Connecticut (1967), an MAT in English Education from the University of Chicago (1973), and a Ph.D. in History from the University of Chicago (1990), where she specialized in Ottoman history. Thus, she is an educator as well as a renowned scholar.

Linda Darling has outstanding credentials for her role as a scholar escort on this project. After completing her doctorate under the famous Ottoman historian Halil Inalcik, she joined the University of Arizona's History Department. She is now a tenured professor with a long, impressive list of publications and scholarly presentations on various aspects of Ottoman economic and legal history. During her nineteen years at the University of Arizona, she has taught a variety of courses on the Middle East and the Ottoman Empire; many of the courses are cross-listed in both the History and Near Eastern Studies Departments. She has also won

numerous awards, even receiving the honor of Outstanding Faculty member. Thus, she is extremely capable as both a scholar and an educator. Her pre-trip participation in the project is expected to take at least 80 hours.

Of particular importance to this project, Linda Darling is proficient in both Ottoman Turkish and the modern Turkish language. She frequently travels to Turkey, where she is acquainted with a number of scholars who will speak to the teachers during the trip. More importantly, she led the *Teach Turkey* trip in 2001; it is her experience with the Fulbright-Hays GPA program that will enable her to take on some of the duties of project director. She will organize the local travel, accommodations, and meals in Istanbul as well as overseeing the trip through western Anatolia.

Adeli and Darling collaborate well together. In the pre-trip and post-trip phases, Adeli will take primary responsibility as project director while Darling will assist in all aspects of program development. Both will participate in teaching the pre-trip educational programs with Darling taking the lead. During the trip itself, both will alternate in the roles of director and scholar escort. During the three weeks in Turkey, Darling will be responsible for educational programs while Adeli will take care of administrative responsibilities; during the Balkan leg of the trip, the roles will be reversed. Both will work together on the post-trip evaluation, reporting, and follow-up. Therefore, although Lisa Adeli will be the project director and Linda Darling the scholar escort, each is capable of and willing to support the other, sharing in the duties in the way that is most effective.

Several scholars, most of them from the University of Arizona, will each contribute to the teachers' pre-departure workshop sessions. Two UA instructors will give lessons in spoken Turkish: Ahmet Okal, a native-Turkish language instructor, and Professor Andrew Wedel, an

American instructor in the Department of Linguistics who learned Turkish in an Anatolian village. Grace Fielder, from the UA Department of Russian and Slavic Languages, will teach some of the basics of the Bosnian, Croatian, and Serbian languages. We will also get a scholar from the UA's Center for Educational Resources in Culture, Language, and Literacy (CERCLL) to provide a speaker on comparative culture and CMES Assistant Director Christian Sinclair will speak on his specialty: intercultural competence. Scott Lucas, a specialist on Islam in the UA Department of Near Eastern Studies, will speak on Islam while another professor from that department, Amy Newhall, will draw on her expertise in Middle Eastern art and architecture to illuminate this aspect of Ottoman culture. Balkan historian Frederick Kellogg will give a presentation on his specialty. From outside the university community, we will host a speaker from the Greek Orthodox Church, a previous Teach Country teacher-participant, and an expert on video productions. Each of the presenters will contribute from 1-4 hours of work.

Finally, we will collaborate with travel agency personnel from Turkey, Serbia, and Albania to make those arrangements that cannot be made by outsiders. Because of the nature of the work of CMES, our organization is experienced in and committed to working with a variety of people without regard to race, color, national origin, gender, age, or handicapping condition. In fact, we will actively pursue hiring people from a variety of backgrounds so as to give our teachers the benefit of a variety of perspectives.

Budget and Cost Effectiveness:

Federal funding is requested for travel expenses (air travel to and from Istanbul, a one-way flight from Istanbul to Belgrade, Serbia, as well as for regional travel by chartered bus); 50% of maintenance during the trip; honoraria for in-country lecturers; and various forms of educational resources and cultural enrichment (entrance fees to museums and historical sites,

cultural performances, etc.). The figures in the budget were calculated carefully. Overseas flight costs are the lowest published fares on an American carrier, fares obtained from online sites such as Expedia and Travelocity with 20 % added on to cover the projected increase in airline prices. Other estimates of transportation costs came from Turkish and Albanian companies as well as from Adeli's and Darling's first-hand knowledge. The maintenance stipend figure is based on known hotel rates for 11 nights in Istanbul, 8 nights for towns in western Turkey, and 9 nights in Balkan countries, plus realistic food amounts (significantly lower than government per diem rates). Personnel and honoraria figures are based on standard University of Arizona numbers, while educational resources and incidental costs are drawn from the amount spent in previous Fulbright-Hays group projects abroad.

Based on the Center for Middle Eastern Studies' experiences with previous Fulbright-Hays travel projects, matching funds in the form of participants' out of pocket expenses will cover 50% of lunches, dinners, and most incidental personal expenses, as well as supplementary teaching resources during the trip. CMES will absorb the costs of hosting the pre-trip workshop, preparing packets of educational material disseminated at the workshop, advertising for the workshop and for project participants, and paying the salaries of Jennifer Paine, CMES Business Manager, who will be dealing with financial matters before, during and after the in-country portion of this project, and the pre- and post-trip salary of Lisa Adeli, CMES Outreach Coordinator.

It is important to note that it was extremely difficult to keep within the maximum allowed budget due to sharp increases in airline rates, gasoline costs (thus raising transportation costs for our travel within the region), and the devaluation of the dollar with respect to Turkish currency. The organizers of the trip had to shorten our original plan by two days, reorganize the routes so

as to overnight in less expensive cities, and charge the teacher-participants more than we had hoped. Nevertheless, we are pleased with the quality of the program. (We also plan to aid teachers in finding supplemental funding so that participation in the program will be more affordable to them.)

Evaluation Plan:

The project evaluation will be multi-level and include assessments at each stage by participants, in addition to a final evaluation of the impact of the project. In past Center for Middle Eastern Studies projects, teachers' evaluations have been instrumental in planning more effective pre-trip workshops and in-country trips. CMES is currently working with Jennifer Franklin, the University of Arizona Instructional Design and Assessment specialist with the Learning Technology Center. She will assess the evaluation program for all CMES activities, including outreach to K-12 communities and the Fulbright-Hays GPA award. Her advice will be incorporated into the final form of the evaluation plan for the *Teach Ottoman Empire* project.

Evaluation of previous CMES educational programs has given us many ideas for organizing and evaluating this new project. In structuring the spring, pre-departure workshop, for example, CMES will be guided by an outside evaluation of the effectiveness of previous *Teach Country* workshops. Jere Bacharach, former president of the Middle East Studies Association, evaluated our earlier programs and made many helpful suggestions. In particular, he advised us to continue organizing the workshop in sessions stretched out over three Saturdays rather than holding the workshop in one intensive session. He stated that that the extended-time format ensures a significantly higher degree of retention of knowledge than a more compressed, full-weekend format. We have also learned from participants' analysis of other CMES workshops that teachers prefer to have time in each day's session to discuss practical ways to

take the content knowledge learned from the academic presenters and apply it in a K-12 classroom setting. Furthermore, from experience and from suggestions by an outside consultant, we have learned the importance of incorporating a post-trip session, led by the CMES Outreach Coordinator, to assist participants in the creation of the final curriculum projects and the requirement that teachers present their work at teachers' workshops.

In evaluating this year's program, all participants in the workshop, both those taking part in the in-country portion of the project and those only attending the Tucson workshop, will be asked to complete evaluation forms at the end of each of the three sessions. Each evaluation will address the content of the workshop, ask for information on how applicable the workshop is to the educators' own courses, and inquire about ways in which they think they will incorporate the material into their teaching. The evaluation form will also solicit ideas for topics and structure of workshops from which they would benefit in the future.

During the travel phase of the program, participants will be required to complete three program surveys addressing the overseas portion of the project: the first after the initial stay in Istanbul, the second following the travel in western Turkey, and the final one at the conclusion of the Balkan leg of the trip. These will allow the organizers to assess the progress of the trip during its implementation, as well to gain insights into what the participants learned, what aspects of the program worked best, how the trip could be improved in the future, and what the participants' early plans are for inclusion of the experience in their curriculum. The evaluation will also assist in modifying the travel seminar as it progresses in order to meet participants' needs and goals. Participants will similarly be asked to assess the quality of the program design. Did it provide them with the information they needed and desired? Can they use in the classroom what they learned? How? Was this a valuable experience for them professionally and

personally? How will the experience and the information affect their teaching? Will they make use of their colleagues' curriculum projects?

The faculty leaders will also complete a program evaluation directed at analyzing their impressions of the impact on the project participants, as well as their assessment of the organization and cooperation of support staff and general logistics. The Center for Middle Eastern Studies Governing Board will receive a project review including all statistical data at the conclusion of the program and following the mid-year review.

Ultimately, the success of the project will be measured by the quality of the final curriculum projects that the educators create and the extent to which the materials are integrated into courses. The first step in evaluation of the integration of the material is the brainstorming follow-up session which participants will attend in September. Jere Bacharach, an evaluator hired several years ago, commented that the combination of the pre-trip workshop, in-country seminar, and post-trip follow-up session will reinforce the participants' learning experience. We will invite a curriculum development specialist to participate in the follow-up session too. So that CMES can assess the development of these materials, halfway through the following year (academic year 2009-2010), CMES will contact *Teach Ottoman Empire* participants with a query to ascertain the extent to which the program has been integrated into and affected their teaching and their outreach projects. The CMES Outreach Coordinator will continue to work with the project participants well beyond the September meeting to facilitate continued use of the Middle Eastern and Balkan travel experience. For more information on the quality of Teach Country participant projects, see the Impact section of this proposal.

CMES will encourage participants to submit their curriculum materials and the projects created by their students to regional and national teaching award competitions. For example,

CMES has its own annual lesson plan competition, which many participants of past group projects abroad have won (and whose lesson plans are posted on the Center's website). CMES also encourages teachers to take part in a session sponsored by the Middle East Outreach Council (MEOC) at the annual Middle East Studies Association (MESA) conference, using departmental funds to support their travel. CMES also encourages local teachers to apply for travel funds to attend national and regional K-12 conferences; among those who received awards in the past are several Teach Country participants. Student work is also valued. CMES sponsors a Middle East History cash award granted at the Arizona National History Day competition. The annual National History Day competition is open to all middle school and high school students, who create an original project and compete first at the local and state levels. State winners advance to compete in the competition finals held in the Washington, D.C. area. In previous years, several of our award recipients have presented their work in the national finals. Teachers will learn more about this program – and how they can help their students to participate in it - during our pre- and post-trip sessions.

Adequacy of Resources:

As a Title VI National Resource Center, the University of Arizona Center for Middle Eastern Studies has an in-house teacher reference library, a computer lab, diverse faculty representing a wide content area, and access to all of the academic support available at a major research university. It has connections with faculty from a broad spectrum of disciplines, both at the University of Arizona and other institutions. CMES will use Title VI and some limited donated funds for various aspects of preparation for the pre-trip workshop and support of post-trip activities. CMES will also use its past experiences in choosing and making recommendations to the overseas travel companies involved in the project. In fact, CMES plans

to work with a Turkish travel agency that did a wonderful job during a previous group project to Turkey.

Potential Impact of the Project on the Development of the Area Studies in American Education:

Educators participating in the *Teach Ottoman Empire* project will have a major impact on the quality of Middle Eastern and East European content in the state's curriculum. All represented schools will provide their participant teachers with a forum (such as in-services) for sharing the experience and materials with colleagues. By working in concert with curriculum specialists from the university and local school districts, we are confident that the materials produced will be easily integrated into existing units. Our records show that the impact of previous Teach Country projects has resulted in the development of more than 70 teaching units, reaching 60-2000 students each year.

The expected impact has already been well demonstrated by the activities of teachers who took part in previous Teach Country projects organized by the University of Arizona's Center for Middle Eastern Studies with the assistance of Fulbright-Hays funding. Curriculum projects that trip alumni have created on Morocco, Turkey, Syria, and Cyprus have been presented at national meetings of K-12 educators such as the National Council for Geographic Education in Salt Lake City, Utah, in October 2003 and the National Council for the Social Studies in San Diego, California, in December 2008. CDs of selected curriculum units have been made available for school districts across the country to utilize. In addition, in 2004, teacher participants from the trips to Syria, Turkey and Morocco organized an Arizona Geographic Alliance day-long workshop devoted entirely to teaching about the Middle East. The more than 200 attendees received curriculum projects and other materials to use in the classrooms as well as recertification hours. The value of these creative activities has been

recognized by the Arizona Council for the Social Studies which awarded a participant of the *Teach Morocco* program a “Great Moments in Social Studies” award in 2003 for her lesson “Marvelous Moroccan Mosaics” and a participant of the *Teach Cyprus* program the same prestigious award in 2008 for her lesson “In Search of Aphrodite’s Rock.”

Another example of the impact this program is likely to make is evident in the “Turkey Culture Kits” created by an elementary school teacher who went on the *Teach Turkey* tour in 2001. These kits were made available to all elementary schools in her districts and thus reached over 1440 students in the 2001-02 school year alone. More recently, teachers from the 2005 trip to Turkey organized a month-long exhibit at a Tucson high school, focusing on the people and culture of Turkey with public displays and lectures. This project involved teacher-participants from several schools from the 2005 trip and teachers from past trips including those to Cyprus in 2004 and to Syria in 2000. CMES helped provide funding and speakers to enhance the program of events.

Most teachers who have been on previous University of Arizona Center for Middle Eastern Studies trips have led in-service sessions about these programs. These activities have led to an increase in local awareness of the Center (both in K-12 institutions and other community organizations) and an increase in requests for members of our Speakers Bureau (faculty and students who volunteer in areas of their expertise) to go into classrooms and discuss issues related to the Middle East from ancient times to current events. New in the *Teach Cyprus 2007* project was a requirement for all participants to perform an outreach component through speaking to community groups about their experiences in the travel portion of the project, as well as about what they learned from the workshop and in creating curriculum materials. This was highly successful and has broadened the impact of the project beyond educational institutions to

the wider community and has guaranteed that all trip participants are sharing their experience outside their classrooms.

Curriculum projects will all be reviewed by Linda Darling, Lisa Adeli, and university area studies experts to assess their quality, accuracy, and usefulness. Interest has been expressed by local educators, including some who have taken part in previous Teach Country projects, to be part of a committee that will review curriculum projects submitted to CMES for sharing with the wider teaching community. In the past, CMES has engaged University of Arizona College of Education faculty in evaluating lesson plans, and will do the same for these newly-created curriculum materials. Participants will also be invited to present their lesson plans at workshops organized by the Center for Middle East Studies that are designed for faculty and peer feedback.

If funded for a *Teach Ottoman Empire* program, one new feature CMES would like to introduce is encouragement and assistance to teachers in developing collaborative projects with overseas teachers that they meet on the trip. The idea originated from a teachers' program that Lisa Adeli participated in during the previous academic year: the IREX Teaching Excellence and Achievement program for Eurasia/South Asia, which enabled her to meet teachers from many different countries and to spend several weeks in Vanadzor, Armenia. One of the most valuable aspects of the program, in her view, was the opportunity to network with teachers from other countries. She – along with many other American participants – has remained in email and regular mail contact with several of the teachers that she met, and they have worked together on various collaborative projects. For example, students in several Arizona schools now correspond (via email and regular mail) with students in different Armenian schools, and some groups of young people, such as the National Honor Society of Buena High School and a church youth group, have collected and shipped books to boost the English-language holdings in the libraries

of several Armenian schools. To facilitate such international exchanges, during the *Teach Ottoman Empire* program, we will arrange for the American teachers to meet with their counterparts in several of the countries we will visit. Teachers will be encouraged to think about incorporating collaborative projects into the curriculum units they are developing.

Institutional Development:

One important aspect of the mission of the Center for Middle Eastern Studies, a Title VI national resource center funded by the U.S. Department of Education, is to “support and promote Middle East language and Middle East studies-related teaching and research throughout the University.” This goal is connected to our outreach to schools as over seventy percent of University of Arizona students come from Arizona state secondary school systems. By targeting middle and high schools for outreach and curriculum development, we can thus have a direct effect on the very students who will soon enter the university. Currently, many students become interested in the Middle East rather late in their college careers – after they have come into contact with the subject through Center outreach or Middle East content courses cross-listed with classes in numerous other departments. By creating interest at an earlier age, through materials developed in conjunction with the Fulbright-Hays trip, we can expect to improve enrollment in our Middle Eastern language courses (Arabic, Hebrew, Persian and Turkish) and our over 200 area studies course offerings – in addition to the Balkan courses offered through the Department of Russian and Slavic Languages.

The Group Project Abroad program will also help CMES to achieve another goal: “fostering understanding of the Middle East through an extensive program of outreach to schools and the wider community.” Past *Teach Country* projects have created strong bonds between K-12 and university instructors, opening up a dialogue about curriculum continuity and teaching

methods. Many of the teachers who have had the opportunity to travel to the Middle East in previous study tours now play an active role in our programs. The educators involved in the *Teach Ottoman Empire* project will further expand the focus of this group by again highlighting the historical and cultural links between Europe and the Middle East. Thus far, alumni of previous trips have maintained ties to the Center in numerous ways: they have requested speakers through our Speakers Bureau to present a variety of topics to their classrooms, organized after-school panels to discuss current events, and invited CMES personnel to participate in their presentations at local and national conferences. The links with K-12 teachers that these Fulbright-Hays programs encourage have led to a flowering of Center for Middle Eastern Studies outreach activities in Arizona and even beyond the borders of the state. These teachers share what they have learned with their colleagues in their own schools and through their leadership at state and national conferences.

In addition, the development of lesson plans, curricular units, and a culture kit as a result of the Fulbright-Hays study trip will further the outreach mission of CMES. As a result of previous Fulbright-Hays study trips, CMES has developed culture kits: boxes of materials for use in K-16 classrooms to enhance teaching about the Middle East. We now have kits on Morocco, Cyprus, and Turkey and are in the process of developing several more. Their creation was inspired by the success of similar kits developed by a teacher who participated in the Fulbright-Hays trip to Turkey in 2001. Each kit contains cultural artifacts, curriculum projects developed by past participants of CMES trips, and instructor guides to assist with their use. Teachers frequently stop by to borrow one of these kits from the Center, and they say that their students relish the chance to see and hold artifacts from that country, inspiring them to learn more about

the region. As a result of this year's teachers' trip, we will develop an Ottoman Empire culture kit for use in local schools.

This year, CMES plans to go a step further in broadening its outreach programs. During the *Teach Ottoman Empire* trip, CMES will arrange several conversations between American teachers and their Balkan and Turkish counterparts. In this way, we hope to encourage collaborative projects and foster direct international contacts between American students and young people overseas.

Need for Overseas Experience:

The Center for Middle Eastern Studies strives to make K-12 teachers more interested in and more knowledgeable about the Middle East. Usually, we attempt to bring the Middle East to the teachers through a variety of teachers' workshops. Far more effective, however, is bringing teachers to the Middle East, a process which generates a far more profound impact. Educational travel abroad, will not only enhance their teaching about the region, but will also inform their attitudes toward racial, ethnic, religious, and national diversity. Traveling abroad in an intensive program promotes the development of a truly global perspective. Making global connections is particularly important for Arizonans, many of whom live in rural communities and are relatively isolated from other regions of the United States, not to mention from the Middle East and southeastern Europe.

The *Teach Ottoman Empire* travel experience would be particularly relevant to teachers in the American Southwest because of its exploration of the cultural relationship of borderland societies. The Ottoman Empire represented the intersection of East and West, of the Muslim Middle East and Christian Europe. Arizona similarly blends U.S. and Latin American culture, and Arizonans deal regularly with challenges posed by ethnic, religious, linguistic, class-

based, and other forms of cultural diversity. Therefore, the study of the legacy of the Ottoman Empire provides an excellent opportunity for growth, a case study of cultural difference and the creative efforts of the Ottomans to bring together people divided by ethnicity, religion, language, and, eventually, nationalism.

Past CMES Fulbright-Hays Group Study Abroad programs have inspired teachers to learn more about the Middle East and continue to expand their teaching about this area. Educators on past trips have come back excited about their experiences in the Middle East and confident in their ability to transfer their new-found knowledge to their students. They have a wealth of stories, cultural materials that they collected in the countries they visited, and ongoing contact with other American educators who teach about the Middle East. Participants in this upcoming trip will have the additional benefit of contacts with teachers and classrooms overseas. Thus, they will hopefully have the interest, the knowledge, and the materials necessary to teach about this little-understood area of the world, an area that their peers often gloss over or ignore completely.

Competitive Preference Priorities:

The proposed *Teach Ottoman Empire* trip would meet all of the competitive program priorities. The project fulfills the absolute priority, that it focuses on one or more of the specified geographical areas, since it centers on the Middle East and examines the cultural interaction between that region and East Central Europe. In addition, *Teach Ottoman Empire* meets Competitive Preference Priority I, exposure to critical/less commonly taught languages, by providing an overview of four of the languages on the list: Bosnian, Croatian, Serbian, and Turkish. A comparison/contrast of these languages will be an integral part of our analysis of cultural diffusion and cultural differentiation, the way in which Ottoman traditions influenced the

development of cultures as expressed through language and, conversely, the way in which various cultures developed independently of the empire's influence. Language training will begin in the pre-conference workshops and continue throughout the trip.

The purpose of the project, as described above, coincides with Competitive Preference Priority II, the promotion of foreign language and area studies at elementary and secondary schools. Teachers participating in the program will be developing curricular materials which the Center for Middle Eastern Studies will disseminate widely and which the creators will be required to present at teachers' conferences. Finally, the project will be aligned with the Invitational Priority of supporting increased participation of underrepresented minorities in foreign languages and international studies. Arizona is an ethnically diverse state, and CMES has close ties to teachers in minority-dominated schools. In particular, we work with (and Outreach Coordinator Lisa Adeli teaches a course at) a local high school with a Hispanic majority that has a magnet program in East European and Middle Eastern Studies. We also have ongoing contact with several Native American school districts (Tohono O'odham and Navajo). Teachers at these schools would be particularly likely to hear about and apply to the group project abroad. Thus, the proposed *Teach Ottoman Empire* trip is completely aligned with the goals of the Fulbright-Hays program.