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Fulbright-Hays Group Projects Abroad Program
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Short-Term Project Abstracts
Fiscal Year 2011

COUNTRY OF STUDY	STATE	GRANTEE INSTITUTION	AWARD AMOUNT	PAGE #
<i>AFRICA</i>				
Botswana	FL	University of Central Florida	\$99,890	9
Ghana	SC	Charleston Southern University	\$91,856	5
Senegal	NC	Appalachian State University	\$91,373	19
Sierra Leone	SC	University of South Carolina	\$93,466	22
South Africa	TN	Vanderbilt University	\$106,345	12
Tanzania	GA	University of Georgia	\$86,085	6
<i>EAST ASIA</i>				
China	NY	Committee of 100	\$83,200	10
Japan	CO	University of Colorado	\$91,977	15
Japan	WA	University of Washington	\$91,720	4
<i>RUSSIA, CENTRAL & EASTERN EUROPE</i>				
Russia	AR	University of Central Arkansas	\$75,386	3
<i>NEAR EAST, NORTH AFRICA & EURASIA</i>				
Egypt	PA	University of Pittsburgh	\$98,052	11
Morocco	CA	University of California Los Angeles	\$110,000	23
Syria	AZ	University of Arizona	\$95,050	7
Turkey	PA	University of Pennsylvania	\$106,037	8
<i>SOUTH ASIA</i>				
India	NJ	William Patterson University	\$80,075	17
India	TX	Richland College	\$84,313	13
<i>SOUTHEAST ASIA & THE PACIFIC</i>				
New Zealand/Australia	MI	Oakland University	\$96,694	14
Vietnam	NY	St. John's University	\$84,188	18
<i>WESTERN HEMISPHERE</i>				
Costa Rica	MI	Michigan State University	\$105,993	24
Jamaica, Trinidad/Tobago, Guadeloupe	MS	Jackson State University	\$94,250	20
Mexico	TX	University of Texas, San Antonio	\$80,430	16
Peru	MD	Morgan State University	\$83,690	21

PR Award #: P021A110001
Grantee: University of Central Arkansas
Host Country: Russia
Project Director: Brooks Green
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GPA FY 2011 Award: \$75,386

Project Description:

The Russian Federation is one of the most culturally and ethnically diverse countries on Earth. While many American educators have a basic knowledge of that diversity, their understanding is often limited in scope and depth. Moscow, St. Petersburg, the Ural Mountains, and some elements of Siberia are generally well known. Yet, the details of cultural and ethnic diversity in the Russian Federation are not as familiar. To more clearly understand that complexity, one must venture beyond the tourist centers and explore the “other” Russia. One of those “other” regions is an area south of Rostov-on-Don and Volgograd and sandwiched between the Black and Caspian Seas. This area is part of two of the Russian Federation’s economic regions; the Northern Caucasus and the Volga, hereafter referred to as the “Russian South.” It is this Russian region, with the cities of Rostov-on-Don, Lazarevskoye, Volgograd, and Astrakhan, that will provide the academic setting for this short-term seminar.

The short-term seminar will enable 14 persons to live in Rostov-on-Don, Lazarevskoye, Volgograd, and travel to the nearby city of Astrakhan - cities that are rarely visited by American educators. Thus, the seminar is designed to enhance, deepen, strengthen, and broaden the educators’ knowledge and understanding of Russia’s ethnic and cultural diversity as they read about, discuss, observe, and study the Russian South.

During the seminar, participants will: (1) stay in Rostov-on-Don, Lazarevskoye, Volgograd, and Astrakhan; (2) study the region’s history, geography, culture, and ethnicity; (3) participate in Russian-led field experiences; (4) meet with Russian educators; (5) participate in Russian language classes; and (6) collect material to create lesson plans and teaching units. These activities will provide an intensive immersion into the characteristics of the Russian South, which will enable participants to examine cultural and ethnic diversity first-hand and to improve their foreign language skills and, upon returning home, improve the area studies programs in their schools.

PR Award #: P021A110005
Grantee: University of Washington
Host Country: Japan
Project Director: Mary Bernson
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GPA FY 2011 Award: \$91,720

Project Description:

The East Asia Resource Center (EARC), part of the Jackson School of International Studies at the University of Washington (UW), will offer a short-term seminar in Japan for K-12 educators in the summer of 2012. To provide a broad overview, the seminar will feature extended stays in two distinctly different parts of Japan: Kobe in Hyogo Prefecture and Hirosaki in Aomori Prefecture, plus travel to other regions. Seminar lectures and discussion sessions will incorporate aspects of the arts and literature/language arts because of their importance both as subject matter and as vehicles for introducing information about Japan at multiple points across the curriculum. Additional scheduled seminar activities will include school visits, home stays, tours of historic and cultural sites, and group discussions with Japanese counterparts.

The project design rests on the principles that knowledge gained by the teachers must be academically sound, relevant to an understanding of contemporary Japan, and potentially applicable to their own teaching. Both K-12 classrooms and professional development workshops need the leadership of teachers who can educate their students and colleagues based on recent first-hand experience in this rapidly changing country. Throughout the project and afterwards, the educators will work online with EARC staff to accomplish project objectives including presentations and curriculum development. Excellent curriculum materials about Japan are available but some of them, particularly those used in the lower grades, need to be supplemented or updated. The EARC will submit proposals for sessions at state and national teacher conferences to provide venues for seminar participants to share their work. One of the conferences is the 2012 meeting of the National Council for the Social Studies, a major conference being held in Seattle for the first time.

The mission of the EARC is to deepen educators' understanding of East Asia and improve their teaching about the region. To do this, the EARC provides professional development programs and teaching resources about East Asia to U.S. elementary and secondary school teachers. The EARC will plan and carry out this Fulbright-Hays Seminar, including the online and in-person orientations and the continuing mentoring and support necessary to assure a wide impact.

PR Award #: P021A110006
Grantee: Charleston Southern University
Host Country: Ghana
Project Director: Donald Clerico
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GPA FY 2011 Award: \$91,856

Project Description:

The School of Education at Charleston Southern University (CSU) in collaboration with the CSU Department of English and Office of International Programs, is conducting a Fulbright-Hays Curriculum Project Abroad for 14 participants in Ghana during the summer of 2011. The group will be comprised of in-service and pre-service teachers and undergraduate education majors.

Teaching and Learning in Ghana (TLG) is a five-week program of classroom teaching experiences, narrative biographical writing projects, Fante language learning, and field visits to historic locations throughout the country. Participants will work in two-person teams teaching in two rural elementary-middle schools working directly with Ghanaian educators in their classrooms. In addition, participants will have daily Fante language instruction and practice. The TLG teams will develop “life stories” (both print and visual) of six teachers and six students in each of the schools we work in as well as general descriptions of the two villages. The resultant narratives will provide American teachers and students unique and personal views of real teachers and students as they live their daily lives.

A comprehensive program of activities and experiences has been developed to ensure that participants acquire knowledge of and sensitivity to the cultural, linguistic, educational and aesthetic aspects of Ghanaian life. In addition, participants will acquire an enhanced knowledge of the significant historic and cultural connections between Ghana and South Carolina.

The project design has three phases: Phase One consists of three weekend pre-departure training sessions during which time participants will receive instruction in researching and writing descriptive life story narratives, discuss the daily life and culture of the Ghanaian people, and learn linguistic techniques to aid their Fante language learning. Phase Two comprises the major thrust of the project: (1) four days of in-country orientation in Accra; (2) daily engagement for three weeks as teachers in two rural village elementary-middle schools; (3) Fante language instruction and practice; (4) one week of touring historic and cultural sites in Northern Ghana; (5) lessons in Ghanaian cooking, dancing, drumming, and craft making; and (6) development of working drafts of the village, teacher and student life story narratives. Phase Three is follow-up, dissemination and evaluation. The life story narratives will be edited for distribution via print, video and electronic means. Participants will serve as guest lecturers in school classrooms and at professional meetings. In January 2012, a *Ghana is Alive and Well Conference* will be held at CSU to present the narratives, SmartBoard lessons, accompanying DVDs and to showcase the updated *Teaching & Learning in Ghana* Web site.

PR Award #: P021A110012
Grantee: University of Georgia
Host Country: Tanzania
Project Director: Lioba Moshi
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GPA FY 2011 Award: \$86,085

Project Description:

The University of Georgia (UGA) proposes a 2011 GPA Short-Term Seminar as an innovative approach to increase African language, culture and area studies participation by in-service and pre-service K-12 educators in order to enhance K-12 educational curricula. The program will provide extended U.S.-based seminars to increase pre-departure knowledge base and subsequently enrich the required overseas study immersion and experience.

The program intends to attract 12 participants primarily from the State of Georgia but will not discriminate against any out of State applicants. Basic knowledge of Africa and interest in African area studies and or international programming will be highly desired, but not required. The program includes two intensive periods, a series of pre-departure seminars to be conducted at the UGA followed by a four-week intensive study immersion in Tanzania.

The seminar is intended to increase basic country specific knowledge that can be used as a basis for a general understanding of the continent including culture and linguistic diversity. This is an opportunity as well for the participants to get professional development credit, a recommendation made by local education administrators to K-12 teachers in need of credit hours for continuing education. For those in a degree program, the credit hours will be transferable to the institution of their choice; otherwise it will be reported to their school districts. To ensure full participation by all selected participants, the program will utilize current technologies available at the UGA Center for Continuing Education (e.g., 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 participate (in addition to traditional classroom language instruction) in online beginning Swahili instruction. Cumulatively, the pre-departure seminars and the four-week immersion program in Tanzania will enhance the participants' area studies knowledge specific to Africa. Participants will be expected to share the developed curriculum unit with teachers at their school districts in addition to being implemented in their specific classes.

PR Award #: P021A110013
Grantee: University of Arizona
Host Country: Syria
Project Director: Lisa Adeli
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GPA FY 2011 Award: \$95,050

Project Description:

The University of Arizona's Center for Middle Eastern Studies (CMES) proposes a Fulbright-Hays Curriculum Development *Teach Syria* program to take 13 full-time K-12 educators and pre-service educators to Syria for four weeks during summer 2011. The goal of the program is to assist elementary and secondary educators in integrating area studies and language exposure into many segments of the curriculum and several different content areas.

Teach Syria will be centered on the theme "Layers of Civilization." Syrian history is extensive and varied, extending back in time to the dawn of civilization. For the past 5,000 years, Syria has been a crossroads where European, Middle Eastern, and North African civilizations intersect. Therefore, a varied group of K-12 teachers will explore the historical development of diverse systems of religious thought, political and social organization, culture (art, language, music, and literature), urban development, and environmental adaptation. Teachers will also be given an introduction to the Syrian dialect of Arabic and will consider the role of Syria in the modern Middle East. Finally, American teachers will have the opportunity to meet with educators in Syria, establishing an international dialogue about teaching methods and collaborative projects.

Various parts of the program include: three pre-trip Saturday workshops of training in Arabic language and history, literature, geography, arts, and culture of the peoples of Syria; a 28-day summer traveling seminar to Syria combining academic work, language training, cultural experiences, and curriculum development; and a post-travel wrap-up session allowing participants to share their curricular materials and outreach projects. 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.

Lesson plans and other curricular materials created as a result of the program will be widely disseminated: posted on the CMES website, burned onto CDs for distribution (free of charge) to teachers, and demonstrated at local and national teachers' conferences. The project will lead to the development of curricular materials with a broad-based educational impact. While the historical theme will lead many teachers to develop history lessons on areas integral to the Social Studies curriculum (e.g., early civilizations, Crusades, Ottoman era, European imperialism), the broad span of the program would allow others to develop materials on media, water management, Arab culture, religious pluralism, etc. The dissemination of teacher-created lessons resulting from the program will thus be extremely useful to teachers in a variety of disciplines.

PR Award #: P021A110014
Grantee: University of Pennsylvania
Host Country: Turkey
Project Director: James Ryan
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GPA FY 2011 Award: \$106,037

Project Description:

The Middle East Center at the University of Pennsylvania (Penn) proposes a six-week study abroad seminar to Turkey for ten K-12 educators in the summer of 2011. The program, entitled “American Issues in a Global Context: Turkey in the World” is designed to globalize American civics education by engaging the themes and language of American history and society and applying it to the secular Democratic Republic of Turkey. The seminar will engage issues such as borders, identity, race and ethnicity by demonstrating the diversity of the Turkish experience in the cities of Istanbul, Ankara and on a 4-week traveling seminar in Eastern Turkey beginning in Trabzon and ending in Antakya.

The program will focus on Turkey as it has developed during the Republican Era (roughly 1922 to present) and how it has struggled to construct a democratic society in an age of instability in their region. Often depicted as a homogenous nation, Turkey in fact resembles America’s melting pot in many ways. Modern Turks have deep roots in the Balkans, Caucasus, Levant, Mesopotamia and Persia; this seminar will address the struggle of Turkey’s many ethnic groups to incorporate themselves into this modern nation.

As a Title VI National Resource Center, the Middle East Center is charged with promoting Middle East Awareness and Education on Penn’s campus and in the Philadelphia community at large. This project will be the keystone of our education outreach initiatives in the coming year as we seek to globalize curricula in more creative and diverse ways than are already in place. The proposed program consists of a pre-seminar phase where participants and other teachers from the community will begin to engage recent scholarship on the issues pertinent to the seminar, the study abroad phase, and a post-seminar phase that will focus on the refinement, evaluation and dispersal of curricular methods developed during the seminar. Through these methods we hope to have a deep impact on the classrooms of our participants and also an end product that is replicable in any classroom nationwide.

PR Award #: P021A110015
Grantee: University of Central Florida
Host Country: Botswana
Project Director: Karen Biraimah
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GPA FY 2011 Award: \$99,890

Project Description:

The overarching goal for this project is to create sustainable academic linkages between teachers in central Florida's high-need public schools, the University of Central Florida (UCF) Education and Anthropology faculty, and pre-service teachers committed to teaching in underserved schools. This professional team, through its shared goal of creating enhanced educational opportunities for all students, will contribute to African area studies curriculum designed to enrich the knowledge base of central Florida's teachers and students. In addition, they will build upon and strengthen current courses in international area studies for pre-service teachers, as well as courses included within UCF's Graduate Certificate in Global, International and Comparative Education. This project will strengthen the collegial relationships between the faculty at UCF and the University of Botswana, while simultaneously contributing to capacity building activities leading to mutual research and publication projects.

This project focuses on the role of democracy in the development of quality education and sustainable political systems in both the United States and Botswana. More specifically, this project is designed to facilitate:

- An understanding of the impact of language of instruction on the development of democratic classrooms for underserved student populations through an examination of the use of Setswana and English as the only languages of instruction in multicultural and diverse Botswana classrooms.
- An understanding of the role of democratic classrooms in providing opportunities for marginalized communities such as the Basarwa in the arid and semi-arid regions of Botswana.
- Exploration of cultural diversity and linkages to educational equality in Botswana, a country frequently seen as a leading example of democracy in Africa.
- Increased capacity-building opportunities for faculty members at the University of Botswana through inclusion in grant proposal preparation, and joint research and publication activities evolving from a longitudinal evaluation of the proposed program.
- Development of K-12 African area studies curriculum and enhancement of teacher education courses with a focus on international education.

PR Award #: P021A110025
Grantee: Committee of 100
Host Country: China
Project Director: Karen Clancy
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GPA FY 2011 Award: \$83,200

Project Description:

The success of students in the United States depends on their ability to access and use tools for living and working in an increasingly global environment that includes interaction with China. These tools include language and culture training as well as understanding the historical and economic connections that the United States has with China and other parts of the world. In order to provide this training, teachers in all subject areas need to broaden their own perspectives to include the world in their lesson plans. Within their school sites, subject area teachers and Chinese language teachers can collaborate to reinforce their students' understanding of Chinese culture and its relevance to American society by incorporating global perspectives in their lesson plans. Introducing teachers to China through this project's model of immersion will allow them to gather the primary source material necessary to teach knowledgeably and effectively.

This five-week project was developed by the Committee of 100 in partnership with the San Mateo County Office of Education, the Institute of East Asian Studies at UC Berkeley, and Huazhong Normal University in Wuhan, China. The main activities consist of: one week pre-departure orientation; four weeks field study in China; further lesson plan development; and classroom teaching of lesson plans and demonstrations/presentations to other teachers.

Faculty Director, Dr. Li Liu, and Program Director, Karen Clancy, will lead the Summer Institute which begins with an intensive one week course. It is modeled on the highly successful San Mateo County Summer Institute and draws upon the resources at the University of California-Berkeley (UC Berkeley), the San Francisco Asian Art Museum, and other regional institutions. Teachers participate in coursework that prepares them for the upcoming travel experience, including one-on-one language classes taught online by eChinese Learning of Beijing and with Dr. Liu. University faculty from UC Berkeley and Stanford University cover topics that consider ancient China to modern times while providing content with which teachers can begin to develop standards based lesson plans.

The field study in China is hosted by Huazhong Normal University and begins in Xi'an, the ancient capital city and eastern terminus of the Silk Road. Each city visited (Xi'an, Luoyang, Wuhan, Changsha, Beijing) offers a look at what was the "center" of China during different periods in history. While at the university, teachers participate in lectures and discussions with faculty on topics ranging from calligraphy to economics to the education system. Lectures are intended to mirror content learned during the first week so that teachers can compare perspectives from both the United States and Chinese view. Beijing will be visited last and include lectures on a modern China that is juxtaposed on historical reminders of its dynastic past.

PR Award #: P021A110027
Grantee: University of Pittsburgh
Host Country: Egypt
Project Director: Elaine Linn
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GPA FY 2011 Award: \$98,052

Project Description:

The Global Studies Center (GSC) at the University of Pittsburgh, with the Consortium for Educational Resources for Islamic Studies (CERIS) will organize a study program for junior and senior undergraduate students enrolled in a secondary education major or pre-education track programs at nine CERIS member institutions in Eastern Ohio and Western Pennsylvania. *Speaking the Culture of Egypt: Experiential Learning Program for Future Secondary Education Teachers* will offer student participants online area study instruction (January – May 2012), cross-cultural training (January 2012), a six-week living/learning experience that includes the study of colloquial Egyptian dialect in Egypt, guest lectures and site visits related to area study content (Summer 2012), interaction with Egyptian peers during community service work, and post-travel online exchanges (September – December 2012). As a result of the trip, 12 students will be able to speak Arabic (Egyptian dialect) at the intermediate/low ACTFL level, will have developed an understanding about historical and contemporary Egypt and the Middle East, networked with a cadre of contacts for continued engagement, and created six authentic language resources and 12 digital stories available for educators of Arabic and secondary education teachers online at Maktaba.

GSC (a national resource center of excellence as designated by the U.S. Department of Education), houses the Secretariat of CERIS, an innovative consortia of 27 colleges, universities and community organizations in eastern Ohio and Pennsylvania that have pooled their resources and expertise in Islamic Studies. The program will be administered by GSC with nine participating CERIS intuitions: Baldwin Wallace College; California University of Pennsylvania; Chatham University; Community College of Allegheny County; Mercyhurst College; Seton Hill University; Slippery Rock University of Pennsylvania; University of Pittsburgh; and Youngstown State University. These institutions were selected for their large enrollments of secondary education majors and as of 2004 all offer Modern Standard Arabic on their campuses.

GSC will collaborate with colleagues at the Golden Heights Academy, the Program for Dialogue of Civilizations at the Faculty of Economics and Political Science at Cairo University, faculty from the Fine Arts College at South Valley University, University of Alexandria, American University in Cairo, the Institute of International Education in Egypt, and Nahdet el Mahroosa providing language and area study content classes, guest lectures, co-curricular activities, site visits and community service opportunities.

PR Award #: P021A110033
Grantee: Vanderbilt University
Host Country: South Africa
Project Director: Douglas Perkins
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GPA FY 2011 Award: \$106,345

Project Description:

We will conduct a 42-day intercultural field school project in South Africa for 15 advanced undergraduate, masters and doctoral students planning careers in K-12 or postsecondary teaching. We will use the project to develop our field school program into a more systematic model for international collaborative field-based training in community studies and in area studies, community health, and applied social research. The success and sustainability of the above goal is contingent upon our ability to develop a long-term relationship with our prospective international partners. Thus, the proposed 2011 field school will: (1) build the foundation of those long-term relationships; (2) develop and disseminate our curriculum related to the international field school program; and (3) provide real-world collaborative foreign field project experience and learning for a group of American and South African students and faculty.

Toward those aims, students, supervised by faculty of the Departments of Human and Organizational Development at Vanderbilt's Peabody College of Education and Human Development and of Psychology at the University of Cape Town (UCT), will participate in one of four collaborative short-term service-learning projects, in partnership with one UCT-sponsored organization and four local non-governmental organizations working in the mixed-race township of Manenberg, near Cape Town.

The service-learning projects will focus on: (1) youth development in a high-crime, low-income township; (2) housing/neighborhood conditions and needs; (3) understanding and improving community health promotion efforts; and (4) quality and challenges of South African township schools. We will select students based on their potential for a successful, high-impact career in international education and their ability to contribute to the project areas above.

Prior to departure, all students will take a 30-credit-hour intensive preparatory course led by participating faculty. The first week in Cape Town consists of orientation, presentations on culture, history, politics, development issues and the work of the five partner organizations. Weeks 2 through 4 will focus on the above township project work. Students will report on what they have learned and achieved at the start of Week 5. For the last ten days, the group will visit historical, educational, and cultural sites in Durban, Pretoria, and Johannesburg. Following travel, the project will disseminate the field school model and project results in academic publications, conferences and other presentations to inform educators and students at the local and national levels.

PR Award #: P021A110038
Grantee: Richland College
Host Country: India
Project Director: Aditi Samarth
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GPA FY 2011 Award: \$84,313

Project Description:

Richland College, in partnership with the Hurst-Eules-Bedford Independent School District (HEBISD) and the World Affairs Council of Dallas/Fort Worth (WAC), will take a total of 17 K-12 teachers/educators and college professors to India to understand India's experience with the selected United Nations (UN) Millennium Development Goals. The aim of the project is to expand, strengthen, and link international education and Global Studies programs at elementary and secondary schools and community colleges in north Texas. The focus will be on the influence of India's history, culture, and economic development efforts to achieve five of the UN Millennium Development Goals (MDGs) that articulate most closely with educational organizations' missions.

The 17 selected educators will participate in 24 hours of pre-departure sessions before traveling to India for 32 days. The participants will develop curriculum modules connecting their fields of study with India and the MDGs, completing those segments by September 2011. They will then offer the modules in at least 15 classes during the Spring 2012 semester.

The project will sponsor a two-day conference in October 2011, under the leadership of HEBISD and the WAC for 50 elementary and secondary educators to disseminate information about India and the MDGs and promote the curriculum modules. WAC will offer a one day workshop focused on India and the MDGs for 500 students through the Junior World Affairs Council in November 2011. Finally, in April 2012 Richland College will host a day-long conference with the North Texas Community College Consortium highlighting the project's activities and results to encourage community college professors to adapt curriculum modules for their classes. Richland College will also support a project website to disseminate all of the curriculum modules for interested educators plus media presentation speakers may use to supplement their lectures and speeches.

PR Award #: P021A110041
Grantee: Oakland University
Host Country: New Zealand/Australia
Project Director: Carolyn O'Mahony
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GPA FY 2011 Award: \$96,694

Project Description:

This project examines classroom instruction in New Zealand and Australia, beginning with orientation meetings in Michigan in March 2012 and finishing with graduate level project presentations online in September 2012, complemented by a unique five-week cultural immersion experience in May and June.

It is designed for 12 teachers with professional leadership potential who represent the demographic diversity of Southeast Michigan. They will return to the United States with a better understanding of public education as a system that is shaped by historical and current societal beliefs and values and of small countries' perspectives on global issues and multicultural education. Individualized teaching resource kits that reflect artful attention to students' home cultures in teaching and electronic and face-to-face professional presentations will reflect their growth in understanding of these issues and Australasian perspectives.

PR Award #: P021A110043
Grantee: University of Colorado, Boulder
Host Country: Japan
Project Director: Catherine Ishida
Telephone: 303-735-5115
E-mail: catherine.ishida@colorado.edu
GPA FY 2011 Award: \$91,977

Project Description:

The Program for Teaching East Asia (TEA) at the University of Colorado at Boulder will conduct a four-week short-term seminar project in Japan through the Fulbright-Hays Group Projects Abroad program. This project abroad will constitute one component of an extended professional development program in Japan studies for 12 secondary world history educators from the Rocky Mountain-Great Plains region. Entitled “Cultural Encounters: Japan’s Diverse Past and Present,” the full program will address the need for: (1) curriculum development on Japan in world history that incorporates new narratives and themes of global interaction; (2) professional development that enhances secondary world history teachers’ knowledge of Japanese history, cultural studies, and cross-cultural pedagogy; and (3) educator opportunities to study abroad and participate in international exchange. The program will develop and disseminate thematic units and lessons that teach about Japan in world history through the lens of cultural interactions and foreign relations.

The four-week program in Japan will provide the 12 participants with an intensive, first-hand cultural immersion experience, academic learning, and opportunities for authentic resource material gathering and networking in Japan. TEA has conducted 17 previous study tours to Japan for educators and, with its extensive network of resources in Japan, will design a program that integrates formal and experiential study about Japanese culture, history, geography, literature, and education and develops and disseminates secondary-level, world history curriculum that teaches Japan in a comparative and global context with 21st-century skills, knowledge, and cultural awareness. Six Japanese cities (Fukuoka, Nagasaki, Nara, Kyoto, Yokohama, and Tokyo) and their surrounding areas will serve as classrooms in which participants will study themes regarding diversity in Japan and Japan’s responses and approaches to historic and contemporary cultural encounters.

PR Award #: P021A110045
Grantee: University of Texas, San Antonio
Host Country: Mexico
Project Director: Peter Sayer
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GPA FY 2011 Award: \$80,430

Project Description:

The four and half week study abroad trip to Puebla in south-central Mexico will provide pre- and in-service teachers currently studying in the College of Education and Human Development at the University of Texas, San Antonio (UTSA) with an educational and cultural experience intended to expand their worldview and provide them with opportunities to gain professional experience in an international context. The trip will combine: (1) a two-week practicum in Pueblan classrooms working with local mentor teachers with; (2) Spanish language instruction; (3) home stays; (4) learning about language teaching theory and methods from UTSA and local faculty; (5) excursions to explore the history and cultural and linguistic diversity of Puebla; and (6) a conference in the neighboring state of Oaxaca on bilingualism and indigenous intercultural education in Latin America.

The group project abroad will be undertaken as a local partnership with the Benemérita Universidad Autónoma de Puebla (BUAP), the main public university in the state, and with local public elementary schools, where the UTSA students will team up with local public teachers to teach English as a Second Language to elementary students. The participants will receive 45 hours of proficiency-level appropriate instruction in Spanish from local university instructors in the Department of Foreign Languages at the BUAP. In addition, they will live with host families and interact with pre-service teacher candidates studying at the BUAP.

PR Award #: P021A110046
Grantee: William Patterson University
Host Country: India
Project Director: Sreevidya Kalaramadam, Djanna Hill
Telephone: 973-720-3378; 973-720-3378
E-mail: kalaramadams@wpunj.edu; hilled@wpunj.edu
GPA FY 2011 Award: \$80,075

Project Description:

William Paterson University (WPUNJ) Fulbright-Hays Group Projects Abroad (GPA) program to India focuses on challenges and possibilities of globalization and multiculturalism as rich resources for teachers in US classrooms. The four-week GPA is a collaborative project across the Colleges of Education, and Humanities and Social Sciences. Participants will be pre-service teachers from WPUNJ specializing in humanities, social studies, foreign languages or area studies, and current K-12 teachers from the Paterson school district which has been identified as a “high-needs” district in New Jersey. The goal of the project is to enable participants to have an intercultural experience that will not only enrich pedagogy and content in teaching South Asia in US schools but also build a critical learning community of social studies and global studies teachers in New Jersey by fostering mentoring and leadership skills among participants.

Upon completion of the program, participants will be able to demonstrate understanding, knowledge and appreciation of the complex process of globalization in India, the meanings, policies and practices of multiculturalism in India, and the historical and contemporary interconnections between the local and the global, and India and the United States. Participants will visit various historical and contemporary sites that reflect globalization and multiculturalism in urban centers (Delhi, Hyderabad, and Chennai) and rural clusters (Vellore, Srikakulam, Fatehpur). Historical site visits (Agra, Varanasi, Amritsar, Mamallapuram) will illustrate the existence of syncretic ways of living in a multireligious and multilingual society. Participants will explore the issue of secularism, educational policy and practices, and the challenges of development and social change. Throughout the GPA, attention will be paid to the history, sociology and politics of caste, class and gender inequalities, and attempts to redress them by state and society.

The GPA will thus enable participants to appreciate the cultural and social diversity of India, and the dynamic ways that globalization and multiculturalism are negotiated, struggled over and given differing meanings in a complex society. Upon return, participants will collectively produce a primer for use in schools to teach India and South Asia, present at a regional conference on Teaching Asia, produce lesson plans and incorporate material from India into their global studies curriculum, and establish linkages with the South Asian community in New Jersey.

PR Award #: P021A110047
Grantee: St. Johns University
Host Country: Vietnam
Project Director: Yvonne Pratt-Johnson
Telephone: 718-990-2645
E-mail: prattjoy@stjohnse.edu
GPA FY 2011 Award: \$84,188

Project Description:

The School of Education at St. John's University (STJ) will lead a six-week Fulbright-Hays Group Projects Abroad (GPA) seminar to Vietnam, July 5 – August 19, 2011. The 13 participants include eight K-12 teachers (two elementary school teachers, three middle school teachers, and three high school teachers) from New York City; three pre-service teachers; a curriculum specialist; and a bilingual scholar/escort. This GPA seminar in Vietnam will provide teachers with an unparalleled Vietnamese language and cultural immersion experience for a better understanding of Vietnam.

Our project is four-fold. It is intended to: (1) increase participants' knowledge of the culture and language of Vietnam; (2) develop lesson plans that support and enrich the curriculum by integrating Vietnamese culture and language into art, English language arts, and history classes; (3) develop intercultural competence skills in pre-service teachers; and (4) develop a collaborative service-learning program between STJ students and three New York City public schools with Vietnamese student populations.

This GPA seminar will begin with an extensive pre-departure phase that will provide participants with three full days of pre-trip orientation. This will include aspects of Vietnamese history, politics, culture, language and the peoples. During the overseas phase, participants will receive intensive instruction (96 hours) in the Vietnamese language and gain first-hand knowledge of Vietnamese culture, history and arts through historical and cultural visits throughout various regions of the country. Community service-learning, school visits and meetings with Vietnamese educators and GPA participants will also be a part of the overseas phase. Finally, in the post-seminar phase, participants will debrief and reflect on their experiences abroad, and they will also finish preparation of their lesson plans so that they can begin to implement them in their elementary and secondary classrooms.

PR Award #: P021A110050
Grantee: Appalachian State University
Host Country: Senegal
Project Director: Michael Lane
Telephone: 828-262-2304
E-mail: laneme@appstate.edu
GPA FY 2011 Award: \$91,373

Project Description:

This seminar in Senegal offers twelve pre- and in-service teachers of French and area studies a way to view Senegal and Francophone Africa with great nuance. Guided by two faculty members from Appalachia, an expert in Francophone Studies (Dr. Frindéthié), and a Francophone literature specialist with expertise in foreign language curricula and teaching technology (Dr. Lane), participants will explore the culture, history, and life ways of Senegal and develop projects to share this with students and other teachers. Project-based work in the seminar is focused on learning about the country while gathering and developing materials for teaching French or area studies. A structured home stay in the small village of Ndongol intensifies the immersion experience and gives participants direct access to the people and daily life of Senegal. Through the four-week immersion experience, participants will improve their French proficiency and return better prepared to teach French and Francophone culture.

The four-week experience in Senegal is intensive. Through discussions with artists, historians, filmmakers and other experts on popular culture, basic Wolof instruction, and through museum visits and travel to historic and religious sites, participants will gain an in-depth understanding of the country of Senegal and its people. The six-day home stay also gives participants direct access to the culture and practices of rural daily life. In this way, the metropolitan and rural in Senegal are juxtaposed, and personal bonds are formed.

The group will be recruited to include French-speaking undergraduate teaching candidates in French or area studies, lateral-entry teachers, elementary and secondary school teachers, and graduate students in French teaching.

Each participant will agree to develop two projects, integrate these in their own teaching, and complete two additional outreach events upon their return. Among these are presentations at state or regional conferences and contributions to databases or materials banks. Undergraduate-level participants will present their teaching units in college-level required classes in the university's teacher education program and in community settings. The university will also sponsor an exhibit of Senegalese art and culture and participants' video documentaries.

Pre-departure orientation sessions facilitated by videoconferencing, combined with an on-campus orientation will prepare participants prior to travel. Follow-up sessions afterward will achieve high quality teaching projects. This content and technology support ensures that participants can share what they have learned at state and regional conferences and with other teachers digitally.

PR Award #: P021A110055
Grantee: Jackson State University
Host Country: Jamaica, Trinidad & Tobago, Guadeloupe
Project Director: Johnnie Mills
Telephone: 601-432-6107
E-mail: johnnie.mills@jsums.edu
GPA FY 2011 Award: \$90,660

Project Description:

A cursory examination of the representation of cultural and global diversity in the curricula of the Mississippi public school and university systems reveals that information about one of our closest neighbors, the Caribbean, is generally excluded from the arts curriculum. It is well understood that the arts reflect the life and culture of a people. Therefore, to become immersed in the culture is to learn about the people and their arts. As our educational system moves toward internationalizing the curriculum and infusing a multicultural perspective, we have a special need to acknowledge our closest neighbors in the Caribbean, not only because of their geographical proximity and their peaceful co-existence among diverse cultural groups, but also because their arts, music, theater and crafts have so much in common with African American cultural arts.

The primary goal of the project is to increase educators' appreciation for and knowledge of the Caribbean cultural arts in their varied forms through first hand study of the themes that are reflected in them and the social and cultural contexts of people's lives that inspire them.

Specific objectives are to: glimpse the many cultural art forms in three Caribbean island nations through field trips, observation and participation; study the history and contemporary social realities that inspire and sustain these art forms; interact with artists, art historians, writers, scholars and connoisseurs of art so that the meaning, symbolism and cultural ethos may be understood in proper perspective; and infuse the information gained into the arts programs in public schools and higher education.

More specifically, the project is designed to develop a number of lesson plans in the art and culture of the Caribbean in an attempt to enhance Caribbean Studies as well as African American Studies. The group will consist of seven college/university faculty members and seven public school teachers who will work together on a common theme under the guidance of a curriculum specialist. The teams will develop seven lesson plans for public schools and seven curriculum units for higher education focusing on the art and culture of the Caribbean.

The group will work with specialists at the University of West Indies and the University of the Antilles in Guadeloupe. The program will involve a series of lectures, seminars and curriculum development sessions on the three campuses. In addition to formal lectures and workshops, we have also planned several informal meetings with outstanding Caribbean scholars and artists. Since we are interested in the many forms of cultural arts and the lifestyle of people which inspire and sustain them, we have selected regions and sites noted for the arts.

PR Award #: P021A110058
Grantee: Morgan State University
Host Country: Peru
Project Director: Mbare Ngom
Telephone: 443-885-3095
E-mail: mbare.ngom@morgan.edu
GPA FY 2011 Award: \$83,690

Project Description:

Through this grant, Morgan State University will take a group of 15 educators, including the project director, on a five-week intensive immersion program to Peru to study issues related to that country's history, culture and society, and to improve their Spanish language skills. The specific focus will be on, but not limited to, the African presence and experience in Peru. This study abroad project will help participants study, learn, design and implement effective ways of developing and enhancing the teaching of the history, culture and society of Peru and Latin America in general. Curricula will be developed for use at Morgan State University, in Baltimore City and at Maryland area public school districts/systems and local education agencies (LEAs).

This project will provide an opportunity for participants to study and learn about Peru through a rigorous academic program of lectures and tailored seminars at different private and public Peruvian universities, public institutions, extensive field study throughout that country, and a thorough follow-up program in June 2012. In order to reach our goals, we will bring together Peruvian experts from a wide range of disciplines, professions, civil society organizations, and government agencies, to give participants a full insight into the history, culture, and society of modern Peru. The program will also provide participants with service-learning opportunities. The objectives of this Group Project Abroad are to:

- expose participants to experiential learning situations that will help them to improve their language and communicative skills in Spanish, and engage in service-learning;
- help participants obtain an appreciation and knowledge of Peruvian cultural traditions and ethnicities, including their value systems, institutions, aesthetic expressions and contemporary relevance;
- provide participants with knowledge and tools that will help them to design and develop new curriculum materials and/or significantly enhance existing ones;
- improve and enhance their teaching skills and develop strategies and effective ways of imparting their knowledge capably and confidently about Peru and Latin American countries in general, to their students and members of surrounding communities.

PR Award #: P021A110061
Grantee: University of South Carolina
Host Country: Sierra Leone
Project Director: Gloria Boutte
Telephone: 803-777-2018
E-mail: gsboutte@mailbox.sc.edu
GPA FY 2011 Award: \$93,466

Project Description:

The project – *Sankofa: Understanding Sierra Leone’s History, Language, and Culture To Teach Future Generations* – involves a 13-member Curriculum Development Team that is a consortium of K-12 teachers from high need school districts, one doctoral student, higher education faculty, and a curriculum consultant in intensive firsthand learning experiences in Sierra Leone. *Sankofa* focuses on language and area studies to build knowledge, develop international relationships, and collect materials to be used in the construction of curriculum for K-12 classrooms and preservice teacher education in the United States.

The project is directed by Dr. Gloria Boutte; Dr. Susi Long is the co-organizer/participant. They are assisted by Host Country Co-Coordinator/Bilingual Scholar Escorts, Sierra Leone residents and scholars, Mr. Joseph Opala and Mr. Amadu Massally. Participants are required to have a background in culturally relevant teaching and an introductory knowledge of Sierra Leonean connections to cultural tradition in the United States. They will commit to further study prior to, during, and following the Sierra Leonean trip and to the development and dissemination of related curricula.

This project is critical not only to education in South Carolina but to schooling across the United States because of direct links between Sierra Leone and the Gullah culture and language of South Carolina as well as the larger African American community across the United States. This knowledge, while widely reported in professional literature is glaringly absent from curricula in schools and in preservice teacher education programs. In Sierra Leone, participants will gain firsthand knowledge to support their development of curricula that: (a) reflect the rich resources of Sierra Leonean/African American cultural and linguistic heritage; (b) incorporate global and international perspectives; and (c) support academic achievement for children least well served in U.S. schools.

PR Award #: P021A110066
Grantee: University of California, Los Angeles (UCLA)
Host Country: Morocco
Project Director: Azeb Tadesse
Telephone: 310-825-2877
E-mail: atadesse@international.ucla.edu
GPA FY 2011 Award: \$110,000

Project Description:

UCLA African Studies Center (ASC)'s six-week GPA, "*East Meets West: Islamic, Judaic and Western Influences in Morocco*," will build on participants existing knowledge and experience to enhance their understanding of Africa, North Africa and Morocco with the aim of expanding their ability to fluently teach about Africa and become thought leaders in their schools and communities. Direct personal experience will broaden teachers' vision of Africa and support more well-informed and balanced teaching about the continent. With first-hand knowledge and experience, teachers will be more inclined and equipped not only to cover what little Africa content might be available in existing textbooks, but to go beyond and develop original units.

This project will build on previous successful GPAs to provide ten teachers with intensive Arabic language immersion, academic training, direct personal experience, curriculum-development workshops, mentoring by Moroccan educators, and on-going support. The project will also build a foundation for educators to continue their scholarship of Arabic (thus far 28 percent of GPA UCLA alumni have continued studying Arabic) and African Studies by providing participants with four UNEX (university extension) quarter units in Arabic upon completion of Modern Standard Arabic instructions and four UNEX quarter units in Education upon successful completion of a curriculum unit.

This GPA in Morocco has four objectives: (1) to provide Arabic immersion language training equivalent to one quarter of elementary-level university language instruction; (2) to allow educators to experience first-hand the intersection of east and west in the history, culture, and society of a country that has been at the crossroads since ancient times; (3) to provide participants with the means and media to bring their experience alive in the classroom, school, and school system; and (4) to provide an incentive for participants to advance their scholarship by providing credits they can put towards their continued education.

PR Award #: P021A110067
Grantee: Michigan State University
Host Country: Costa Rica
Project Director: Kristin Janka Millar
Telephone: 517-353-1690
E-mail: kristin@msu.edu
GPA FY 2011 Award: \$105,993

Project Description:

Michigan State University (MSU)'s Center for Latin American and Caribbean Studies (CLACS) in collaboration with the College of Education (COE) will conduct a five-week intensive language and culture program, *Teaching the United Nations Millennium Development Goals (MDGs): Costa Rica*, for 13 U.S. K-12 educators (practicing and pre-service) to Costa Rica during the summer of 2011. Aimed at building teacher capacity and skills needed for teaching in and preparing students for an increasingly interdependent and global world, this GPA offers a unique opportunity to strengthen Spanish language skills, deepen cultural knowledge, and engage with communities through an in-depth study of Costa Rica's progress toward attaining the United Nations MDGs.

By 2015, the MDGs aim to: eradicate extreme poverty and hunger; achieve universal primary education; achieve gender equality and empower women; improve human health sustainability; and develop global partnerships for development. The MDGs are the most "broadly supported, comprehensive and specific development goals the world has ever agreed upon" (United Nations Development Programme, 2010). This GPA seeks to raise awareness of these global development goals and position GPA participants as teacher-leaders in their schools and communities and thereby, advance human rights and social justice through their teaching and curriculum in their classrooms and communities, both in local and global contexts.

Five goals aimed at building teacher capacity frame this GPA: (1) to improve Spanish language proficiency; (2) to increase intercultural competency; (3) to deepen knowledge about Costa Rica, the region and the UN MDGs; (4) to provide first-hand experience living in and developing relationships with people in a different culture; (5) fill a gap in curricular resources about Central America and the MDGs; and (6) to strengthen institutional relationships between MSU and Costa Rican institutions.

This project will be implemented in three phases: (1) pre-departure preparation including a pre-trip online orientation offered for graduate or CEU credit; (2) five-week in-country program where participants will attend daily intensive Spanish language and culture classes, integrated site visits and presentations by experts, have opportunities to interact with locals, engage in service-learning projects, and develop curriculum. Throughout the program, participants will work in small groups to develop curricular modules, offered as open educational resources (OER) at the LatinAmericaLearning.org Web site; and (3) follow-up programming and dissemination will include a post-trip program and course to facilitate critical reflection and provide support in implementing curriculum development projects in the classroom; as well as state, national, and international dissemination of the GPA outcomes and curriculum projects.