

U.S. Department of Education
Office of Postsecondary Education
International Education Programs Service

Fulbright-Hays Group Projects Abroad
Short-Term Project Abstracts
Fiscal Year 2010

COUNTRY OF STUDY	STATE	GRANTEE INSTITUTION	AWARD AMOUNT	PAGE #
<i>AFRICA</i>				
Cameroon	KY	Union College	\$83,200	3
Ghana	AZ	Arizona State University	\$73,340	29
Lesotho/South Africa	OH	University of Toledo	\$87,975	26
Namibia	MN	Augsburg College	\$86,820	35
Rwanda/Tanzania	GA	University of Georgia	\$80,387	7
South Africa	OH	Ohio Northern University	\$88,440	8
Tanzania	GA	AIRHD	\$79,181	6
Tanzania	PA	University of Pittsburgh	\$88,600	18
<i>EAST ASIA</i>				
China	CA	Consultants for Global Programs	\$72,869	34
China	PA	PA Department of Education	\$85,965	25
China	MD	Towson University	\$89,659	11
China	KY	Western Kentucky University	\$79,120	10
Japan	CO	Alliance Assns Teachers Japanese	\$67,148	5
Japan	MA	Five Colleges, Inc.	\$87,000	21
Korea	VT	University of Vermont	\$84,342	33
<i>RUSSIA, CENTRAL & EASTERN EUROPE</i>				
Russia	IA	University of Iowa	\$74,776	24
<i>NEAR EAST, NORTH AFRICA & EURASIA</i>				
Egypt	RI	Roger Williams University	\$85,245	22
Egypt/Tanzania	MA	Harvard University	\$87,995	12
Jordan	OH	Bowling Green State University	\$84,079	28
Jordan	WI	University of Wisconsin, Gr. Bay	\$76,905	9
Morocco	AZ	University of Arizona	\$87,600	23
Morocco	CA	University of California, LA	\$86,750	14
<i>SOUTH ASIA</i>				
India	NC	Duke University	\$78,290	30
India/Nepal/Turkey/ Vietnam	IN	Ball State University	481,510	19
<i>SOUTHEAST ASIA & THE PACIFIC</i>				
Cambodia	MA	Middlesex Community College	\$84,502	16
Indonesia	HI	East-West Center	\$88,200	17
Samoa	HI	University of Hawaii, Manoa	\$85,470	31
Vietnam	CA	Claremont Graduate University	\$82,775	13
<i>WESTERN HEMISPHERE</i>				
Brazil	IN	University of Notre Dame	\$87,365	27
Brazil	TX	University of Texas, Austin	\$88,843	4
Ecuador	TX	University of Texas, San Antonio	\$84,268	32
Mexico	MD	University of Maryland, Balt. Co.	\$75,190	20
Mexico	IN	University of Southern Indiana	\$76,191	15

PR Award #: P021A100002
Grantee: Union College
Host Country: Cameroon
Project Director: Fidelis Achenjang
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GPA FY 2010 Award: \$83,200

Project Description:

Teachers of French in the Appalachian Region serve students of widely diverse abilities and backgrounds; these teachers need resources that can assist them in developing each student's potential to the fullest level possible. At the same time, non-native-speaking French teachers need support in attaining their own maximum levels of cultural understanding, language proficiency and pedagogical skills.

We will conduct a five-week Language and Cultural Institute in French-speaking Cameroon, assisting K-12 teachers in developing their language, cultural, and pedagogical skills, thereby raising the quality of African Area Studies and French curricula available in central Appalachian's K-12 schools. This Group Project Abroad will result not only in curriculum change, but also in better communication between the area higher education institutions and public school systems via workshops and seminars. This project will further allow educators in the Appalachian Region to enhance African Area Studies and French language teaching in K-12 schools through the following three objectives:

The French immersion experience in Cameroon will provide numerous opportunities for group members to practice French language skills in the unique culture of Francophone Africa. By improving their French-speaking abilities, program participants will better serve the needs of their students, schools, and districts and will comprehend the intricate and important link between language and culture as it pertains to the multilingual Cameroonian population.

Project participants will become resource leaders who will assist other K-12 teachers in aspects of Francophone African culture and the International French language. Participants will facilitate other teachers' French language development via curriculum modules created during the project and distributed via the Internet, workshops and seminars, thus sharing the information gleaned in Cameroon with the regional and national K-12 teacher population.

After creating African Area Studies modules focused on economics, political science, history, and French language appropriate for K-12 students, we will place these curricular modules on the Union College Fulbright-Hays Web site for all K-12 teachers and the public to access. Union College will act as a resource center for Francophone African Studies curriculum and social/cultural issues by continuing to assist K-12 curriculum development and by hosting seminars and workshops for K-12 teachers using the information and artifacts acquired during the project in Cameroon.

PR Award #: P021A100010
Grantee: University of Texas at Austin
Host Country: Brazil
Project Director: Charles Hale
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GPA FY 2010 Award: \$88,843

Project Description:

The Teresa Lozano Long Institute of Latin American Studies and Texas Performing Arts at the University of Texas at Austin have long collaborated on “ArtesAmericas”, a program that promotes cultural dialogue in the Americas through the performing arts. Combining experience in the development of educational materials and strong ties to organizations in Brazil, we will present a unique opportunity to fourteen secondary and pre-service educators to learn about the role of the performing arts in educational and social projects in Brazil. “Arts and Empowerment” will focus on how artists provide opportunities that transform the personal, social, and economic potential of youth from Brazil’s poorest communities.

The seminar will focus on five projects: Dida (music) in Salvador; Grupo Corpo’s Corpo Cidadao (dance) in Belo Horizonte; Nos do Morro (theatre) in Rio de Janeiro; and Projeto Guri (music) and Fabricas de Cultura (multi-disciplinary) in Sao Paolo. Key to these programs is their commitment to a high standard that does not compromise the quality of the art or the artists involved in the teaching: they extend both first-class instruction and a variety of social services to the most marginalized communities, offering young people better alternatives for their lives through the discipline of arts training. The four-week seminar will include lectures addressing Brazil’s history, politics, culture, and language; in-depth conversations with artists about their educational philosophies and with students about their experiences; and visits to classes rehearsals, and performances.

With a broad understanding of the important role played by these innovative programs, participants will create curriculum units that explore Brazil’s history, culture, and language for use in fine arts, language arts, and social studies classrooms. The curriculum units will be aligned to national teaching standards in order to be readily usable in the classroom, and will be shared through “ArtesAmericas”, Texas Performing Arts and Latin American Studies networks, and the Web. A series of professional development and conference presentations made by participants and project leaders will ensure nationwide dissemination of project results. These resources will provide a deeply engaging approach to support the teaching of Portuguese as well as learning about contemporary Brazil in secondary classrooms across the nation.

PR Award #: P021A100011
Grantee: Alliance of Associations of Teachers of Japanese
Host Country: Japan
Project Director: Yasu-Hiko Tohsaku
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GPA FY 2010 Award: \$67,148

Project Description:

Twenty teachers of Japanese from all regions of the United States, both native and non-native speakers of Japanese with levels of instruction from elementary to postsecondary, will visit schools, museums, and other cultural sites. They will also collect authentic materials for classroom use, receive training in the use of new media and Web 2.0 technologies, receive language instruction especially designed for teaching professionals and collaborate in creating thematic units on contemporary Japanese culture and society for use in their classrooms and for dissemination to colleagues in the Japanese language education field.

The institute will be based at the Japan Foundation Japanese Language Institute in Urawa, Japan, from June 18 – July 17, 2010. A pre-departure orientation will be held in Los Angeles from July 14-17, 2010.

The Project Director for the summer institute will be Yasu-Hiko Tohsaku of the University of California, San Diego; other faculty members will include the Japan Foundation's Urawa Japanese Language Institute faculty and a number of guest lecturers and resource persons. Guest lecturers and themes will include a hands-on workshop with a nationally recognized performer of contemporary *rakugo* (traditional storytelling), a lecture and tour of the controversial Yasukuni Shrine to the war dead, lectures and discussions on contemporary fashion, present-day literature and writers, the culture of film, the role of religion in contemporary Japanese life, the video game industry and its translation for international consumption, and the art of *manga* and *anime*. The group will hear about changes in Japanese education and also will visit schools and talk with students and teachers.

From its base outside Tokyo, the group will also travel to Nagano Prefecture, the site of historically and culturally significant temples, shrines, centers of rural industry, art museums, and literary monuments. In addition, they will have the opportunity to visit Kawagoe, a merchant town of the 18th-19th centuries which is still active today as an artistic, architectural, religious, and cultural center.

PR Award #: P021A100013
Grantee: American Institute for Resource and Human Development (AIRHD)
Host Country: Tanzania
Project Director: Fredoline Anunobi
Phone: 678-313-3090
E-mail: fredoline@comcast.net
GPA FY 2010 Award: \$79,181

Project Description:

The Center for International and African Studies Outreach (CIASO) of the American Institute for Resource and Human Development (AIRHD), Inc., in association with several school districts and colleges and universities in Georgia, will conduct a study tour of 16 teachers as well as college and university faculty in the summer of 2010 through the Fulbright-Hays Group Projects Abroad program. The primary activity in this project will be a five-week program of instruction, field study, and cultural activities in Tanzania for the purpose of enabling participants to develop curriculum materials for use in their respective classrooms.

A residential project in Tanzania provides educators, whose school systems have demonstrated a commitment to incorporating African study materials into the curriculum, an opportunity to expand their work on Africa that is possible only through visiting some of Africa's peoples, studying in their major institutions, and participating in everyday activities. The participants will be based at the University of Dar Es Salaam, the capital city of Tanzania, will visit schools at all levels and be exposed to Tanzanian education, languages, culture, family, and religious systems.

The primary objectives of the project are to: 1) increase the knowledge and sensitivity of participants in regard to Africa in general, and Tanzania/East Africa in particular; 2) develop a cadre of concerned educators and "teacher consultants" who will be staff development presenters for their districts as well as for state, regional, and national conferences; 3) develop curriculum to be incorporated in their own classrooms, schools, and districts and published for wider distribution; and 4) facilitate cooperation and promote closer communication and exchanges between the United States educators and their Tanzanian counterparts. Educators will receive support from the CIASO through an orientation before travel to Tanzania, for the completion of their curriculum projects during and after the summer travel program, and through a series of follow-up sessions designed to plan the application and continuation of the project knowledge and experiences.

The seminar will focus primarily on lectures on subjects that explore various branches of area studies, such as history, geography, religion, economy, culture, education, literature, and politics. There will also be workshops at Teacher Training Institute in Zanzibar to help the participants exchange ideas and compare teaching approaches used in Africa and the United States.

In addition to touring historical sites, museums, formal lectures, and workshops, the participants will be moving through a vast geographic and cultural region where they meet and talk with Africans first-hand.

PR Award #: P021A100016
Grantee: University of Georgia
Host Country: Rwanda and Tanzania
Project Director: Lioba Moshi
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GPA FY 2010 Award: \$80,387

Project Description:

The University of Georgia (UGA) will conduct this Fulbright-Hays Group Project Abroad (GPA) short-term seminar as an innovative approach to increase African language and culture and area studies participation by K-12 educators and College of Education graduates, seniors, and juniors in order to improve K-12 educational curricula in the United States.

The program will provide U.S.-based seminars to increase pre-departure knowledge base and subsequent learning via a four-week language and culture immersion experience in Tanzania and Rwanda. The program will take thirteen participants across the nation taking advantage of a keen pool of teachers from the State of Georgia K-12 educational personnel. The four-week seminar is a capstone event preceded by an intensive U.S.-based pre-departure Swahili language and culture preparation training period (online and face-to-face delivery platforms). GPA funds will be used exclusively for the in-country activities while funds from the U.S. sponsoring institution (UGA) will subsidize the pre-departure based activities.

The pre-departure activities include two-hour twice-a-month evening classes between November 2009 and May 2010 at the UHGA Center for Continuing Education. The seminars are intended to increase basic country-specific knowledge and linguistic skills. This is an opportunity for the participants to get non-degree credit towards professional development, a recommendation made by local education administrators to K-12 teachers in need of credit for professional development continuing education hours. The credit hours will be transferable to any university system institution of the 2010 GPA participant's choice. Thus, to ensure full participation by all selected participants, the program will utilize current technologies available at UGA such as video conferencing, Skype, and WebCT. In addition to the pre-departure classes, participants will be required to plan and prepare an outline for a directed curriculum project and to participate in online beginning Swahili instruction. During the Tanzanian-based activities, UGA will capitalize combined expertise of the MS-Training Center for Development Cooperation (MS-TCDC) in Arusha, Makumira College and university Swahili Language Department, in Arusha, and the national University of Rwanda (NUR). Participants will receive adequate pre-departure and in-country orientation.

The program will spend three weeks in Tanzania at MS-TCDC and one week at the National University of Rwanda. Cumulatively, the four-week language and cultural immersion program will enhance the participants' area studies knowledge specific to Africa. Participants will be expected to develop an Africa-based curriculum project that would be shared with teachers in their school districts as well as implement the student-oriented portions in their classrooms.

PR Award #: P021A100021
Grantee: Ohio Northern University
Host Country: South Africa
Project Director: Sandra Crosser
Phone: 419-772-2125
E-mail: s-crosser@onu.edu
GPA FY 2010 Award: \$88,440

Project Description:

The Department of Education of Ohio Northern University (ONU) will conduct a Fulbright-Hays Group Project Abroad entitled “South Africa: Perspectives on Democracy.” While the curriculum projects that will be developed by participants may follow a variety of pathways, the underlying and unifying theme will be an exploration of democracy.

The project will bring together a) students who are prospective teachers enrolled as junior or seniors majoring in the social sciences or humanities areas at ONU; b) faculty who teach prospective teachers in the social sciences or humanities areas at ONU, and c) teachers of social sciences and humanities in public schools in the ONU geographic area. Fourteen participants will work together in a comprehensive, four-week study of society in Mpumalanga Province, South Africa. This area study will result in the development of new curriculum to be implemented as new courses, modules of existing courses, and/or units of study at both the public school and university levels. University faculty participants will represent a variety of departments within the Getty College of Arts and Sciences. They will work to construct interdisciplinary courses to be offered on campus.

The end products will be creation of curriculum packages for use at different levels of education, through study of South African cultures, history, literature, geography, economics, politics, international relations, and institutions such as the educational system. The curriculum development task of each group of participants will be aligned with the participants’ teaching position and will be disseminated broadly.

The area of study will be South Africa with a major emphasis on Mpumalanga Province. While experiences will provide participants with a broad overview of South Africa, participants will study in depth Mpumalanga Province, the poorest province in the country, with the rural village of Luphisi serving as the focal point.

Pre-travel opportunities will provide background in cultural understandings with emphasis on democratization. The in-country experience will provide hands-on, dynamic opportunities for personal interactions with South African citizens, subject matter lectures, visits to cultural and historic sites, and expert consultation on curriculum development. The concept of democracy will be the thread that is woven through the entire fabric of the experience. South Africa is ripe for this type of study as its emergent democracy status provides parallels permitting deeper understanding of our own and other democracies both emerging and mature, across the globe.

PR Award #: P021A100022
Grantee: University of Wisconsin, Green Bay
Host Country: Jordan
Project Director: David Coury
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E-mail: couryd@uwgb.edu
GPA FY 2010 Award: \$76,905

Project Description:

The University of Wisconsin-Green Bay (UWGB) will lead a four-week Fulbright-Hays Group Projects Abroad seminar to Jordan this July 2010. The 13 participants includes four UWGB faculty from various disciplines, a UWGB international education specialist, three pre-service students and five K-12 educators (two elementary school teachers, two high school teachers and one school board member) from across the state of Wisconsin. The primary goals of the project are to build bridges between languages and cultures through interdisciplinary collaboration, in part through the development of a new Center for Middle East Studies and Partnerships. UWGB has a unique mission of interdisciplinarity which we will utilize to build bridges between disciplines and between the university and K-12 educators, in partnership with the Green Bay Public School District and both public and private secondary schools throughout the state, all in support of state initiatives to strengthen the teaching of Arabic and about the Middle east in general

Our two-fold project will: 1) increase the teaching of Arabic language in Wisconsin and 2) infuse the curriculum at both the university and K-12 levels with non-Western and Middle Eastern content. Accomplishing this requires commitment from our participants to re-train and retool approaches to their various disciplines. The project will include faculty from UWGB who have taught or have wanted to teach about the Middle East as well as pre- and in-service educators, all of whom are interested in incorporating Middle Eastern materials into their classes. Ultimately, the project will develop and support collaborative relationships, program development, and educational and curricular models leading to the integration of area/international studies and Arabic language into curricular and extra-curricular activities.

PR Award #: P021A100024
Grantee: Western Kentucky University
Host Country: China
Project Director: Jianliang Wang
Phone: 270-745-4906
E-mail: jianlang.wang@wku.edu
GPA FY 2010 Award: \$79,120

Project Description:

Western Kentucky University, in consort with Virginia Polytechnic Institute and State University (Virginia Tech) and public and private elementary and secondary schools, will conduct a four-week study in the People's Republic of China for the development of curriculum materials that will enhance the current programs within the K-12 programs and the offerings within the universities. The project will be comprised of four study and writing teams each having representatives from the universities and K-12 education. The geographic area to be visited in China will include Beijing, Xian and Chengdu.

The primary purposes of the proposed project are: 1) to enhance the curriculum offerings of K-12 schools and universities with a global economic and social perspective. The focus will be on the development of instructional programs and curriculum materials for school children and undergraduate pre-service and graduate in-service programs for teacher and administrator training. 2) These materials will be developed collaboratively, implemented in participating schools, and disseminated at the state and national levels through established networks of educators and the Internet, with the establishment of a Web site at Virginia Tech to disseminate to school districts beyond those involved in the study abroad project.

The project will consist of the selection of 16 educators, a one day orientation on Chinese education, culture, and customs to be held in the Washington, D.C. area and a four-week program in the People's Republic of China, consisting of a series of seminars, field visits, and curriculum development workshops. The program will be conducted by Beijing Normal University under the direction of Dr. Jianliang Wang, and Dr. Xinrong Zheng, Director of the Center for Multi-Cultural Education and Professor of Education in Beijing Normal University.

It is anticipated that the project will make the following contributions to the institutions' international education programs: 1) create an informed resource base for incorporating Chinese studies in pre- and in-service teacher and administrator training programs in participating institutions; 2) develop quality curriculum materials about China suitable for grades K-12, the implementation of these materials in participating schools, and the dissemination of these materials at the state and national levels; 3) enhance the expertise of the U.S. institutions (public and private schools and universities) to internationalize curriculum; and 4) establish a Web site and other multimedia materials through which to distribute curriculum materials and to maintain a flow of information between the two countries and among universities, K-12 schools and other educational agencies.

PR Award #: P021A100025
Grantee: Towson University
Host Country: China
Project Director: Lijun Jin
Phone: 410-704-6084
E-mail: ljin@towson.edu
GPA FY 2010 Award: \$89,659

Project Description:

In 2006 and 2008, Towson University's (TU) College of Education, in partnership with its College of Liberal Arts, successfully conducted Fulbright-Hays Group Projects in China involving K-12 classroom teachers from public school districts across the nation. Both projects accomplished its goal of developing educators' intercultural competence and enhancing curriculum and instruction on China in K-12 classrooms in the United States. The current project will build upon the success of our 2008 and 2006 programs by expanding participants' scope of knowledge on China beyond the Great Tradition on which much of what Americans know of China is based. We propose to develop secondary educators' intercultural competence and enhance social studies curriculum and instruction on China. The focus on these teachers will allow us to have a targeted impact on secondary social studies. More significantly, new knowledge gained from exploration of those territories not travelled by previous teacher participants will expand the existing database of teaching materials to make it more inclusive.

The program will accomplish the following four objectives: 1) to provide opportunities for the participants to acquire first-hand knowledge of the history, culture, language, geography, family structures, religion, education, economics and politics of China; 2) to develop cognitive and affective changes in the participants and to have the changes reflected in the courses they teach; 3) to create units of study in history, culture, language, geography, education, economics and politics of China that include a full range of instructional materials, supplemental resources and teaching strategies; and 4) to join an online educator consortium, established by our 2008 and 2006 project participants, where units of study, teaching materials, teaching strategies and relevant resources are shared with a larger educational community.

We intend to carry out a five-week educational institute in China. The China immersion experience will comprise three phases: a) pre-departure communication, planning and orientation; b) a five-week immersion in China; and c) post-immersion activities. A 14-member participant group will include two faculty members from Towson University and twelve secondary social studies educators from throughout the United States. The China experience features a combination of seminars provided by local experts and scholars, school and home visits, cultural events and curriculum planning sessions, and extensive travel to both historic and contemporary sites that are related to modernization and economic development. Upon their return to the United States, participants will finish preparation of the units of study for secondary schools and start to implement them in their classrooms. They will also continue the dialogue online to plan to disseminate and share their experience, curriculum, and teaching strategies with a larger educational community.

PR Award #: P021A100026
Grantee: Harvard University
Host Country: Egypt and Tanzania
Project Director: Cemal Kafadar
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GPA FY 2010 Award: \$87,995

Project Description:

This program is focused on training educators to better understand, teach about and discuss the topic of Islam and Muslim communities in their classrooms and communities. It is directed by staff members of two National Resource Centers, will have four pre- and two post-travel classes, five weeks of study in Africa (Egypt and Tanzania) and continued follow up after the travel component through training workshops and seminars. The focus of the program on Islam and Muslim communities in Egypt and Tanzania falls squarely within area studies. In addition, it serves critical language studies with an emphasis on beginning language understanding in Arabic and Swahili as part of learning about the diverse cultural environments that surround Islam in both locations. The three goals for this program are to: improve content knowledge; broaden the range of teaching materials used in order to achieve greater effectiveness in student learning; and develop educational leaders in global education and area studies.

The study of Islam and Muslim communities encompasses more than discussing the rudiments of the Islamic faith. Muslim communities and their interpretations of the lived experiences of Islam exist in unique and pluralistic environments composed of diverse cultures, economies, politics, religions and histories, all of which contribute to the formation of particular Muslim communities. A specific orientation of our learning about Islam and Muslim communities in Egypt and Tanzania will be in terms of cultural studies. Written materials on it, as well as a lecture by one of its developers, will be part of the pre-travel classes. Our study of Islam and Muslim communities in Egypt and Tanzania will be deliberately comparative. In each country, participants will have lectures from academics, practitioners and cultural agents; and will visit schools, attend cultural events, tour historic buildings and gather materials for use with their own projects. The content and experiential learning involved in the program will be significant. However, skill training in diverse perspectives, on-site learning, cultural studies and decision-making around classroom-appropriate resources are important long-term outcomes we hope the program will provide.

PR Award #: P021A100027
Grantee: Claremont Graduate University
Host Country: Vietnam
Project Director: DeLacy Ganley
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GPA FY 2010 Award: \$82,775

Project Description:

This project, titled “Vietnam, an Oppportunity for Inter-Cultural Education,” (VOICE) focuses on an in-depth study of Vietnamese history and culture to support the integration of international studies and culturally relevant curriculum/instruction in K-12 schools in Los Angeles County. “VOICE” is designed for a cohort of 14 teachers working in or with Southern California elementary and secondary schools: Twelve “interns” (teacher candidates enrolled in Claremont Graduate University (CGU)’s Teacher Education Internship Program (TEIP) and two “master teachers” selected for their curricular expertise, mentoring experience, and involvement in the preparation of TEIP interns.

“VOICE” will be sponsored by TEIP and hosted by Vietnam’s University of Social Sciences and Humanities (USS&H). The co-director of TEIP, Dr. DeLacy Ganley, will direct “VOICE”. Dr. Phan Thi Thu Hien, co-director of USS&H’s Department of Culturology, will provide in-Vietnam support. Ganley and Hein, VOICE’s Faculty, are collaborative partners.

“VOICE” has three phases: 1) a twenty-five-hour pre-trip orientation funded by CGU; 2) the sojourn funded by Fulbright-Hays; and 3) a post-trip program funded by CGU. In phase two, “VOICE” participants conduct a one-week teaching practicum in schools; design and conduct a six-day community outreach project; receive eighteen hours of Vietnamese language instruction; go on guided excursions; participate in academic seminars Monday-Saturday; and complete two different anchor projects (a standards-based curricular unit on Vietnam and a multimedia memoir that chronicles their experience and their evolving sense of what it means to be a culturally relevant educator). The activities associated with phase two will contribute to the requirements associated with earning a California teaching credential and M.A. degree in Education.

PR Award #: P021A100028
Grantee: University of California, Los Angeles
Host Country: Morocco
Project Director: Azeb Tadesse
Phone: 310-825-2877
E-mail: atadesse@international.ucla.edu
GPA FY 2010 Award: \$86,750

Project Description:

University of California, Los Angeles (UCLA) African Studies Center's five-week Group Project Abroad (GPA) will address the knowledge and experience gap educators face in teaching about Africa by providing 12 teachers intensive Arabic language immersion, academic training, direct personal experience, curriculum development workshops, and ongoing support. Participants will have the unique opportunity to delve deeply into a culture and society of an African country that will challenge many of their long-held notions of Africa. Personal experience in Morocco will allow educators to challenge stereotypes about Africa and Islam. The project is geared toward not just filling in the knowledge gap but also de-emphasizing the sense that Africa, Morocco, indeed that whole part of the world is "foreign" or "alien." At the project's conclusion, teachers will be equipped with knowledge and methodologies to guide student in understanding Africa, Arabic and Moroccan culture.

This GPA in Morocco will provide teachers with a unique Arabic language and cultural immersion experience for a better understanding of Morocco's place in Africa, North Africa, and the wider world. Project participants will receive intensive Arabic language instruction within a cultural context that will enrich their learning and provide lasting impact. Daily instruction in Arabic and seminars on Moroccan culture and society will be supplemented by site visits and daily interaction with the local populations, creating a multidimensional, dynamic learning environment. This GPA will examine Morocco's multiculturalism with a focus on the Amazigh through lectures supplemented by visits to villages and towns. The project's itinerary includes visits to active commercial capitals, learning and spiritual centers and centers of power that offer a wide sampling of contemporary cultures, remote village life and urban life in Africa. Participants will visit cities and villages in the Rif, Atlas and Sous regions that are the heart of Amazigh culture and history to highlight regional distinctiveness and linguistic differentiation. Teachers will have the opportunity to experience popular culture and socially interact and network with local counterparts. First-hand experience will enable teachers to present contemporary Africa in the classrooms and guide their students in drawing similarities between their lives in the United States and the lives of school children in Morocco. Follow-up activities will ensure that participants sustain and continue their language instruction, as well as introduce their students to Arabic through online programs such as Arabic Without Walls. Upon return they will be able to maintain linkages with their Moroccan counterparts through the use of iEARN, multi-media, and information technology to collaborate on projects that enhance learning.

PR Award #: P021A100030
Grantee: University of Southern Indiana
Host Country: Mexico
Project Director: Beth Hatt
Phone: 812-461-5250
E-mail: bahatt@usi.edu
GPA FY 2010 Award: \$76,191

Project Description:

The University of Southern Indiana (USI) short term seminar, “Thinking Globally about Local Issues: Improving Teacher Cultural Competency and Global Awareness in Mexico,” will raise the global awareness and cultural competency of seven in-service teachers, seven teacher education students, and two teacher educators. A total of 16 participants will spend four weeks in Cuernavaca, Morelos, Mexico developing cultural and linguistic competency with Mexican families by taking Spanish language classes and living with host families. Mexican historical, educational, and economic issues will be taught through fieldtrips, lectures, and panel discussions. Fieldtrips in Mexico will include visiting primary and secondary schools, both public and private, along with a teacher preparation program.

Participants will be able to see more clearly factors that have shaped the experiences of their Mexican students and families in the United States while developing a more international perspective of education and area studies. Educators will learn how to incorporate the cultural knowledge and values of their Mexican students and families into their U.S. classrooms.

The program will provide K-12 students opportunities to gain global knowledge and the language and cultural skills to engage effectively with people locally and around the world. Furthermore, the program aims to increase the achievement of culturally and linguistically diverse students in U.S. schools.

PR Award #: P021A100031
Grantee: Middlesex Community College
Host Country: Cambodia
Project Director: Kent Mitchell
Phone: 978-656-3133
E-mail: mittchellk@middlesex.mass.edu
GPA FY 2010 Award: \$84,502

Project Description:

Middlesex Community College (MCC) is partnering with Lowell Public Schools (LPS) and Pannassastra University in Cambodia (PUC) in a Fulbright Group Projects Abroad project entitled "Presenting Cambodia from a Historical and Contemporary Perspective." A delegation of 13: seven faculty from MCC and six from LPS, including Pre-K, elementary, middle, and high school teachers, a principal, and a curriculum specialist, will travel to Cambodia from July 8 - August 4, 2010.

The overall goal is to establish opportunities for ongoing research and communication between American and Cambodian representatives, including the faculty at PUC, which will enable MCC and LPS to develop academic and community initiatives that will strengthen intercultural understanding, support the greater Lowell Cambodian population, and contribute to meeting the needs of Cambodian youth. Project objectives include: 1) increase the number of MCC and LPS faculty who can integrate the Cambodian perspective and experiences into their classes through research, travel/study, and curriculum development; 2) infuse a minimum of 25 courses at the elementary, secondary, and college levels with content reflecting historic and contemporary Cambodia and incorporate current Cambodian scholarship researched in Cambodia and America; 3) increase faculty knowledge of the comparative connections between Cambodians in Cambodia and Cambodians in America; 4) increase faculty expertise in designing culturally sensitive educational activities and teaching strategies that contribute to fostering positive self-imagery in students; 5) develop new strategies to inform and engage families, neighborhoods, and institutions in offering a continuum of educational opportunities that positively impact Cambodian and Cambodian-American students' self-esteem, sense of purpose, academic achievement, and overall success; and 6) develop connections with faculty at PUC and faculty at public schools to continue research and collaboration.

Participants will be paired with a continuum of Cambodian colleagues to foster communication and exposure to themes which encourage a continuous contemporizing of Cambodia following the study project. These colleagues will develop continuing relationships based in the levels, concerns and subjects they share. The relationships based in shared interests and updated content will incentivize educators to compare and teach about changing Cambodian realities long after the formal project is completed.

PR Award #: P021A100036
Grantee: East-West Center
Host Country: Indonesia
Project Director: Namji Steinemann
Phone: 808-944-7596
E-mail: namji.steinemann@eastwestcenter.org
GPA FY 2010 Award: \$88,200

Project Description:

“Focus on Indonesia: Exploring Global and Curriculum Connections, “ the East-West Center (EWC) Fulbright-Hays Group Projects Abroad (GPA) project, will involve 14 U.S. educators who teach social sciences and humanities subjects in grades 6-12 and have special responsibilities for curriculum development and implementation. It aims to deepen participants’ knowledge of Indonesia while also engaging them in triangulating content, teaching strategies, and resources for effective integration of program materials and experiences into K-12 curriculum and instruction. Indonesia is the focus for this group study because it offers participants a wealth of possibilities for examining curriculum-relevant content and themes. The program sets forth the following goals to advance GPA’s overarching goal to improve American students’ international knowledge and skills by integrating international studies into the school curriculum:

- Improve American educators’ knowledge and capacity to integrate compelling global content and concepts across middle and high school curricula;
- Enhance American educators’ cultural fluency to prepare their students for a diverse and interdependent world; and
- Sustain teacher-to-teacher collaboration, networking, and exchange.

Readings, lectures, site visits, and facilitated discussions will elaborate on the themes. Participants will also spend time in Indonesian schools, communities, and homes, thereby gaining insight into many facets of diversity and daily life in contemporary Indonesia. Although advancing language training is not the primary focus of the program, participants will be exposed to two of the languages deemed critical on the U.S. Department of Education’s list of Less Commonly Taught Languages: Bahasa Indonesia, the official language of Indonesia spoken by nearly 250 million people, and Arabic, which is widely taught in Indonesian schools.

Upon their return to the United States, participants will serve as school change agents. They will work with the East-West Center, with one another, and with their Indonesian counterparts from their host schools, to generate and disseminate effective curriculum models and methods that infuse Indonesia-related content into existing global learning curricula, thereby expanding and enriching studies about world regions, and more specifically about Indonesia and Southeast Asia, in middle and high schools across the United States.

PR Award #: P021A100039
Grantee: University of Pittsburgh
Host Country: Tanzania
Project Director: Macrina C. Lelei
Phone: 412-648-2058
E-mail: macrina@pitt.edu
GPA FY 2010 Award: \$88,600

Project Description:

The African Studies Program at the University of Pittsburgh will offer a six-week, student study abroad in Tanzania under the short-term seminar project category. The purpose of the project is to provide students the opportunity to learn Swahili language and culture through classroom instruction, and immersion in community activities. The design of the project encourages a variety of pedagogical approaches that will accommodate learner diversity, and advocate the integration of language and cross-culture learning. This is in support of the University of Pittsburgh's mission of integrating international studies in the institution's curriculum of social sciences and the humanities, and promoting cross-cultural understanding in order to educate students to better be prepared for an increasingly internationally-connected society and a culturally diverse work place.

Fourteen students, graduate and undergraduate who are in their junior and senior years at the University of Pittsburgh and other institutions of higher education in Pennsylvania, studying or training to become educators and teachers in the fields of humanities, social sciences, foreign languages and area studies will be selected to participate in the project scheduled to take place in the summer term 2010. The project will emphasize Swahili language learning and the changing and complex nature of culture and its relationship to the environment – historic roots, the present situation, and competing visions of the future – as seen through the eyes of various cultural groups. Experiential learning will occur as students engage with the local culture and experience the reality of the people through visits to schools, local communities, sites of historic and cultural significance, governmental and community-based organizations.

The objectives of the project are to provide students with opportunities to: 1) learn Swahili language; 2) immerse themselves in the language and culture; 3) experience first-hand the society, and learn how to interact with the people in both casual and formal situations; 4) learn about the history of Africa in general and specifically that of Tanzania and East Africa; 5) acquire resources, knowledge and skills that they can apply in their classrooms when they begin their teaching careers; and 6) provide current, dynamic and interactive presentations to fellow students and to the wider community when they return to their home institutions. We believe that African culture and institutions are part of the heritage of the American people as well as an important part of our world today, and as such it is critical that more of our students training to become teachers are well prepared to be able to integrate the teaching and learning of Africa in the K-12 school curriculum. Students will enhance their knowledge and develop an appreciation for Africa and help shape positive perceptions of the continent both in their academic and professional careers and in their everyday lives.

PR Award #: P021A100041
Grantee: Ball State University
Host Country: India, Nepal, Turkey and Vietnam
Project Director: Nihal Perera
Phone: 765-285-8606
E-mail: nperera@bsu.edu
GPA FY 2010 Award: \$81,510

Project Description:

Ball State University proposes a field semester that will focus on how regular people create their own spaces in south Asia involving 18 nationally selected college students. The project is built upon the prior success of the CapAsia program, a unique South Asia-based field semester, especially the last field study (2008) in which the participants investigated and supported the recovery process of tsunami survivors in five new settlements in Sri Lanka. The participants will investigate and enhance the space-making aspect of life-journeys of regular people with little social power. The focus is on experiential learning that directs students to critically understand their own cultures, environments, and selves.

The students will first spend seven weeks in Ahmedabad, India, working in concert with CEPT (Center of Excellence in Urban Transport) University students, making a development plan for the Gandhi Ashram area which includes a large informal settlement. They will then undertake a three-week building project in northern Nepal with Engineering college students. In addition, they will take part in two field visits in Istanbul, Turkey and Hanoi Vietnam. Program preparation will take place in the fall of 2010, and the overseas execution will transpire in the spring of 2011.

The program responds to significant contemporary problems and needs in American higher education in this era of globalization: the need to develop international cultural competency among citizens, the lack of integration between domestic and foreign studies, and the acute need for increased linguistic and cultural literacy in less commonly studied areas of the world. The students will come away better prepared for responsible citizenship, lifelong learning, and productive employment. The director and faculty participants will publish and present papers and host a conference on this experience.

PR Award #: P021A100042
Grantee: University of Maryland, Baltimore County
Host Country: Mexico
Project Director: John Sinnigen
Phone: 410-455-2149
E-mail: sinnigen@umbc.edu
GPA FY 2010 Award: \$75,190

Project Description:

This five-week short-term seminar for 12 elementary and secondary teachers of art, social studies, and Spanish is sponsored by the University of Maryland, Baltimore County (UMBC) and is organized in collaboration with the Center for the Instruction of Foreign Students (CEPE) of the National Autonomous University of Mexico (UNAM). In addition to the 12 teacher-participants there will be a project director and a curriculum specialist. The program will be held in Mexico City and Taxco from July 1 to August 6, 2010. Pre-departure orientation will be held on the UMBC campus on May 15-16, 2010.

The purpose of the project is to improve the instruction of Mexican and Latin American studies and the Spanish language in Maryland and Virginia. The objective is to provide participants with an immersion interdisciplinary living and learning experience so that they will have new knowledge and materials that will allow them to incorporate themes of Mexican art and culture in their curricula in interculturally appropriate ways. Required courses will be in five areas: Pre-Hispanic Mexican Art and Culture; Viceregal Mexican Art and Culture; Contemporary Mexican Art and Culture; Current Changes in the Economy and Politics of Mexico; and Pedagogic and Curricular Strategies and Practices. These courses will be taught by the project director, the curriculum specialist, and members of the CEPE art history faculty. Nine hours of Spanish language classes will also be offered. Through a series of site visits and visual presentations and lectures, the project will provide participants with a significant exposure to the extensive artistic production that has gone on in Mexico from pre-Hispanic times until the present, including border and transcultural art. The final project will be a dossier of materials, including a brief research paper, a unit of instruction, and a Web site that participants will incorporate into their curricula and disseminate to colleagues.

PR Award #: P021A100044
Grantee: Five Colleges, Inc.
Host Country: Japan
Project Director: Maureen Stephens
Phone: 413-585-3751
E-mail: mstephen@smith.edu
GPA FY 2010 Award: \$87,000

Project Description:

The Five College Center for East Asian Studies (Center) of Five Colleges, Inc. (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst) will conduct a short-term seminar in Japan for 14 U.S. teachers who are graduates of National Consortium for Teaching About Asia (NCTA) seminars. The study tour, “The Physical and Human Geography of Japan,” is the centerpiece of a year-long project that includes pre-departure selection and orientation, in-country study and travel, and post-seminar debriefing and dissemination.

The project responds to needs identified by the National Geographic Society and the Asia Society: too many American are ignorant of the world, especially Asia. Both societies suggest that the remedy lies in improved teaching in the nation’s schools. In responding to these needs, the Center proposes to: 1) offer a Group Projects Abroad (GPA) seminar in Japan that improves teachers’ geography skills and provides them with information about Japan that can be integrated into existing course content across the curriculum; 2) guarantee dissemination of new knowledge and materials that reflect current scholarship and challenge cultural stereotypes; 3) encourage cross-cultural learning projects between teachers and students in Japan and the United States that involve some knowledge of the Japanese language; and 4) give preference to applicants with ties to pre-service teachers in colleges and universities with schools or departments of education.

Let by a bi-national team, the GPA seminar will be held in six locations (Sapporo, Naha, Hiroshima, Kyoto, Kanegasaki and Tokyo) on three of Japan’s islands, Hokkaido, Okinawa and Honshu. It will include a wide range of presentations, museum and walking tours, visits to factories and schools, home stays and independent study. The seminar in Japan is anchored by sister-state and sister-city affiliates, with financial arrangements in Japan facilitated by other partners.

The evaluation of the project includes both quantitative and qualitative methods administered by both inside and outside evaluators. The expected outcomes include increases in: 1) the participants’ knowledge of Japan and the Japanese language, and of their geography skills; 2) the materials on Japan available in the participants’ schools or professional libraries; 3) curriculum units on Japan available to teachers across the United States; 5) links between in-service and pre-service teachers in this country; and 6) insights into both Japanese and American culture.

PR Award #: P021A100045
Grantee: Roger Williams University
Host Country: Egypt
Project Director: Hasan-Uddin Khan
Phone: 401-254-3601
E-mail: hkhan@rwu.edu
GPA FY 2010 Award: \$85,245

Project Description:

The Roger Williams University (RWU) Fulbright-Hays Group Project Abroad to Egypt, “Bridging Civilizations in the Classroom: Interactions of Space, Culture and Society in Egypt,” will provide the opportunity for 15 university and high school educators to travel to Egypt for a four-week professional development program where they will collaborate with Egyptian counterparts to bring Egyptian and Middle East North Africa (MENA) regional perspective and voice to the U.S. curriculum development effort, establish a transnational collaborative network of educators that will engage in further curricular and programmatic development and build bridges for their students to engage directly with students in the MENA region.

The project challenges conventional ways of understanding cultural difference by going beyond the traditional practice of distinguishing cultures and societies in terms of geographical territory. New patterns of migration, international trade, and global communication have created the need to re-conceptualize area studies for 21st century classrooms by focusing on patterns of engagement that transcend, ignore, or circumvent national borders. Through collaboration with international organizations (listed below), RWU’s project will provide participants opportunities to revisit assumptions about Egypt and the MENA region, build new understandings, collaboratively develop new materials and methods for their teaching, and establish relationships and technical strategies that will facilitate direct exchanges between youth in Egypt and students in the United States. Objectives include:

- building participants’ knowledge and understanding of regional geography, history, culture, economy, politics, international relations, and languages;
- engaging with the Bibliotheca Alexandrina (Library at Alexandria); Aga Khan Development Network; Getty Conservation Institute; and United Nations Alliance of Civilizations, to infuse U.S. curriculum with MENA regional perspective and voice;
- integrating area and international studies into RWU’s general curriculum, contributing to the development of a minor program in MENA Studies;
- building the capacity of Providence and Rhode Island Public Schools to teach about and engage with Egypt and the Middle East and North Africa;
- establishing a core cadre of secondary and postsecondary educators with a shared exposure to Egypt and the MENA region who will then serve as founding members of a Rhode Island Middle East Educator Roundtable; and
- laying the groundwork for a virtual Middle East Educator Roundtable in collaboration with the above-listed institutions in Egypt.

PR Award #: P021A100047
Grantee: University of Arizona
Host Country: Morocco
Project Director: Lisa Adeli
Phone: 520-621-7904
E-mail: adeli@email.arizona.edu
GPA FY 2010 Award: \$87,600

Project Description:

The University of Arizona (UA) Center for Middle Eastern Studies (CMES) will conduct a Fulbright-Hays Curriculum Development “Teach Morocco” project to take 13 full-time K-12 educators and pre-service educators to southern Morocco. The travel portion of the project will take place for four weeks during summer 2010. The project will enable educators to integrate area studies and language exposure into many segments of the curriculum and several different content areas. UA personnel, both of whom are experts on Morocco and fluent in the Moroccan dialect of Arabic, will lead the group overseas. The group project will focus on the southern regions of Morocco, areas that are seldom visited by tourists.

The objectives of the “Teach Morocco” program are threefold. First, teacher-participants, many of them from the Arizona desert regions, will examine the process of adaptation to a desert environment by learning about the nomadic and settled populations in the area. Secondly, the seminar and study trip will develop teachers’ knowledge of the history, geography, cultures, literatures, arts, and language of this little-known part of the world, which is an important borderland joining Middle Eastern and African civilizations. (Teachers will study the Moroccan dialect of the Arabic language both before and throughout the trip.) The third objective is to provide American teachers the opportunity to meet with educators in Morocco, establishing an international dialogue about teaching methods and collaborative projects.

The program consists of several parts. In April, there will be three Saturday pre-trip teachers’ workshops, required for trip participants but also open to other educators in the area. (Non-program participants have the option of skipping the language sessions, while trip participants are required to attend all sessions.) These workshops will include five hours of Arabic language training and 13 hours of programs about the history, literature, geography, arts, and culture of the peoples of southern Morocco. Then, from late-June through July, there will be a twenty-nine-day traveling seminar to Morocco, which will include academic work, language training, and curriculum development. After returning to the United States, we will conclude with a wrap-up session so that participants can share their curricular materials and outreach projects. Even after the formal conclusion of the project, CMES will continue to provide support for the teachers in disseminating their work, assisting them in making presentations at teachers’ conferences or community events, and facilitating collaborative projects with teachers overseas.

The project will lead to the development of integrated curricular units with a broad-based educational impact. The dissemination of teacher-created lessons resulting from the program will thus be extremely useful to K-12 teachers in a variety of disciplines.

PR Award #: P021A100049
Grantee: University of Iowa
Host Country: Russia
Project Director: Margaret H. Mills
Phone: 319-335-2848
E-mail: margaret-mills@uiowa.edu
GPA FY 2010 Award: \$74,776

Project Description:

The University of Iowa (UI) will develop and implement an innovative program to increase Russian linguistic and cultural competency for 12 UI students of Russian who will study intensively for a total of nine weeks (at the UI and Moscow) and to train and certify three UI instructors of Russian as Test of Russian as a Foreign Language (TORFL) Testers for two weeks in Moscow. This dual student-faculty project focus will initially provide two Intensive Russian language seminars (90 hours in January and 40 hours in May 2010) at the UI for 12 high intermediate-level students of Russian, then provide four weeks of an intensive Russian language seminar in June 2010 (100 hours) for those 12 students at the Plekhanov Academy of Economics in Moscow (Department of Russian as a Foreign Language). This project will also provide TORFL Tester Certification training for three UI Russian language instructors June 15th – 29th, 2010 in Moscow (each student test requires a minimum of two testers) and provide the opportunity for all 12 UI students to take the Russian Ministry of Education-sponsored TORFL exam at the end of their Moscow seminar.

This multi-faceted project will increase the number of U.S. graduate and upper-level undergraduate students with advanced Russian competency and produce three U.S. Russian instructors as certified TORFL Testers. The overall project goal is to have these and future UI students pass the TORFL Level I (the minimum threshold to enter Russian universities) in order to matriculate at Russian institutions of higher learning, or TORFL Level II exam to enter Russian graduate programs.

PR Award #: P021A100051
Grantee: Pennsylvania Department of Education
Host Country: China
Project Director: Mary I. Ramirez
Phone: 717-783-3755
E-mail: maramirez@state.pa.us
GPA FY 2010 Award: \$85,965

Project Description:

Pennsylvania is motivated to increase the capacity of educators to integrate international studies into the state's curriculum. This four-week grant opportunity will provide a valuable and critically needed cultural immersion experience for Pennsylvania teachers to learn about authentic Chinese culture. As the state works to increase Chinese language programs for students electing to learn other languages, it also needs to provide all students with the importance of learning about different cultures, especially Chinese culture as it is the world's second largest economy.

Key project activities will culminate with the development of integrated lessons, assessments, activities, resources and authentic artifacts, which will be developed into two Chinese culture toolkits; one at the elementary and one at the secondary level.

In the pre-departure phase, the Berks County Intermediate Unit's Center for East Asian Studies Collaborative will provide two days of pre-trip orientation. This will include topics such as Chinese social structure, geography of China, timeline of important events in Chinese history both ancient and modern, the Chinese economy, politics in China and Chinese languages.

In the overseas phase of the grant, the teachers will spend four weeks learning over 37 hours of Mandarin Chinese from an expert instructor of Chinese as a Second Language. They will receive 26 hours of curriculum development designed to align Chinese cultural lesson plans with Pennsylvania academic standards. Teachers will visit 18 cultural sites in four cities throughout different regions of the country, including eight schools and universities covering a cross-section of urban, suburban and rural settings. Each educator will be paired with a Chinese teacher who will serve as a mentor to the U.S. teacher when s/he returns home. Each Pennsylvania educator will teach at least one lesson in English to Chinese students. Integrated international studies lesson plans will be created across content areas for the elementary and secondary toolkits.

In the post-seminar phase, Fulbright-Hays teachers will debrief with the Berks County Intermediate Unit's Center for East Asian Studies Collaborative to finalize their toolkits. These toolkits will be published on the Pennsylvania Department of Education's international education Web site where global educators interested in teaching about authentic Chinese culture can access them. The uniqueness of this project is that it is a culturally immersive experience that established global relationships, foster a mentoring rapport among educators that will last long after the project is completed and gives Pennsylvania the opportunity to increase the capacity of educators who can advocate for the integration of international education studies into the state's curriculum.

PR Award #: P021A100053
Grantee: University of Toledo
Host Country: Lesotho and South Africa
Project Director: Mark Denham
Phone: 419-530-4062
E-mail: mark.denham@utoledo.edu
GPA FY 2010 Award: \$87,975

Project Description:

This Group Project Abroad (GPA) will allow participants to be immersed in a particular example of the interdependent and unequal relationship between South Africa and Lesotho by considering the art and politics of the Basotho people. This ethnic group is primarily concentrated in a geographic area that includes the country of Lesotho and several hundred square kilometers of neighboring South Africa's Free State Province. By focusing on a single culture split in two by political structures, our seminar will explore notions of similarity and difference, making clear many of the issues of ethnic culture, art and politics in a short (five and one-half week) seminar in a circumscribed geographical area.

The overall goal of the project is to give participants knowledge, through study and experience, to internationalize their own classrooms, and to develop and disseminate an integrated curriculum to be shared with other educators and school systems that emphasizes how the social sciences and art serve as a quest for personal and social meaning.

Through lectures, visits to galleries and historic sites and a weeklong service learning experience, art and social studies teachers will be exposed to the varieties of experiences of students and teachers in Lesotho and South Africa.

The project will transform the classroom teaching of its participants as well as create a final product that will consist of a series of lessons that address the national standards of both visual arts and social studies. These lessons will be made available to classroom teachers throughout the country in both a print format and over the Internet. The overarching goal is a collaboration of visual arts and social sciences that will result in a unit of study that draws on the strengths and knowledge of the educators involved in the program. These lessons will not only introduce students to the history, culture and art of southern Africa, but will help students develop a sense of personal and civic responsibility.

After an extensive pre-departure program, including participation in a distance learning orientation course, the teachers selected will experience a comprehensive and carefully planned program that will allow them to gain a nuanced view of southern Africa.

PR Award #: P021A100058
Grantee: University of Notre Dame
Host Country: Brazil
Project Director: Tamo Chattopadhyay
Phone: 574-631-2648
E-mail: tchattop@nd.edu
GPA FY 2010 Award: \$87,365

Project Description:

The Institute for Educational Initiatives (IEI) at the University of Notre Dame is proposing to conduct a Short Term Seminar project for current and prospective U.S. school teachers in Brazil. The proposal will bring together a mixed group of 12 participants. One third of the group (i.e. four members) will be expert teachers working in Indiana high schools; one-third will comprise full-time pre-service candidates in apprentice-based teacher education programs leading to Indiana state certification of secondary teaching; and the final third of candidates will be drawn from University of Notre Dame's full-time undergraduate students at the end of their junior year, who have made a commitment to pursue teaching careers after graduation. The group will travel to Brazil for four weeks in Rio de Janeiro, led by a bilingual Project Director with more than ten years of research experience in the Brazilian education system and youth development field, and with a senior Curriculum Specialist with more than 30 years of experience in pre-service and in-service teacher professional development. The Under-Secretary of Education, at the State Secretariat of Education, Rio de Janeiro will serve as the host country coordinator in Rio de Janeiro.

All seminar participants will be required to develop curricular materials for middle and high school students by incorporating their first-hand learning experience in Brazilian society about its culture, education system and dynamics of youth development. By design, the expert teachers will each represent a subject area. Our goal is to have a team of expert teachers who can help the pre-service candidates and the university students to build well-rounded interdisciplinary curricular units that can be taught in U.S. high schools across a number of subject areas. Evaluation for our proposed project is not a one-time event at the end, but a process that is embedded in all aspects of program planning and program implementation: pre-departure phase, overseas phase, and post-visit phase.

As the project outputs are consolidated (through curriculum units, research reports, multimedia materials), we hope to generate a coordinated dissemination campaign by presenting the experience and outputs at regional, national and international conferences in education, teacher formation, K-12 school reform, and area studies. In all, the IEI Notre Dame project will help develop a sustainable knowledge repository about Brazilian society and Brazilian-Portuguese language for implementing curricular enrichment of American high school students.

PR Award #: P021A100062
Grantee: Bowling Green State University
Host Country: Jordan
Project Director: Patricia K. Kubow
Phone: 419-372-7380
E-mail: pkubow@bgsu.edu
GPA FY 2010 Award: \$84,079

Project Description:

Jordan, like the United States, is a multiethnic and religiously diverse society. The focus of this Fulbright-Hays Group Project Abroad (GPA) Short-Term Seminar Project is to expose Ohio educators to a portion of Jordan's culturally diverse population, namely Bedouins, TransJordanians, Palestinians, and Iraqi refugees. An exploration of Jordan's immigration history will help participants develop an understanding of what multiculturalism means in this unique region of the world and, in turn, inform their own views of cultural diversity in the United States. Ohio has the ninth largest Arab American population, and there is great need for cultural competency. This is especially true for classroom teachers who are to introduce students to Near East learning as part of the state's official academic standards.

The 12 GPA participants will include schoolteachers from Northwest Ohio schools, pre-service teachers in Adolescent Young Adult Social Studies at Bowling Green State University (BGSU), and graduate students in Cross-Cultural/International Education/Global Understanding programs at BGSU designed to help educators integrate international perspectives into educational settings. GPA participants will engage in Near East study (history, literature, and comparative religion in Jordan), basic Arab language instruction, and travel to Jordan for one month to visit archeological and cultural sites and to interact with diverse groups to learn about the country's cultural complexity. Upon their return, participants will infuse Near East learning in the areas of "People in Societies and Citizenship Rights and Responsibilities" for the Ohio content standards and into BGSU's undergraduate and graduate education programs. Known nationally for its excellence in teacher education and its unique Center for International Comparative Education (with cross-cultural expertise in citizenship education, forced migration, and conflict studies), BGSU is an appropriate choice for the GPA project.

PR Award #: P021A100063
Grantee: Arizona State University
Host Country: Ghana
Project Director: Akua Anokye
Phone: 602-543-6020
E-mail: akua.anokye@asu.edu
GPA FY 2010 Award: \$73,340

Project Description:

Three Arizona State University (ASU) faculty members, three undergraduate and graduate students of ASU's West campus and seven K-12 teachers from the Phoenix Unified School District will engage in an intensive four-week seminar "Stories from the Other Side" in Ghana, West Africa from June 28 through July 26, 2010. The purpose of the seminar is to expose the teachers and students to an interdisciplinary study of culture and its impact on the issues of social justice and human rights in historical and modern Ghana. Culture, including language, literature, history, economics, politics, religion, ethnicity, and arts and performance, creates a powerful lens through which issues of social justice and human rights may be studied. In addition to lectures, demonstrations, cultural tours, and workshops these participants will engage in ethnographic interviews that will equip them with the experiences and knowledge they will extend to their educational institutions and the wider community upon their return to Arizona.

Ghana, long before President Barack Obama's historic visit, has featured prominently in the lives of African Americans as a place strongly identified with their African heritage. The slave experience itself has been written about by many scholars, yet infrequently do you hear the stories of survival of those left behind in the villages, the impact on families, the economies, the societies from which the slaves were taken. In this seminar, teachers will be addressed by world scholars on a variety of topics including the legacies of the past and present slavery in Ghana; education, culture and the place of chieftaincy in Ghana. They will also: study Akan Twi, the most dominant language spoken in Ghana outside of English; visit arts and cultural centers in Accra and Kumasi; visit slave castles along the coast; interview families about their memories (there is a common practice for many families to recall and recite the history of their families from over 400 years); and interview non-governmental organization directors who work on trafficking issues in modern Ghana. In the final phase of the seminar, students will reflect upon their experiences and create multimedia curriculum modules documenting their study in Ghana. At the same time, a broader documentary following the teachers' participation in the educational/cultural events will be produced by nationally known producer and director Charles St. Clair for wider distribution to the educational community. It will be available in the Web-based video conferencing site being developed by the Social Justice and Human Rights M.A. degree program at ASU along with links to lectures from the prominent scholars and the curriculum modules developed by the teachers.

PR Award #: P021A100065
Grantee: Duke University
Host Country: India
Project Director: Baishakhi Taylor
Phone: 919-668-2146
E-mail: bbane2@duke.edu
GPA FY 2010 Award: \$78,290

Project Description:

This project involves developing interculturally competent global learning curricula in North Carolina Public Schools by exploring India's diverse history, culture, and how South Asia is taught in the local schools. We propose to develop this program as a model through which pre-service teachers and in-service teachers can immediately apply their inter-cultural learning gained through this Group Projects Abroad (GPA) program into classroom practices. This will set the foundation for incorporating cross-cultural teaching and learning into the diverse 21st century classrooms of the United States. We propose a rich and diverse collaborative program involving extensive academic and financial resources among the following organizations and institutions: NCCSAS: North Carolina Consortium for South Asian Studies (a consortium of Duke University, University of North Carolina at Chapel Hill, North Carolina State University, North Carolina Central University, also an HBCU); Duke University Program in Education; North Carolina Public School Teachers, and Association of International Education Administrators (AIEA).

NCCSAS received a GPA award last year that allowed a journey through South Asia as an experience for developing curriculum in postsecondary and K-12 institutions. This experience made us realize the importance of observing local classrooms to understand how South Asia is taught in the local schools. Developing an inclusive culturally rich curriculum takes time and that is why in this program we propose to include pre-service teachers who will be paired with in-service current teachers as a mentor during the GPA trip to India for four weeks during summer of 2010. The experience of observing local classrooms and exchanging ideas with local teachers also warrants that language is not a barrier. As a result, this GPA program will provide a unique opportunity to the participants of learning two of the less commonly taught languages (LCTL) Hindi and Bengali during the pre-departure phase and in country. In addition this process will result into developing new undergraduate offerings on South Asia at the collaborating universities affiliated with NCCSAS.

During the trip and in the consequent curriculum to be developed based on this trip, we want to use the lens of "material arena" (including urban spaces, architecture, cities, villages, vibrant market places with local performers, oral traditions) to frame South Asia in the context of globalization. By experiencing the material arena and then seeing how that material is translated into curriculum at local schools, we envision that the resulting curricula will provide U.S. students a comprehensive understanding of the world and of the dynamic processes by which different communities form civil societies as well as how they have been changing over time.

PR Award #: P021A100068
Grantee: University of Hawaii, Manoa
Host Country: Samoa
Project Director: John Mayer
Phone: 808-956-3558
E-mail: jmayer@hawaii.edu
GPA FY 2010 Award: \$85,470

Project Description:

The Samoan Language Program of the Department of Indo-Pacific Languages and Literature at the University of Hawai'i at Manoa has designed a 12-week intensive language training, independent study or research, and cultural immersion program in Samoa for six to ten advanced undergraduates, graduate students, and teachers with a minimum intermediate-level (FSI 1/1+) Samoan language proficiency. The Advanced Samoan Language Abroad (ASLA) Program offers participants an opportunity to improve Samoan language proficiency, while also conducting independent study or research and gaining important skills in culturally appropriate research methodologies and Samoan cultural protocols. Participants will spend the duration of the project in a variety of urban and rural settings to reinforce the learning of context-specific and content-based language.

This proposal draws on the rich experiences that Dr. John Mayer, the Project Director, has had as the director of the only Samoan language program in the United States that offers advanced Samoan language training. Dr. Mayer began the University of Hawaii Samoan Language Program in 1976 and has developed it into an internationally respected program with six faculty members and more than 200 students each semester. Classes range from introductory level Samoan as a Second Language to advanced courses in cultural oratory, history, traditional and modern literature, advanced conversation, grammar, and study abroad. Dr. Mayer's has led nine study abroad programs to Samoa and has developed the entire curriculum for these courses. As a charter member of the International Samoan Language Commission in 2000, Dr. Mayer has developed extensive contacts with educators and language experts in Samoa.

The ASLA Program will focus on advanced language acquisition and Samoan area studies through a structured academic program complemented by substantial exposure to native speakers that will be strengthened at different points in the program by living with a host family in a rural community. The program's primary goals are to provide American students advanced instruction in Samoan language and culture, to promote scholarly cooperation between the United States and Samoa, to provide participants the skills necessary to do independent research in Samoa.

The ASLA Program aims to make language training practical by enhancing participants' linguistic functioning at three levels of Samoan society: village (colloquial) language; formal (respect) language; and government (specialized topic) language. Special emphasis will be placed on the role of cultural protocol in communicating in Samoan, an aspect of "language" acquisition that can only be learned through cultural immersion and structured and guided reflective learning experiences in-country.

PR Award #: P021A100071
Grantee: University of Texas, San Antonio
Host Country: Ecuador
Project Director: Audrey Mohan
Phone:
E-mail: audrey.mohan@utsa.edu
GPA FY 2010 Award: \$84,268

Project Description:

“Sustainable Ecosystems, Enduring Cultures (SEEC) Ecuador” is a Fulbright-Hays Group Project Abroad with a focus on improving the teaching and learning of indigenous cultures of the Andes and sustainable development in Ecuador, including land stewardship, preservation of ecosystems, and preservation of indigenous cultural practices. SEEC Ecuador will develop curriculum on these topics while providing a direct immersion experience for pre-service and in-service teachers in Quito, Otavalo, the Galapagos Islands, and the Amazon Basin. SEEC teachers, working in mentoring partnerships of one in-service teacher and one pre-service teacher, will work together to develop and improve social studies curriculum on these topics, while participating in activities that will improve knowledge and teaching on each topic.

The pre-departure orientation will feature workshops and group discussions on the physical geography and ecosystems of Ecuador, parks and protected places, indigenous groups, culture and languages, political and economic systems, and curriculum design. This orientation will also give students time to practice basic Spanish and work together to develop personal learning goals for SEEC Ecuador. During the abroad experience, teachers will spend several days in the capital of Ecuador, Quito, learning about colonial influences, urbanization, and influences of natural hazards (such as volcanoes) on the people living in the area. From Quito teachers will travel north to Otavalo for one week of Spanish language lessons and cultural excursions. During this time, teachers will learn about indigenous cultures and land stewardship. From Otavalo, teachers return to Quito for one night before departing to the Galapagos Islands. The group will spend one week in the Galapagos Islands, learning about marine ecosystems and sustainability. From the Galapagos, the group will return to Quito to begin overland travel to the Amazon Basin. Teachers will spend five days at an ecolodge in the Amazon Rainforest and seven days at an ecolodge in the Andes, to continue learning about indigenous cultures, land stewardship, and sustainable development. Teachers will learn about biodiversity within ecosystems and land-use patterns in the Amazon Basin and Andean mountains. After returning from Ecuador, the group will meet to finalize the curriculum and develop plans for dissemination through local school districts and education conferences.

The group is led by faculty from the University of Texas at San Antonio (UTSA) and Northwest Vista College, and is partnering with teachers from UTSA, Austin and San Antonio school districts, the Otavalo Institute of Spanish, Cultural and Natural Heritage Tours of the Galapagos, the Kapawi Ecolodge, and the San Jorge Ecolodge and Botanical Reserve.

PR Award #: P021A100078
Grantee: University of Vermont
Host Country: Korea
Project Director: Dotty Danforth
Phone: 802-928-3512
E-mail: dottydanforthvt@hotmail.com
GPA FY 2010 Award: \$84,342

Project Description:

The Korean Studies Workshop, through the Asian Studies Outreach Program (ASOP) of the University of Vermont has been designed as a short-term seminar in Korea for 12 K-12 educators in Vermont to accomplish the following three objectives: 1) provide experiential learning to K-12 teachers and administrators so that they gain a first-hand understanding of the culture of Korea, including history, politics, products, geography, religion, and education; 2) foster a commitment for action to infuse Korea Studies into teaching and learning in their local schools and communities; and 3) provide opportunities to discuss common experiences and develop a unit of study to share their understandings and experiences with students in their local schools.

Following three pre-departure planning meetings and assigned readings, institute participants will spend four weeks in Korea. They will listen to lectures by Yonsei University Korean Studies experts, visit schools and learn about Korea through academically oriented guided tours of historical sites and cultural experiences. Participants will spend time working on curriculum products about Korea and continue that work after returning and through the fall, as part of their course work for the University of Vermont. The final products, a multi-week unit of study and an individual action plan for Korean area studies, will extend the scope of ASOP and ensure that students in Vermont have knowledge about Korea.

PR Award #: P021A100084
Grantee: Consultants for Global Programs
Host Country: China
Project Director: Robert Cliver
Phone: 707-826-3247
E-mail: rc61@humboldt.edu
GPA FY 2010 Award: \$72,869

Project Description:

Consultants for Global Programs (CGP), with support from Humboldt State University (HSU), has received funding for a four-week Fulbright-Hays Group Projects Abroad (GPA) short-term seminar to China. Project Director and HSU History Professor Dr. Robert Cliver and curriculum director, Robin Pickering, will, over four weeks, lead the 15 travelers (11 classroom teachers, two student teachers and two undergraduates) in an intense interdisciplinary immersion in the history, culture, language and everyday life of China, providing participants with a rich interplay of resources, seminars and site visits.

The group will depart San Francisco on June 20th and after three days in Beijing will travel to Shijiazhuang, Hebei Province, Xi'an and Nanning, in the Guangxi Zhuang Autonomous Region (one of the five Minority Autonomous Regions in China). Using connections established by CGP and HSU, at each site the teachers will receive training and experiences far different than that of a tourist. Shijiazhuang High School #25 will host the participants from June 25-July 1. Next, they will travel to Xi'an, the ancient capitol of China and home to Xi'an International Studies University (XISU) and the Humboldt College Program, a partnership between HSU and XISU. On July 8, they will fly to Nanning, near Vietnam and spend the week studying southern China and its culture and history hosted by teachers from the Guangxi Educational Agency (including twelve educators who traveled to Humboldt in the summer of 2009). Finally, on July 15 they will return to Beijing for three days before returning to the United States on July 19.

The project will provide teachers and students information and support to develop curriculum they can use in their classrooms and share with others. The main outputs of the proposed project will include materials and resources on China which will be made available to teachers and students in Humboldt and elsewhere via online posting and outreach efforts.

PR Award #: P021A100088
Grantee: Augsburg College
Host Country: Namibia
Project Director: Orval Gingerich
Phone: 612-330-1159
E-mail: gloaled@augsborg.edu
GPA FY 2010 Award: \$86,820

Project Description:

Augsburg College will conduct a four-week short-term seminar in Namibia for 12 elementary and secondary teachers, pre-service teachers, education faculty, and curriculum specialists predominantly from Georgia, Iowa, and Minnesota school districts. The primary goal will be to provide knowledge about Namibia through three curricular units focusing on family and daily life, governance, and the environment. Participants will choose one curricular unit to focus on during the seminar.

A social studies curricular unit on democracy will be developed, using Namibia and its peaceful transition to a democratic system as a case study. Namibia provides an example of a governance system that is still struggling to redefine itself after emerging from a colonial history. The country is moving from an educational system created under the inequality of apartheid to one of integrating ethnic populations. Seminar participants will be able to learn about the process and reflect on similar experiences with multicultural education in the United States.

The Center for Global Education (CGE) at Augsburg College has a study center in Namibia and was one of the first U.S. educational institutions to establish programming there after the 1990 independence. CGE annually coordinates faculty development, academic and other short-term programming around the world.