

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education (IFLE) Service



Fulbright-Hays Group Projects Abroad Program
CFDA 84.021A
Short-Term Project Abstracts
Fiscal Year 2012

COUNTRY OF STUDY	STATE	GRANTEE INSTITUTION	AWARD AMOUNT	PAGE #
<i>AFRICA</i>				
Malawi	GA	Mercer University	\$84,220	4
Tanzania	MI	Michigan State University	\$97,387	7
<i>EAST ASIA</i>				
China	MA	University of Massachusetts, Boston	\$101,887	14
China/Taiwan	MD	Towson University	\$108,686	12
<i>RUSSIA, CENTRAL & EASTERN EUROPE</i>				
		American Councils for International		
Russia	DC	Education	\$69,655	3
Russia	TX	University of Texas, Austin	\$92,870	15
<i>NEAR EAST, NORTH AFRICA & EURASIA</i>				
Turkey	CO	Metropolitan State College of Denver	\$94,934	6
<i>SOUTH ASIA</i>				
Nepal	CA	Pitzer College	\$66,025	10
<i>SOUTHEAST ASIA & THE PACIFIC</i>				
Philippines/Vietnam	HI	University of Hawaii	\$106,818	13
Vietnam	NY	St. John's University	\$105,019	11
<i>WESTERN HEMISPHERE</i>				
Brazil	CA	Merritt College	\$84,940	5
Brazil	GA	Morehouse College	\$83,262	9

PR Award #: P021A120059
Grantee: American Councils for International Education
Host Country: Russia
Project Director: Dan Davidson
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GPA FY 2012 Award: \$69,655

A leader in international education, academic exchange, and overseas language immersion, American Councils for International Education: ACTR/ACCELS (American Councils) creates opportunities that prepare individuals and institutions for success in an increasingly interconnected world. American Councils is a multilingual and multicultural research and exchange organization that values communication with representatives of other cultures as critical for the development of trust within communities and across cultural and political boundaries. Because language is an essential part of culture, American Councils emphasizes host-country language utilization and study whenever possible. American Councils' Summer Russian Language Teachers Program provides 12 current and pre-service K-12 teachers and post-secondary faculty of Russian a unique opportunity to attend a specially designed six-week program for the study of advanced Russian, teaching methodology, linguistics, and culture at Moscow State University. The program is specifically designed to:

- Refresh and expand participants' language skills through advanced grammar, conversation, and phonetics classes;
- Provide Russian and American teachers the opportunity to discuss current issues in language pedagogy;
- Compare American and Russian theories and practice of second language instruction; and
- Explore a wide range of literary, linguistic, and cultural topics, increasing participants' cultural competence.

PR Award #: P021A120003
Grantee: Mercer University
Host Country: Malawi
Project Director: Zipangani Vokhiwa
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GPA FY 2012 Award: \$84,220

Under the GPA Short-Term Seminar Projects, Competitive Preference Priority II, this project will enable two Mercer University faculty and twelve K-12 educators comprised of ten practicing teachers enrolled in teacher education programs at Mercer University or teaching in the Metro area, and two school administrators from the metro-Atlanta school districts, to travel to Malawi, Africa on a four-week field trip.

The goals of this field trip are to enable the selected participants to: (1) collect data for use in integrating environmental awareness and cultural competency into their Area Studies curricula in their classrooms; and (2) establish an ongoing collaborative online exchange program with their counterpart Malawian educators. The specific objectives of the project are to: (1) study the impact of ecology and environment on the culture and history of Malawi; (2) develop lesson plans, instructional strategies and curriculum resources to integrate international Area Studies into the K-12 curricula; (3) collect pertinent environmental and cultural artifacts with the help of Malawian environmental specialists and students, educators, artists, the clergy, businesspeople, and government officials; (4) train the team members to be mentors and information sources to disseminate the results of the project to other U.S. K-12 school systems; and (5) create an on-going, online resource for collaborative opportunities for American and Malawian educators to engage in cross-cultural understandings.

The project objectives support Mercer University's strategic plan that emphasizes promoting global and interdisciplinary studies to enhance student perspective and potential contributions to society. The project will also complement Mercer University's on-going study abroad initiatives which include, among others, Mercer on Mission (MoM) overseas and Tift College of Education's collaboration with the Ricks Institute in Liberia, Africa.

PR Award #: P021A120045
Grantee: Merritt College
Host Country: Brazil
Project Director: Siri Brown
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GPA FY 2012 Award: \$84,940

Merritt College, a public community college in Oakland, California respectfully requests a grant in the amount of \$84,040 from the U.S. Department of Education's 2012 Fulbright-Hays Group Projects Abroad (GPA) Program to support *Culture as Power: Teaching Afro-Brazilian History, Politics, and Culture -- A Curriculum Development Project for Community College and High School Educators*. This application is being submitted under Project Type 2: GPA Curriculum Development Project.

Through this GPA project, 12 college and high school faculty and administrators, from Merritt College and its partner educational institutions Castlemont High School, and Oakland Technology High School will travel to Brazil to conduct research on Afro Brazilian communities and generate new interdisciplinary curriculum for classroom use, district and statewide dissemination. Key objectives:

- Establish a Faculty Team to conduct in depth study and research on Afro-Brazilian history, politics, and culture.
- Create new curricular products (i.e., new course outlines, revised course contents, learning modules/lecture content, on-line resources, and theme-based linked course offerings) that will expand course offerings at Merritt's and partner high schools
- Increase the Brazilian Portuguese language competency for High School and Community College educators; and
- Disseminate these curricular products to community colleges and high schools.

The project reflects Merritt's deep-seated commitment to providing access to global education and Ethnic Studies for underserved, students of color. The project meets the GPA Program's *Absolute, Competitive, and Invitational Priorities*.

PR Award #: P021A120004
Grantee: Metropolitan State University of Denver
Host Country: Turkey
Project Director: Robert Hazan
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GPA FY 2012 Award: \$94,934

Metro State proposes to conduct a five-week short-term seminar on modern Turkey during Summer 2013 for a team of 12 educators from Denver Public Schools (DPS) and Metro State. The proposed program is an area study designed to meet the goals of the Fulbright-Hays GPA program to improve area studies at the elementary, secondary and postsecondary levels and to better integrate international studies into a school system's general curriculum. The academic focus of the program includes history, culture, religion, politics, geography and economics. The general goal of the proposed seminar is to enhance the expertise of participating teachers and pre-service students, and thus enhance the quality of instruction about Turkey. The proposal requests \$99,934 which will be supplemented by \$27,684 in non-federal funds.

Specific objectives of the project are to: (1) Strengthen practicing and student teachers' expertise and competence about Turkey in particular and the Near East in general; (2) Enhance the quality of curriculum about Turkey, the Near East and Islamic civilizations; (3) Acquire relevant teaching materials (artifacts, publications, personal experiences) that only an on-site experience can provide; and (4) Disseminate Turkey-focused curriculum material to other educators through district- and city-wide in-service training sessions and workshops, participation in professional meetings, and appropriate technologies and publications.

Objectives will be accomplished through an intensive program consisting of:

- A. Pre-Departure Orientation. Participants will complete background readings on Turkey and attend a three-full-day orientation program.
- B. Four-week On-site Experience. This will consist of lectures, excursions, readings, language sessions, interactions with Turkish people from varied backgrounds, development of instructional modules, and acquisition of teaching materials.
- C. Follow-up and Dissemination. This phase will consist of: completion of instructional modules for enhancing courses; incorporation of Turkey-focused materials in participants' courses/plans; monthly meetings during fall 2013 where each participant will share his/her module(s) with the team; dissemination of modules to other schools and teachers as appropriate; and presentation of the Turkey experience at professional meetings and workshops to disseminate material on Turkey to the wider academic communities.

Each phase of the project will be evaluated to collect summative and/or formative data. Results will demonstrate strengths, weaknesses and the degree of success in accomplishing the above objectives. The proposed project addresses the Absolute Priority of this solicitation in that the country of study is in the Near East. The proposal addresses Competitive Priority II in that at least 50 percent of participants will be K-12 teachers.

PR Award #: P021A120041
Grantee: Michigan State University
Host Country: Tanzania
Project Director: John Metzler
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GPA FY 2012 Award: \$97,387

The African Studies Center (ASC) and Department of Teacher Education at Michigan State University (MSU) in collaboration with the Center for Advanced Study of International Development (CASID) will co-sponsor a Fulbright-Hays Group Projects Abroad in Tanzania for pre-service teacher education students and mentor teachers. This GPA will help 12 pre-service and mentor teachers (working in mentor-mentee teams) develop a strong commitment to and the expertise necessary to adequately teach about Africa in K-12 humanities and social studies courses.

Specifically, the proposed GPA has seven objectives: **One:** To examine the geographic environment, history, political, economic, social and cultural dimensions of urban and rural Tanzania to gain a new perspective on Eastern Africa within the processes of world history and the contemporary global community. **Two:** To enrich individual educators' global perspective through increasing their knowledge about and their experientially-based understanding of historical and contemporary Tanzania. **Three:** To situate and integrate the experience and study of Tanzania in a broader understanding of the major themes in social studies and humanities K-12 curricula, and to enhance the educators' understanding of these themes within the context of historical, geographical, and contemporary social, economic and political processes in Tanzania and Africa. **Four:** To enhance the study of Africa within the context of newly established curriculum mandates in social studies (e.g., mandate in many states, including Michigan, to offer world history/geography) and humanities (language, language arts, literature, art, music) classes and the realization of state-mandated standards and benchmarks for these subjects, through exposure to and engagement with a variety of experiential social, cultural, and more traditional academic experiences in Tanzania. **Five:** To promote greater international and African expertise and a concomitant commitment to the teaching of global education among pre-service teachers at the beginning of their careers. **Six:** Reinforce MSU's Department of Teacher Education's commitment to fully integrating international education and global studies in their pre-service curriculum including the mandated fifth-year internship experience. **Seven:** To generate curricular and teaching materials on Tanzania and East Africa that can be incorporated into the participants' subsequent teaching, and to further disseminate this knowledge through district, state and national seminars and conferences and posting of the materials on the *Exploring Africa* website that was developed and is administered by ASC.

The goals of the program will be realized through the operationalization of a three-phase program: **Phase One:** Compulsory enrollment in a semester-length three-credit dual enrolled undergraduate/graduate level course, TE 491/891 *Teaching Global Studies in the Humanities and Social Studies: Focus on Africa*, spring semester 2014, specifically developed for this program; **Phase Two:** participation in a 31 day intensive GPA program in Tanzania. The program in Tanzania will be located in three culturally distinct geo-environmental zones: highland, semi-arid savanna, coastal. These geographically and cultural diverse areas will allow the participants to experience and explore ways in which human societies organizationally respond to geo-

environmental differences. **Phase Three:** participation in off-campus (conference, workshop) sessions; incorporation of Tanzanian experience and projects into 800 level TE methods courses in which the students will be enrolled, fall semester, 2013; and active participation in TE student group: *Global Initiative Forum for Future Teachers*, throughout academic year 2014-2015.

PR Award #: P021A120067
Grantee: Morehouse College
Host Country: Brazil
Project Director: Cynthia Hewitt
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GPA FY 2012 Award: \$83,262

The proposed Fulbright-Hays Group Project Abroad (GPA) is a four-week faculty development seminar for six middle school and high school, and six college teachers in humanities and social science disciplines. Morehouse in Bahia (MiBa) combines vertical teaming between middle school, high school, and college with horizontal teaming across disciplines, languages, and cultures to focus on education and sustainability as it explores the culture of Bahia, Brazil. MiBa promotes global citizenship in realization of the Morehouse College mission, institutional goals, and commitment to Africa and the African Diaspora.

MiBa is led by the Morehouse Pan-African Global Experience (MPAGE), the signature education abroad program of Morehouse College, in collaboration with the Departments of Sociology and Modern Foreign Languages, and the Center for Teacher Preparation. Participants will study Portuguese and learn about the history, culture, and community of Brazilians of African descent. They will attend lectures, seminars, and cultural events and establish associations to learn first-hand about education in Brazil from Brazilian educators of all levels and other professionals.

Specific objectives of MiBa are to: (1) broaden collaboration between college, high school, and middle school teachers; (2) enrich collaboration between world languages and other humanities and social science disciplines; (3) increase knowledge and understanding of Afro-Brazilian culture and community in Bahia; (4) establish long-term associations with Brazilian educators; (5) introduce Portuguese language study for research and fieldwork abroad; and (6) establish follow-up collaboration to explore development of a humanities and social science “pipeline” into area studies and language studies, in general, and specifically, focused on Brazil and Portuguese language.

PR Award #: P021A120021
Grantee: Pitzer College
Host Country: Nepal
Project Director: Michelle Dymerski
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GPA FY 2012 Award: \$66,025

The Pitzer College Educators in Nepal (EIN) project presents a unique opportunity to develop area studies expertise and intercultural competence through a lived experience in and formal study of the history, language and culture of Nepal. This experiential educational program brings together three faculty/staff of Pitzer College, three undergraduate students committed to teaching as a profession, and seven teachers from local K-12 districts (total 13, including the Project Director).

To ensure that participants connect deeply in the host community, participants will engage in formal classroom instruction and active learning experiences in a variety of settings including home-stays, workshops, and study trips.

The five-week project in Nepal is a collaborative endeavor with Tribhuvan University, Nepal's premier national institution for higher education, and Tribhuvan University's Office of International Relations. Logistical support will also be supported by Pitzer College's International Programs office, specifically its Pitzer in Nepal program staff which include a fully staffed program house in Nepal. The EIN Project is a natural extension of the Pitzer in Nepal program which has enjoyed more than 40 years of successful collaboration with Tribhuvan University as well as other organizations across the host country. The pre-existing infrastructure and long-standing relationships ensure a high-quality program that will immediately immerse participants in the real life experience of the Nepali people and preclude the shallow interactions of tourists.

The EIN project has three phases: (1) A pre-trip orientation funded by Pitzer College and CISEP starting in February 2013; (2) The short-term, five week seminar in Nepal funded by Fulbright to take place June-July 2013; and (3) Post-trip follow-up sessions funded by Pitzer College and CISEP throughout the 2013-14 academic year. It is hoped that the EIN project will become a regular component of Pitzer College's enduring commitment to international programs, teacher professional development in local schools with the greatest need and burgeoning Global-Local Action and Study initiative.

PR Award #: P021A120044
Grantee: St. John's University
Host Country: Vietnam
Project Director: Yvonne Pratt-Johnson
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GPA FY 2012 Award: \$105,019

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 2 – August 13, 2013. The 13 participants include nine K-12 teachers (three elementary school teachers, three middle school teachers, and three high school teachers) from New York City; three pre-service teachers; 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: (1) to increase participants' knowledge of the culture and language of Vietnam; (2) to develop lesson plans that support and enrich the curriculum by integrating Vietnamese culture and language into content classes; (3) to develop intercultural competence skills in pre-service teachers; and (4) to develop a collaborative service-learning program between STJ students and two New York City public schools with Vietnamese student populations and a community-based afterschool program that serves Vietnamese 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 studying 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; participate in Vietnamese-led field experiences in order to gain first-hand knowledge of Vietnamese culture, history and arts through historical and cultural visits throughout various regions of the country, thus enabling participants, upon returning home, to improve the area studies programs in their schools; meet with Vietnamese educators; and collect materials to create lesson plans and teaching units. Community service-learning will also be a part of the overseas phase. Finally, in the post-seminar phase participants will debrief about and reflect on their experiences abroad, finish preparation of their lesson plans so that they can begin to implement them in their elementary and secondary classrooms, and discuss how their findings and experiences will be disseminated individually and collectively.

PR Award #: P021A120024
Grantee: Towson University
Host Country: China
Project Director: Lijun Jin
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GPA FY 2012 Award: \$108,686

The project intends to develop American secondary educators' intercultural competence and enhance social studies curriculum and instruction on China in public schools. We will build upon the success of Towson's 2010, 2008, and 2006 programs by expanding teachers' scope of knowledge into a Chinese speaking world that includes Hong Kong and Taiwan in the areas of history, culture, religion, economics, language and educational systems. Teacher participants will work together with Towson University faculty members to design and implement curriculum that accurately reflects Chinese heritage and culture.

The proposed China, Hong Kong, and Taiwan experience will focus on the following five themes: (1) people, culture and religion; (2) history; (3) economic reform and its impact; (4) educational systems; and (5) Sino-American relations. The five themes will constitute a case study in the investigation of other East Asia countries. The project will consist of three phases. The pre-departure activities are conducted through online learning modules to provide the teacher participants with initial language training, background knowledge and cross-cultural understanding. Following the preparation is a five-week study travel in China, Hong Kong, and Taiwan featuring a combination of seminars, intensive language lessons by Chinese experts, work sessions, school and museum visits, as well as cultural excursions to sites that are related to modernization and economic development. The experience in the first two phases will be channeled to developing curriculum units that will be disseminated as a model for the study of the rest of Asia and be incorporated into area studies in K-12 curriculum to broaden students' understanding of and appreciation for other cultures. As part of the post-departure activities, teacher participants are to finalize, implement and post the units of study accompanied by suggested teaching materials, resources and strategies on a website for all educators to access.

PR Award #: P021A120073
Grantee: University of Hawaii
Host Country: Philippines/Vietnam
Project Director: Stephen O'Harrow
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GPA FY 2012 Award: \$106,818

The proposed "Hawaii-Chicago Teachers' Project" ["HCTP"], is an outgrowth of the outreach program of the University of Hawai'i at Mānoa's [UHM] Title VI National Resource Center for Southeast Asian Studies [UH/CSEAS], in collaboration with the Chicago Public School System [CPS/K-12], the Center for Philippine at UHM [UH/CPS], and the UHM College of Education [UH/CEd]. This project aims to take 12 Chicago lead-trainers (ones who have already gone through week-long spring familiarization workshops on Southeast Asia at UH/CSEAS in 2011 or 2012) to Viet Nam and the Philippines for a month's study tour focusing on international education, science (ecology and environment), culture, history, and minority human rights issues in each country.

The object will be to provide these teacher-trainers with hands-on exposure to the educational approaches of their Filipino and Vietnamese counterparts dealing with the environment in a developing country, and questions of human rights (specifically in terms of Muslim minority relations to the non-Muslim majorities in each country), as well as how local schools teach about the United States. In addition, the teachers will attend lecture-discussions on Filipino or Vietnamese history and culture at leading universities in each country.

The proposed itinerary will be two weeks in the Philippines [Luzon/Manila and the Visayas/Cebu, via air], followed by two weeks in Viet Nam [Ho Chi Minh City, Nha Trang, Ninh Thuan/Da Nang, Hue, and Hanoi via air, bus and rail]. The group will be escorted on each leg of their travel by a UH faculty specialist on the area and a UH logistics staff member, as well as being frequently accompanied by local experts and guides.

The first expected outcome will be to have deepened and cemented the understanding these teacher-trainers' have gained from their previous workshops at UH/CSEAS and to have increased their enthusiasm for passing on knowledge to their students. The second expected outcome will be to facilitate the subsequent creation at CPS/K-12 of curricular modules on Viet Nam and the Philippines appropriate to middle and high school classrooms.

PR Award #: P021A120032
Grantee: University of Massachusetts, Boston
Host Country: China
Project Director: Siri Brown
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GPA FY 2012 Award: \$101,887

The University of Massachusetts - Boston's *Chinese Language and Culture Enrichment Program* under the FY 2012 Fulbright-Hays Group Projects Abroad (GPA) Short Term Program will take 15 teachers of Chinese language from secondary schools of New England to study at Shaanxi Normal University, Xi'an China from July 6 to August 19, 2013.

- This program includes the following major activities: Beijing tour from July 7 to 12.
- Learn Mandarin and Chinese culture at Shaanxi Normal University from July 15 to August 17.
- Field trips in Shaanxi Province.
- School visit.

Here are our primary objectives:

- Improve participants' Mandarin proficiency skills of speaking, listening, reading and writing significantly.
- Have a much deeper understanding of Chinese culture focusing on geography, history, philosophy, literature, arts, customs and society.
- Collect first-hand authentic teaching materials.
- Design a curriculum to integrate Chinese culture into language teaching.
- Learn Chinese traditions, customs, and regional differences through tour and fieldtrips.
- Visit school to learn Chinese K-12 education, and establish partnership.
- Moreover, these students, as cultural ambassadors, will introduce American culture to Chinese people, and introduce Chinese culture to Americans when they return home.

In conclusion, these teachers will create curriculum projects based on their new knowledge and experience of Chinese culture and society. These curricula and the authentic materials will be open to the public, which will benefit Mandarin teachers in different schools of New England. These 15 teachers will display their curriculum projects and share their experiences in local, regional and national conferences. They will also play role model to share their effective teaching and help other teachers of Chinese language.

PR Award #: P021A120040
Grantee: University of Texas, Austin
Host Country: Russia
Project Director: Mary Neuburger
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GPA FY 2012 Award: \$92,870

This Center for Russian, East European and Eurasian Studies (CREEES) at the University of Texas (UT)-lead “Siberian Voices” project consists of a short-term seminar in the Siberian region of the Russian federation, with language study and curriculum development components. The sites of the Irkutsk, Ulan-Ude, and Kyzyl have been selected because they provide an excellent cross-section of Siberia’s diverse cultural and physical geography. The cultural immersion of American educators within this region has as its final objective curricular development and the enhancement of Russian area studies at UT as well as other K-12 and higher education institutions in Texas.

Studying and teaching the geography and anthropology of Siberia respectively, Dr. Bella Bychkova-Jordan and Dr. Craig Campbell will lead this seminar of 10 participants consisting of a competitively-selected Texas-based group of graduate students, educators, and administrators. Required programmatic study of the Russian language will heighten the level of cultural immersion. The seminar format will entail a mixture of lectures, discussion, excursions, cultural events, interactive experiences, and the gathering of local materials for the creation of curriculum units related to their larger educational constituencies and missions.

Ultimately Drs. Jordan and Campbell, as well as CREEES administrators in Austin, will guide participants in gathering artifacts, photographs, maps, musical recordings, and other media that can be integrated into concrete curricular units for use in K-12 and higher education level courses. The three interconnected phases consist of: (1) a two-day pre-departure seminar; (2) an in-country four-week trip based in the Siberian cities of Irkutsk, Ulan-Ude, and Kyzyl; and (3) a follow-up teacher-training workshop to evaluate and disseminate newly developed curriculum.

Dec 2012