

FY 2009 Short-Term Project Abstracts Fulbright-Hays Group Projects Abroad Program

ABRAHAM BALDWIN AGRICULTURAL COLLEGE (*Brazil*)

Seminar on Cultural Diversity and Social Change in Brazil

Abraham Baldwin Agricultural College, in partnership with the member institutions of the Nine University and College International Studies Consortium of Georgia, is seeking to promote the integration of International Studies specifically related to Brazilian studies into the general curriculum of the collaborating schools and school systems. This will be done by:

- Identifying a team of 15 key faculty members and master teachers in Georgia's public and private K-12 and universities and colleges whose primary mission is "teaching;"
- Involving this team of 15 educators in a four-week curriculum development project that enhances their understanding of international studies in general and Brazilian studies in particular and that creates a continuum for Brazil-related instruction from K-17;
- Developing curricular resources that can be applied across a broad range of classrooms and teaching styles;
- Creating partnerships between American teachers and teachers in South Africa that develop into partner school relationships; and
- Creating opportunities for these teachers to disseminate their knowledge and curriculum to other K-17 teachers.

This program will impact significant and influential educational systems (K-17) in the State of Georgia.

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AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION
(*China/Taiwan*)

The Chinese Language Pedagogy Assessment Program

The Chinese Language Pedagogy Assessment program will take 12 Chinese language teachers and pedagogy experts to China for a short-term seminar project and assessment mission. Through an exchange of presentations, discussion with faculty, classroom observation and curriculum unit development, participants will compare and assess at least four centers of Teaching Chinese as a Second Language (TCSL) in China and one or two in Taiwan.

Improving the teaching of critical languages in U.S. school systems is a priority of educational and political leaders alike. The majority of teachers of Chinese in U.S. schools are native speakers, who often hold teaching certificates, yet may have never received comprehensive professional training in TCSL. While, many existing programs address the needs for language improvement and deeper understanding of pedagogy, programs that bring U.S. teachers to China have never visited more than one TCSL center. An initial comparative study of available Chinese language pedagogy training will illuminate which centers in China provide the most effective Chinese language pedagogy and teacher training, and where China is in meeting the increasing demand for effective Chinese language instruction and teacher training.

The Chinese Language Pedagogy Assessment program will provide the first comparative study of advances in TCSL pedagogy in China, while deepening participant's knowledge of Chinese language pedagogy and enabling them to contribute to the field through the development of curriculum units based on what they have learned. Participants will also be asked to contribute to a final report on the state of Chinese language pedagogy in China today that will be widely disseminated among professionals in the field.

Project Director: Dan Davidson, davidson@americancouncils.org

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION (*Russia*)

Contemporary Russia Program

Preparing a new generation of U.S. citizens with professional competence in critical foreign languages and cultures, including Russian, is recognized by both educators and political leaders as a strategic imperative.

American Councils' Contemporary Russia program is a short-term summer program conducted in Moscow that explores the economic, cultural, and political issues currently facing Russia. Participants take Russian-language courses at their proficiency level, allowing those with no prior training in the language to participate. Current and future teachers enhance their knowledge of Russian culture, history, and language, and bring the experiences gained on the program into the U.S. classroom upon completion of their program.

For more than 30 years, American Councils has successfully pursued its mission to advance education, research, and mutual understanding across the United States and the countries of Eurasia, Southeast Europe, and South Asia. With a staff of over 375 professionals, American Councils designs, implements, and supports innovative programs in education, professional development, community outreach, and scholarly research. American Councils for International Education: ACTR/ACCELS (American Councils) administers high quality language and cultural programs at leading educational centers in Moscow, St. Petersburg, and Vladimir. The Contemporary Russia program is another avenue in achieving significant results in promoting high-level expertise in Russian language and culture.

Project Director: Dan Davidson, davidson@americancouncils.org

ASSOCIATION FOR INTERNATIONAL PRACTICAL TRAINING (*Japan*)

Toward Building a Japan Area Studies Curriculum

“Toward Building a Japan Area Studies Program” is a one-month project that helps to develop Japan area studies courses, lesson plans and activities for students in primary and secondary schools. The core of the project is a one-month overseas short-term program in Tokyo, Japan for 12 primary and secondary education professionals, who will work in teams to produce and implement four lesson plans designed to infuse Japan area studies into a variety of school classes and activities.

The overseas short-term program combines lectures, site visits, cultural demonstrations, tours of museums and interaction with Japanese students, professionals and academics that expose participants to a full overview of the culture, history, economics and international relations of Japan. This project immerses these educators in the unique culture that is Japanese society; provides content from representatives of all levels of academia, government offices, industry, technology and media; and guides them to mold information and experience into learning plans designed to inspire the next generation of Americans to learn more about a long-time ally.

These lesson plans and activities will be disseminated to schools across the United States, and the learning outcomes will become the topic of discussions at conferences and school meetings in diverse communities across the country. This will serve to raise the awareness of Japan and its culture to young people reared on the electronic games and gadgets it produces. This will foster a greater appreciation for the close economic, political and security ties between the two nations, and inspire young Americans to consider study of Japan and the Japanese language.

Project Director: Dan Ewert, dewert@aipt.org

ANDREW COLLEGE (*China/South Korea*)

Seminar on South Korea and China

The Seminar proposes to take fourteen faculty members from area secondary schools and colleges to South Korea and China for five weeks in June-July 2010 to provide to the participants and, through them, to their students and communities a greater understanding of the two countries—their distinctive cultures and the impact of traditional culture on modern society and economy.

The Andrew College-sponsored program intends to increase: the commitment of participating schools to global studies; cooperation among participating schools both here and in China and South Korea; and international awareness in the communities the schools serve.

The participants will be educators who are non-specialists with an interest in China and South Korea who teach courses in the humanities, arts, and social sciences and who have not traveled to the region. Andrew College will provide qualified American and host country project personnel and curriculum development expertise.

After a six-week pre-departure study and orientation phase, the participants will travel to South Korea and China, where they will attend lectures given by native experts and visit historical and cultural sites in Daejeon, Seoul, Shanghai, Xi'an, Beijing, and other selected cities. The participants will work together in Korea and China to gather and develop new materials that cannot be cultivated using resources available locally or in Georgia. These materials will form the basis of new courses and curriculum units that will be completed during the three months following the Seminar, thus providing participants the means to provide comprehensive and meaningful academic coverage of the two countries to secondary school and college students in a largely under-represented rural region of the country.

After the conclusion of the Seminar, ongoing cooperation of Andrew College and other participating schools with consultants in Korea and China is expected to lead to the mutual sharing of faculty, materials, and teaching ideas in Korean and Chinese studies.

Project Director: Susan Tusing, susantusing@andrewcollege.edu

ARMSTRONG ATLANTIC STATE UNIVERSITY
(Czech Republic/Hungary)

Seminar on Discovering the Czech Republic and Hungary

Armstrong Atlantic State University (AASU) will conduct a four-week Fulbright-Hays Short Term Study Seminar in the Czech Republic and Hungary for 15 AASU and other university/college faculty members and elementary and secondary schools teachers. The study program is designed to maximize contact between teachers and individuals representing diverse sectors of the two countries. By meeting with educators, government officials, and business leaders in Prague, Budapest, Ostrava, Cesky Krumlov, Szobathely and Debrecen and through field activities, participants will explore what the citizens believe and how they are facing day-to-day challenges. What the participants learn will form the basis for integration of Central European concerns into respective participants' courses as modules or segments. Participants will also develop presentations to increase the knowledge and understanding of students and citizens about the Czech Republic and Hungary.

Project Director: James Anderson, james.anderson@armstrong.edu

EARLHAM COLLEGE (*Israel/Jordan/Palestine*)

Exposing ‘the Heartland’ to the Contemporary Near East: A Faculty Seminar in Islamic Society and Culture

Earlham College will conduct a five-week Fulbright-Hays Group Projects Abroad (GPA) Program Project Type 1: Short-Term Seminar Project for 14 educators from Earlham College and public schools in Richmond/Wayne County, Indiana, and graduate students. The goal is to support the infusion of Near Eastern perspectives and knowledge into the curricula at Earlham and public schools through a series of lectures, exposure to professional “counterparts” with whom participants will work individually, and completion of curricular independent projects. The Seminar will include faculty from Earlham who have taught or wanted to teach about the Near East, graduate students in Earlham’s master of arts in teaching and master of education programs, and faculty from public schools interested in incorporating Near Eastern materials into their classes. Participants will develop a course or course component as an outcome of the Seminar.

The goals will be achieved by introducing participants to the culture of Near East, to Arabic language, and to Palestinian and Jordanian counterparts with whom they have professional interests in common. Topics for study may depend on the interests of the participants, inter alia social development theory, environmental issues, conflict resolution, international relations theory, comparative religions, music and the arts, history, geography, or women’s issues.

We propose to select participants who are skilled in their disciplines but who are not necessarily well-informed about the Near East. Participants will be selected based on their ability to utilize new information in the classroom and their ability to move into a non-Western setting. We will recruit participants who are members of groups traditionally underrepresented; who are actively involved on their campuses; who have potential to demonstrate to others ways of infusing Near Eastern perspectives into their courses; and who have the full support of their academic officer.

During the selection phase applicants will identify motivations for participating in the seminar, explain their goals for the seminar, and show how they will use the experience in their professional lives. The pre-departure phase, organized by the principle investigator, Earlham’s International Programs Office, and the National Resource Center at the Ohio State University, will include lectures and discussions based on both readings and participants’ interests, an introduction to spoken Arabic, and initial identification of resource materials to support curriculum development projects. The on-site phase will consist of four weeks of group activities mixed with opportunities to conduct independent research. The Seminar will include daily lessons in spoken Arabic, a lecture series and field visits at the project sites in Jerusalem, Ramallah, Bethlehem, and Amman. The post-project phase will include reflection and documentation of how the seminar has been incorporated into existing classes or the development of new classes.

Project Director: Gregory Mahler, gregm@earlham.edu

EAST CAROLINA UNIVERSITY (*Japan*)

Infusing Japanese History, Language, and Culture in North Carolina Schools

East Carolina University's (ECU) Fulbright-Hays Group Projects Abroad program, "Infusing Japanese History, Language, and Culture in North Carolina Schools," includes thirteen participants (12 teachers and one project director), in a short-term seminar based in Kyoto, Japan, exploring Japanese history, language, and culture. Field studies in important cultural and historic sites will empower the participating teachers with knowledge of those aspects of Japan that can be infused into their classroom instruction in the North Carolina schools where they teach. The participants will be selected from the 2008-09 ECU Asia Seminar for Teachers, sponsored by the North Carolina Teaching Asia Network and the National Consortium for Teaching Asia, and funded by the Freeman Foundation.

In addition to extensive field studies at historic and cultural sites in the Kyoto, Nara, Osaka area, participating teachers will travel to Kamakura, Nagoya, Tokyo, Himeji, and Hiroshima to study sites of historic and cultural importance. Teachers will also engage in learning experiences at Kyoto University, Kyoto Teachers College (Kyoto kyoiku daigaku), Osaka Teachers College (Osaka kyoiku daigaku), and Hiroshima University. In addition to hosting academic sessions related to educational issues, these universities will provide teachers with opportunities to visit affiliated K-12 schools to observe Japanese teachers and their classrooms in action. Participating teachers will be expected to produce a week's worth of lesson plans related to their area of teaching, incorporating into the plans relevant aspects of Japanese history, language, and culture. These lesson plans will be posted on the internet at "Education About Japan" (<http://core.ecu.edu/hist/tuckerjo/EducationAboutJapan.mht>), an ECU Web site that makes the plans freely available to the larger educational community.

Project Director: John Tucker, tuckerjo@ecu.edu

EL CAMINO COLLEGE (*Cambodia/Vietnam*)

Seminar on Vietnam and Cambodia

El Camino College (ECC) in partnership with Long Beach City College (LBCC) has been awarded \$72,797 for a four-week Fulbright-Hays Group Projects Abroad (GPA) short-term seminar in Vietnam with an extension to Cambodia. The goal of the proposed project is to provide selected community college faculty with an opportunity to gain discipline-related knowledge of Vietnam and engage in research, training and curriculum development for the purpose of creating a representative coverage of Vietnam and Cambodia across multiple disciplines. The GPA will be an intense, interdisciplinary immersion in the history, culture and everyday life of Vietnam, providing participants with a rich interplay of resources, seminars and site visits. The project will involve a faculty team representing the following disciplines: history; philosophy; anthropology; sociology; political science; literature, arts; foreign language; communication; and possibly others.

The main outputs of the proposed project will be:

- At least seven new courses in disciplines represented by project participants;
- At least 13 modules to be included in existing courses in disciplines represented in the project; and
- Materials and resources on Vietnam and Cambodia in disciplines represented in the project will be made available to faculty at ECC and LBCC and other colleges via the Web.

Project Director: Constance Fitzsimons, cfitzsimons@elcamino.edu

HENDRIX COLLEGE (*The Gambia/Senegal*)

Seminar for Senegal and The Gambia

Hendrix College, as an Africa Network (AN) institution, is sponsoring a curriculum development project in Senegal and The Gambia, under the Fulbright-Hays Group Projects Abroad program. The fifteen participants will consist of five faculty members (including the project director) from Africa Network institutions and ten K-12 teachers who are already partnered with and collaborating with Africa Network faculty. The central activity in this project will be a five-week program of instruction, site visits, and cultural activities in Senegal and The Gambia for the purpose of developing curriculum materials for the participants' use in their classrooms.

The preparatory phase of this project was launched at the Africa Network Annual Conference in April 2008, when the Group Project Abroad (GPA) opportunity was announced and discussed, along with strategies for collaborations with K-12 teachers. In August 2008, a weekend-long GPA Planning Workshop was held at Hendrix College, attended by the prospective GPA participants from the AN institutions listed above, and by the K-12 teachers selected from the AN participants' local school districts. In addition to featuring lectures and discussions about Senegambian history and cultures, the planning workshop enabled the participants to discuss the proposed GPA's central themes, to shape their collaborative curricular projects, to determine an appropriate itinerary for the overseas phase, and to identify a list of common readings to be completed before the May 2009 Pre-Departure Orientation Weekend. The GPA's host institutions will be the West African Research Center (WARC) in Dakar, Senegal, and the University of The Gambia (UTG) in Banjul. Dr. Ousmane Sene, Director of WARC, will serve as the Senegalese in-country coordinator. Mr. Michael Jusu, a Senior Lecturer in the History Department of UTG, will coordinate the Gambian phase of the GPA. Dr. Carol West, Chair of Africana Studies at Hendrix College, will be the GPA's project director. A member of the Board of Directors of the Africa Network, Dr. West has served as project director for two previous Group Projects Abroad.

The May 2009 Pre-Departure Orientation Weekend at Hendrix will feature group discussion of the common readings, updates on events and developments in Senegal and The Gambia during the previous ten months, sessions to enhance cross-cultural awareness, and reports on the participants' curricular development plans. In Senegal and The Gambia the program will feature a wide variety of relevant field trips in both urban and rural areas. Through extended stays in Dakar and Banjul, combined with trips along the coast and into the interior, participants will experience regional and cultural diversity within Senegal and The Gambia, inviting further consideration of the commonalities and differences between these two neighboring nations.

Participants' curricular projects will utilize the knowledge gained and materials collected during the overseas experience. Each curricular project will produce tangible materials that can be posted and accessed online in the forms of audio-visual lesson plans or MS PowerPoint presentations, to be posted on the Web sites of the Africa Network and Hendrix College's Africana Studies program.

Project Director: Carol West, west@hendrix.edu

INDIANA UNIVERSITY (*Kenya*)

Understanding Kenya Through Partnership and Service: Focus on Curriculum Development

This project will advance the teaching and study of Africa, Kenya, and Swahili in the two major public educational systems of Indiana's largest city: Indiana University Purdue University Indianapolis (IUPUI) and Indianapolis Public Schools (IPS). IUPUI's long-standing partnership with Moi University in Eldoret, Kenya, will provide the platform for a short-term seminar in summer 2009 directed toward establishing a sustainable network of key constituencies in central Indiana and their counterparts in Kenya that carries forward a collaborative, international approach to teaching on Africa, long after the seminar is over. The seminar will foster an understanding of Africa that comes from direct experience, dialogue with Africans, and collaborative service activities.

Building upon the remarkable IUPUI/Moi program in HIV/AIDS prevention, treatment, and recovery, it will engage the serious issues now facing the continent, while simultaneously recognizing the significant social and cultural resources Africans are bringing to bear on these issues. Participants will produce faculty development materials, enhance existing courses and establish new ones, including a college-level study abroad. Participants will be selected from IUPUI and IPS, with an eye toward those most able to multiply the effect of what they have learned by spreading it to others, in the best position to incorporate teaching on Africa into programs or courses, and with greatest potential for continuing to network with each other and with Kenyans after the seminar is over.

Project Director: Dawn Whitehead, dmwhiteh@iupui.edu

KANSAS STATE UNIVERSITY (*Ethiopia*)

Seminar on Ethiopia

Kansas State University (a comprehensive research university) and Ethiopia Reads (a private nonprofit educational organization) propose a Group Projects Abroad Short Term Seminar. Twelve educators (Grades 4-8) will be selected to participate in a one-month seminar in Ethiopia for the purpose of developing lessons to support area studies and introductory language acquisition (Amharic) in elementary and middle schools. More specifically, we propose to develop lessons (suitable for use in Grades 4-8 classrooms) focused on issues of diversity and literacy as they apply to contemporary Ethiopia. In addition, the participating teachers will be trained in methodologies that incorporate language materials and realia into area studies. Finally, participating teachers will have the opportunity to build contacts and networks for future teaching and cultural exchanges.

Project activities include four days of pre-departure sessions, one month in Ethiopia, and four days of post-seminar activities. The pre-departure and post-seminar activities will be conducted using the mediated services available through K-State Online. The in-country experiences include 12 days in Addis Ababa, 12 days touring communities north of Addis Ababa, and seven days traveling south of Addis Ababa.

Partner organizations, including the Africa Education Initiative at Alabama A&M University, will assist in recruiting a talented and diverse pool of applicants for the program. The Midwest Equity Assistance Center, one of ten federally-funded centers, has agreed to assist in dissemination of the lessons through its lending library. Finally, the lessons will be distributed to the various African Studies programs that maintain support for K-12 education, such as the University of Pennsylvania, Michigan State University, University of Illinois at Champagne-Urbana, and the University of California at Berkeley.

Project Director: Jacqueline Spears, jdspears@ksu.edu

Michigan State University (*Nepal*)

Nepal in the Contemporary World

The Michigan State University Asian Studies Center in cooperation with Kathmandu University and local schools in Pokhara, Nepal, plan a short-term Group Project Abroad program to support internationalization of curriculum in Michigan schools. A program is scheduled during mid-June to mid-July 2009. Fifteen teachers from elementary and secondary schools across Michigan's diverse school districts will be selected to participate in a four-week study abroad experience. The group will be led by Project Director Murari Suvedi of Michigan State University, assisted by Curriculum Supervisor Mr. Lynne Mark of Mason, Michigan. Prior to departure, the group will be required to read lesson materials for the in-country seminars as well as memorize phrases from Nepali language materials. The first week of the study abroad will be spent exploring the history, culture, and politics of Nepal in Kathmandu. During the next two weeks, participants will live with a host family in Pokhara and team-teach with a fellow Nepalese education in a local school. The final week will be spent again in Kathmandu, where participants will complete the research for their curriculum modules and take capstone seminars for the project. The objectives of the project are:

- To provide Michigan educators opportunities to engage in the cultural and educational systems of Nepal;
- To experientially connect Michigan educators to teachers in Nepal through a two-week teaching partnership experience;
- To observe and experience through seminars, home stays, and hands-on learning how the transition from monarchy to republic is changing the cultural, educational, and societal values for the people of Nepal;
- To develop a comprehensive study guide and acquire multimedia educational materials to integrate international and cross-cultural studies into curricula in Michigan and beyond; and
- To provide educators who serve students from Michigan's underserved and minority populations the opportunity to learn about a nation and culture in transition, through the free, four-week overseas experience program, thus enhancing the participant's teaching and curriculum within these schools.

Project Director: Murari Suvedi, suvedi@msu.edu

RUST COLLEGE (*Mexico*)

A Comparative Study of Mexican Cultures: Ancient, Colonial and Contemporary

The United States is connected culturally, socially, and economically to Mexico. In a recently published report it was determined that Mexican immigrants in Georgia, Alabama, Mississippi and Tennessee, 27,348 or one percent of Mississippi's residents, were either born in Mexico or reported Mexican origin. Between 2000 and 2004, the number of Mexican residents increased by 5,732 or 26.5 percent, which ranked a respective 37 and 32 in the nation. Mississippi's Mexican population is small, but between 2000 and 2004 it increased at a pace just above the 25.2 percent national average. Educational institutions and social welfare agencies have to be prepared to meet the needs of an increasing bilingual population with a better understanding of cultural sensibilities. There are four or five cities the size of Cleveland, Ohio, sitting next door and 25 years from now as much as 40 percent of the entire Mexican population will be living on the border. All of this means that it is imperative for Americans to have a better understanding of Mexican culture and an appreciation of broader perspectives.

The proposed study is a five-week curriculum development seminar in Mexican studies. Five cultures related to Mexico will be embraced. The five cultures are Olmec, Teotihuacan, Maya, Toltec, and Aztec. Cities selected are representative of ancient culture and modern development and include the following: Oaxaca; Mexico City; Guadalajara; and Monterrey. Merida highlights Mayan civilization. The academic program will be primarily organized in Mexico City. Modern Mexico will be captured with a series of lectures at Tecnológico de Monterrey on the North American Free Trade Agreement (NAFTA), United States and Mexican relations, and the Mexican economy. The project is designed to provide higher education faculty and high school teachers with rich content as they develop their curriculum in Mexican Studies.

Project Director: Gemma Beckley, gbeckley@rustcollege.edu

STATE UNIVERSITY OF NEW YORK, NEW PALTZ (*India*)

Curriculum Development Project in India

The Asian Studies Program at the State University of New York (SUNY) New Paltz proposes a four-week curriculum development project in India under the Fulbright-Hays Group Projects Abroad Program. Twelve participants, including university faculty from SUNY New Paltz and the College of Mount Saint Vincent (CMSV) and secondary and high school teachers from area schools will travel to India in January 2010. The program will focus on the contemporary culture and society of India as well as its rich historical contributions. The program goals are to: (1) increase knowledge and understanding of the cultural and religious diversity of India and its peoples through first-hand experience of life in India; (2) expand capability for teaching about India and South Asia by incorporating material from the overseas phase into interdisciplinary South Asian courses at SUNY New Paltz and CMSV, and developing grade specific curricula for use by participants in the school districts in which they teach; and (3) promote cultural diversity and dissemination of knowledge of South Asia through local and national India-related events, seminars, workshops, and conferences.

The overseas phase of this project will consist of a four-week program that includes field visits and formal instruction by Indian scholars focusing on the cultural and religious diversity of India, both historically and in a contemporary setting. The major project sites are Kolkata, Varanasi, Delhi, Mumbai, and Goa. Among the many field visits planned, the group will have the opportunity to visit archeological/historical sites and museums in the major cities as well as at Sarnath and Ajanta/Ellora accompanied by regional experts. A major focus of the study tour will be to observe and understand the religious diversity in India. This will be accomplished by the study of both ancient and contemporary Hindu, Muslim, Buddhist, and Christian sites in the project locations. Other activities will include cultural activities, visits to local schools and colleges, social interaction with individuals and families in urban and rural areas, and the acquisition of resource material for teaching and curriculum development. Upon return, participants will reconvene at SUNY New Paltz for follow-up meetings to evaluate program success and to develop and refine teaching modules resulting from this academic project.

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TEXAS A&M UNIVERSITY (*China*)

Seminar on China: The Place and the People

A survey of teachers conducted by the National Commission on Asia in the Schools found that 95 percent do not have the background to teach about Asia. Texas A&M University's College of Education and Human Development (CEHD), in partnership with the Institute for Pacific Asia and the Confucius Institute and the Texas Education Agency (TEA), proposes a "Seminar on China: The Place and the People. The "China Seminar" is designed to integrate accurate and up-to-date geographic, ethnographic and recent historical information about Chinese society into the world geography and world history curriculum in Texas secondary and middle schools; to create and provide Web-based multi-media curriculum units on Chinese culture for the high schools and for intercultural/international courses in the college's pre-service educator program.

The Seminar will last four weeks and consist of classroom and field experiences, cultural tours, observation of teaching processes, and small group discussions comparing curriculum standards in Texas and China. The itinerary will take the participants to cities across China -- Beijing, Kunming, Huhehot and Urumqi -- and in contact with dominant and minority cultures. The National Academy of Educational Administration (NAEA) in Beijing will serve as primary partner. NAEA serves as the primary academic certification institution for teacher/administrators in all K-12 subjects and in higher education. NAEA, which has partnered with CEHD in the past, will arrange lectures from scholars at key universities and visits to schools in each city, where participants will present information about their classrooms and curricula to their Chinese counterparts. The group also will be joined by China scholars from Texas A&M, Professors Di Wang, Dudley Poston and Randolph Kluver, who will add their expertise to the experience.

Teachers will be selected, without regard to race, color, national origin, gender, age or disabled condition, through a merit review process. They will be expected to disseminate accurate and relevant information about Chinese ethnic groups and culture to peers through a series of conferences and multi-media products. They will also participate in a workshop, held at Texas A&M's International Center, for World History/Geography and Mandarin language teachers from throughout the state.

The first China Seminar took eight World History/Geography and Mandarin language teachers to Beijing, Xi'an, Shanghai and Chungdu in 2004. The 2009 Seminar will build on the first by introducing a larger number of participants to the less commonly known peoples and places of China, and will allow for the creation of curricula, culture kits, teaching modules and a universally-available Web site (<http://coe.tamu.edu/~global>) that is more inclusive, interactive and updated in its content and use of technology.

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TOWSON UNIVERSITY (*Mexico*)

Partners in Education: Maryland's K-12 and University Educators Enhance Latin American Studies

Maryland's Hispanic population has grown by 82 percent in the last decade, about one and a half times faster than the national rate. Despite this growth and parallel interest in the Spanish language and culture, Maryland's K-12 schools offer no Latin American Studies curricular program and face a critical shortage of teachers of Spanish. This project responds to these needs by preparing a group with the knowledge and experience to develop a Latin American Studies curriculum and learning modules for Maryland's K-12 schools. Towson University's (TU) Latin American Studies Program, and College of Liberal Arts will join with K-12 teachers and the Maryland State Department of Education to prepare this curriculum and to disseminate it to teachers and students throughout the state. For six weeks in Mexico, two TU faculty, and fifteen K-12 teachers will participate in language study, lectures, home stays, excursions, workshops and cultural activities as they explore six issues central to Latin America: social and geographic landscape; conquest, independence, and revolution; indigenous peoples and changing realities; art and architecture; migration/immigration; and people and voices of Mexico.

The main goal of "Partners in Education" is to foster and enhance the Latin American Studies curriculum and Spanish language teaching of K-12 educators in Maryland. This goal will be met through the following three objectives:

- Immersing K-12 educators in the richness and variety of real-life Mexico. Teachers in the program will become better teachers of Spanish and Latin American Studies and will also become teacher mentors to other teachers and administrators as they disseminate their experience, knowledge and the Latin American Studies curriculum and learning modules produced in Mexico. The curriculum and learning modules will be disseminated throughout the state and region.
- Strengthen participant's Spanish language skills. Participants will strengthen their Spanish language skills through the six-week immersion in Mexico and through formal language instruction at the Spanish Language Institute in Mexico. With strengthened skills and heightened cultural awareness, participants will be better prepared to serve the needs of Hispanic students in their schools and communities.
- Respond to Maryland's need for a Latin American Studies curriculum through the collaborative effort of K-12 teachers and university faculty. From pre- to post-departure, K-12 instructors will work with Towson University faculty to identify, design, implement, and disseminate a Latin American Studies curriculum and learning modules for Maryland's K-12 schools. University faculty and K-12 educators will partner in this endeavor with the Maryland State Department of Education. The curriculum and learning modules will be placed on the program Web site for all K-12 teachers to access.

Project Director: Colleen Ebacher, cebacher@towson.edu

UNIVERSITY OF CALIFORNIA, LOS ANGELES (*Morocco*)

Lessons on African Diversity: Multiculturalism & Religious Intersections in Morocco

This five-week short term seminar proposes to address the knowledge and experience gap educators face in teaching about Africa by providing 13 teachers intensive Arabic instruction, academic training, direct personal experience, curriculum-development workshops, and on-going support. Participants in this Moroccan experience will have the unique opportunity to delve deeply into the culture and society of an African country that will challenge many of their long-held notions of Africa. Instruction and teaching resources on Africa consistently focus on a stereotypical Africa, one that is ancient, tropical, and monolithic, often fail to communicate the continent's diversity, and fall short in situating the continent in the present global community. Personal experience of a specific country—Morocco—will allow educators to challenge these stereotypes and the seminar itinerary provides a unique juxtaposition of the ancient and the contemporary. At the project's conclusion, teachers will be equipped with knowledge and methodologies to guide students in understanding Africa, Arabic, and Moroccan culture.

The project will address units in the sixth and seventh grades as outlined in The California History/Social Science Curriculum Framework and details of Islam as they relate to Africa, and in particular issues raised by the California Standards:

- the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practices, and law and their influence in Muslims' daily lives;
- the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam;
- the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes; and
- the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in multiple areas.

Program evaluation along with implementation and follow-up activities will ensure that the project meets seminar objectives, which are:

- develop a core group of teachers who are familiar with Africa, conversant in Arabic and academically prepared to teach about both;
- address and enhance the ability of teachers to meet the stated objectives and goals of The California History/Social Science Framework requirements by training teachers to guide students in exploring Africa within the context of multiculturalism and diversity; and
- create a network of contacts and support by: facilitating interaction between participants and their counterparts in developing cultural exchange in the classrooms.

Project Director: Andrew Apter, aapter@history.ucla.edu

UNIVERSITY OF ARIZONA (*The Balkans/Turkey*)

Seminar on the Middle East and the Balkans

The University of Arizona (UA) Center for Middle Eastern Studies (CMES) is organizing a Fulbright-Hays “Teach Ottoman Empire” project to take 12 full-time K-12 educators to western Turkey and the Balkans for a short-term seminar and curriculum-building project. The travel portion of the program will take place between June 28 and July 27, 2009. Two UA personnel will lead the group: the CMES Outreach Coordinator, who will serve as project director and scholar/expert on the Balkans; and a UA professor of Ottoman History, who will serve as scholar-escort. The focus of the project will be to study the process of cultural exchanges in a borderland region.

The objectives of the *Teach Ottoman Empire* program are threefold. First, the seminar and study trip will develop teachers’ knowledge of the history, geography, cultures, and languages of this little-known but extremely significant, long-lasting empire (1299-1923), which served as a cultural bridge between Asia and Europe, between the Middle East and the Balkans. The second goal of the project is to explore the rich cultural diversity found in this important borderland between Eastern and Western civilizations. Program participants will explore issues of linguistic and cultural diversity and, conversely, of cultural diffusion, the sharing of ideas throughout the region. Participants will also explore the relationship between past and present, how institutions and concepts from Ottoman times have exerted a profound influence on contemporary events. The third objective is to provide American teachers the opportunity to meet with educators in several countries, establishing an international dialogue about ways to present these concepts within the classroom and hopefully leading to the development of collaborative projects between American and overseas students.

The program consists of several parts. Prior to departure is a series of three six-hour, teachers’ workshops, which are open to all educators but required for trip participants. The goal of these sessions is to introduce Ottoman history as well as the languages and cultures of some of the empire’s successor states. All teachers who attend the workshops will receive professional development credit. From late-June through July, there will be a 28-day traveling seminar to western Turkey and the Balkans. After returning to the United States, we will conclude with a wrap-up session to help participants develop their plans for creating curricular materials and outreach projects. After the formal conclusion of the project, CMES will continue to provide support for participants 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 help fill an important gap in the curriculum as both the history of the Ottoman Empire and the cultural traditions of Turkey and the Balkans are relatively unknown to most American educators. Lesson plans and other curricular materials created by program participants will be widely disseminated: posted on the CMES Web site; burned onto CDs for distribution at local and national teachers’ conferences; and made available upon request through our outreach department.

Project Director: Lisa Adeli, adeli@email.arizona.edu

UNIVERSITY OF CENTRAL ARKANSAS (*Russia*)

Understanding Russian Culture and Ecology Through Service Learning

The Russian Federation is ecologically and culturally diverse. While many American educators may have a basic knowledge of that diversity, their understanding is often limited in scope and depth. Moscow, St. Petersburg, the Ural Mountains, and Siberia, are perhaps, well known. Yet, the details of cultural and ecological diversity in the Russian Federation are not as familiar. To more clearly understand the complexity of that vast land, one must venture beyond the tourist centers and explore “unknown” Russia. One of these regions is south-central Siberia, which is remote, culturally distinctive, and ecologically unique. It is this Russian region, with the cities of Novosibirsk, Akademgorodok, Barnaul, Biysk, and Gorno-Altai, and their environs, that will be the ecological, cultural, academic, and Service Learning settings for this project.

The project will enable 14 persons to travel to Novosibirsk, Akademgorodok, Barnaul, Biysk, and Gorno-Altai; south-central Siberian cities that are rarely visited by American educators. The seminar is designed to enhance, deepen, and broaden the educators’ understanding of Russia as they observe, study, live in these cities, travel to adjacent locations, and as they learn about the diverse ecological and cultural characteristics of the steppe and mountains of this “unknown.”

During the seminar, participants will: (1) stay in Akademgorodok, Barnaul, Biysk, and Gorno-Altai; (2) study the region’s culture, history, geography, and ecology; (3) participate in Russian-led field experiences in the steppes and mountains adjacent to these cities; (4) meet with Russian educators; (5) participate in Russian language lessons; (6) collect material to create lesson plans and teaching units; and (7) participate in three of Service Learning activities. These activities will provide an intensive immersion into characteristics of south-central Siberia enabling participants to improve their foreign language skills, as well as area studies programs in their schools.

Prior to travel, three pre-departure orientation meetings will occur in May and June 2009. During those meetings, participants will learn about Russia, begin to learn Russian, receive training in Web and presentation technology, and learn about and prepare for service learning activities. The foreign segment will begin July 5 and end August 4, 2009. During that time, teachers will attend a variety of classes ranging from language, ecology, history, and geography, as well as field and service learning experiences in the steppe and Altai Mountains. Following travel, teachers will present at the Arkansas Curriculum Conference in November 2009.

The project is organized as follows: (1) a brief stay in Moscow for orientation and adjustment; (2) a three-day stay in Akademgorodok with classroom study on language, history, geography, ecology; (3) an extended stay in the steppe cities of Barnaul and Biysk and the mountain city of Gorno-Altai, where participants will continue Russian language instruction, attend lectures on history, geography, ecology, participate in field experiences, and develop presentations; (4) traveling to and learning about, through lectures and tours, the growing Ural Mountain city of Yekaterinburg; (5) traveling to and learning about, through lectures and tours, the ancient city of Ryazan; and (6) returning to Moscow, then the United States.

Project Director: Brooks Green, brooksg@uca.edu

UNIVERSITY OF MICHIGAN (*Russia*)

Understanding Contemporary Russia

The Center for Russian and East European Studies at the University of Michigan (CREES) will mount a Fulbright-Hays Group Projects Abroad (GPA) Program in Russia in summer 2010. Entitled "Understanding Contemporary Russia," this curriculum development project will provide an opportunity for 14 elementary, middle, and secondary school teachers recruited from across the United States to visit Russia. There they will gain a better understanding of Russia today by experiencing everyday life first-hand and learning about the country in the context of its rich history and culture and significant political, economic, and social transformations over the past century. Following a pre-departure workshop and orientation on Russia at the University of Michigan, teachers will participate in a four-week seminar in Russia. The program will include lectures, language classes, as well as visits to schools, museums and other sites in both provincial and capital cities. Following their return, the teachers will develop lesson plans and curricula to incorporate in their classes and for dissemination to other U.S. educators.

This GPA in Russia is designed to fulfill the purpose of the Fulbright-Hays GPA Program to contribute to the development and improvement of the study of modern foreign languages and area studies in the United States. The project's specific objectives are: (1) to give U.S. teachers a deeper understanding of Russian history, society, politics, economy, art, religion, culture, and language via formal lectures, group discussions, readings, special field trips, informal interactions, and direct observations; (2) to enhance the participants' ability to teach Russian studies and language in their classrooms through an overseas experience that includes presentations by Russian scholars and professional specialists, meetings with educators, students, government officials, business people, and others, as well as field trips to locations of historic, economic, and cultural importance; (3) to provide participants with high-quality resource materials about Russia; (4) to enable participants to develop effective lesson plans on Russia that can be incorporated into their classes; and (5) to compile and disseminate lesson plans and curricula nationally through teacher training workshops, ERIC, Outreach World, CREES Web resources and lending library, and the U.S. Department of Education's planned National Resource Center Web Portal.

Project Director: Douglas Northrop, northrop@umich.edu

UNIVERSITY OF MICHIGAN (*Turkey*)

Turkey: Bridging Ages, Cultures, Continents

The University of Michigan's Center for Middle East and North African Studies (CMENAS) will take a group of 15 educators on a curriculum development program in Turkey from June 20 - July 23, 2009. The goal is to familiarize participants with the society, politics, history, and culture of Turkey in order to critically teach courses in the social sciences, humanities, and other subjects, with a view to global dynamics and processes through the lens of a European and Middle Eastern context. Throughout the trip, they will learn from scholars representing a range of disciplines, and meet for discussions with political, cultural and community leaders as well as academic personnel and students. Participants will turn their experience into new or substantially revised curriculum units to be disseminated directly through the CMENAS and other national educational programs.

Turkey provides unique opportunities for learning, and for shattering countless stereotypes, about the Middle East. It has an overwhelmingly Muslim population, a functioning democratic system, an open-market economy and strong industrialization, as well as a history reaching back nearly 10,000 years and manifest in a stunning number of monuments. Turkey is the only NATO member in the Middle East, sharing strategically important boundaries with Iran, Iraq, and Syria.

Established as a secular country with a modernizing mission, Turkey has experienced a profound crisis during the modernization process, and is seeking new ways to the future, most recently under a moderately Islamist prime minister and president. While the model character of Turkey for a transformation of the Middle East may be called into question, the experienced interrelationship of democracy, secularism, nationalism, and Islam is certainly shared with other countries in the region.

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UNIVERSITY OF NORTHERN IOWA (*Chile*)

Geography Curricular Development Project to Enhance Latin American/Chilean Area Studies

Effective social science curriculum development requires an understanding of evolving global connections and the ability to make these linkages meaningful to students by connecting observable local patterns with more abstract global trends. This project will accomplish this by enhancing educators' knowledge of Latin American area studies by using the topic of population change as a conceptual and organizational framework. This framework will be designed to bridge the gap between international area studies and the participating educators' local state and region. As such, this project will focus on three aspects of population change that affect Chile and the greater Latin American region as well as Iowa/Midwest and the larger North American realm. These issues are rural depopulation, rapid urbanization, and international migration.

While many study such population issues from afar, the real impacts are best understood and then conveyed to K-12 students through educators' intensive fieldwork and interaction with local scholars and community members. Prior to departure to Chile, participants will explore these population themes in Iowa, including a field trip to a declining, rural community and fast-growing suburban and environments, as well as a long-standing immigrant neighborhood. The four-week long Chilean portion of the project includes visits to four expanding urban centers, as well as surrounding communities that illustrate rural depopulation resulting from various causes. Visits to both urban and rural immigrant and ethnic communities across Chile also will also support the theme of this project.

This project enlists twelve elementary, middle, and high school educators from Iowa and the surrounding region to develop issues and standard-based curricular materials. Each participant will use the National Geography Standards and newly drafted Iowa Core Curriculum to create products that are widely transferable to other teachers. Dissemination of the modules will occur through state, regional, and national conferences, as well as informal presentations to educators in nearby school districts, and formal presentations to two other state geography alliances.

Project Director: Alex Oberle, alex.oberle@uni.edu

UNIVERSITY OF PENNSYLVANIA (*Ethiopia*)

Teaching the Human Experience: Lessons from Ethiopia

The University of Pennsylvania African Studies Center (ASC) proposes a Fulbright-Hays Group Projects Abroad (GPA) Short-Term Seminar to Ethiopia for five weeks in summer 2009. Fourteen educators will be invited to participate. Ethiopia is the oldest independent country in Africa, has one of the longest recorded histories in the world, is the second most populous African country, and has over 80 different ethnic and language groups. The project's three overarching themes correspond directly to the School District of Philadelphia's Africana Curriculum.

Participants will gain knowledge of the history of the region, which includes evidence of the oldest traces of humanity in the world. Teachers will learn about the physical and human geography of the region, the origins of humanity, and the ancient civilizations of Ethiopia and its neighbors in the Horn of Africa. They will hear from local anthropologists, view fossil discoveries, and visit an archaeological site.

Participants will learn about past and contemporary religions in the region. A number of global religions are practiced in Ethiopia today, each with a long history. Orthodox Christianity dates to the third century and was associated with the Ethiopian monarchy for more than 1500 years, while Islam arrived in the region during the lifetime of the Prophet Mohamed in the seventh century. An ancient group of Jews lived in Ethiopia, though most have immigrated to Israel in the last decades. Ethiopia is the spiritual homeland of the Rastafarian movement with global followers in the African Diaspora who believe Ethiopia is Zion. There are also numerous indigenous African religions in Ethiopia. Participants will take educational tours to sacred and religious sites and learn in depth about these belief systems.

Participants will learn about the larger global issues of migration, displacement, and the Diaspora by examining the consequences of war and famine in the region, and observing the work of international organizations and relief agencies. Ethiopia has 200,000 internally displaced persons and hosts 103,110 refugees. Its capital, Addis Ababa, is headquarters for many international organizations including the African Union. Participants will study the causes of human migration and the condition of refugees in the Horn of Africa. They will take educational tours to international organizations.

Pre-departure workshops will draw on faculty experts on African Studies and from the region's large Ethiopian business and cultural community to provide in-depth orientation. In-country activities will involve Ethiopian educators who will partner with the U.S. visitors. Participants will engage in trips to historical and cultural sites and to international organizations headquartered in Addis Ababa. A distance learning program will be conducted utilizing videoconferencing through collaboration with Global Education Motivators, a Philadelphia-based non-governmental organization (NGO) in association with the United Nations. Post-travel workshops, videoconferences, forums, and Websites will further serve to disseminate the results of the project to teachers and students throughout the United States.

Project Director: Anastasia Shown, shown@sas.upenn.edu

UNIVERSITY OF PITTSBURGH (*Brazil*)

Art and Society: Brazil/U.S. Educational Partnership

The Center for Latin American Studies (CLAS) of the University of Pittsburgh and The Andy Warhol Museum (AWM) will conduct a five-week, short-term seminar project in Brazil for the purpose of undertaking research and collecting materials to design interdisciplinary lessons and activities to be integrated into middle and high school curriculum in the United States. The goal of “Art and Society: Brazil/U.S. Educational Partnership” is to conduct a five-week short-term seminar project in Brazil – specifically the States of Rio de Janeiro and Bahia – to enable U.S. social studies and art educators to teach about Brazilian culture and society through the lens of the arts – visual, literary, and performing. Educators will acquire the tools to assist students in exploring questions of how, why, and where society and art intersect. The project will enhance the ability of U.S. social studies and arts educators to teach about Brazilian and, comparatively United States, society through the eyes of artists. The resulting lessons will serve as an enrichment tool for use along with regular secondary level courses.

Thirteen teachers from public and private secondary schools in Pennsylvania, Ohio, and West Virginia will be selected to participate in “Art and Society: Brazil/U.S. Educational Partnership.” In order to best meet the goal, the project will include intensive Brazilian Portuguese language training. The language instruction will begin during the 2009 Spring semester at the University of Pittsburgh and continue in Brazil.

Overall, the project will provide an opportunity for U.S. educators to: (1) acquire Brazilian Portuguese language skills; (2) research comparisons between 1960s art practices in U.S. and Brazil and their legacy for contemporary art, culture, education, and everyday life; (3) work with artists and Brazilian educators to conduct research for the purpose of developing interdisciplinary lessons; (4) acquire teaching resources; (5) design interdisciplinary lessons for use in social studies and art classrooms; and (6) share their experiences and curriculum with other secondary educators nationwide.

The lessons developed from the project will accompany the AWM’s new traveling exhibition to Brazil and other venues, ensuring broad interdisciplinary/international exposure. The lessons also will be pilot tested in participants’ U.S. classrooms and form a core unit for CLAS’ teacher training during academic year 2010-11. They also will be shared through the network of National Resource Centers on Latin American Studies and through CLAS, AWM, and Outreach World Web sites.

Project Director: Rosalind Santavicca, alinda@pitt.edu

UNIVERSITY OF PITTSBURGH (*Egypt*)

Understanding Islam, Through the Egyptian Lens

As a result of “Understanding Islam, Through the Egyptian Lens,” twelve educators will create interdisciplinary curriculum that will enhance the teaching of the Middle East, Africa, and Islamic studies within social studies and language arts classrooms around three major themes: Cultural Crossroads; Gender and Society; and Colonialism and the Egyptian Response. The curriculum will be written within the guidelines of the Commonwealth of Pennsylvania’s secondary education standards. These twelve educators will participate in online coursework, a pre-travel workshop, a four-week study trip to Egypt with stays in Aswan, Luxor, Alexandria and Cairo, post-travel curriculum writing workshops, and will present in teacher workshops that will follow in 2010 to disseminate the new curriculum and share their knowledge about Egypt. In Egypt, the group will attend presentations by scholars, participate in meetings with variety of contemporary writers, artists, and community leaders, engage in dialogue with students and educators, participate in community service, and tour historical sites organized by partners at the Program for Dialogue of Civilizations at the Faculty of Economics and Political Science at Cairo University, the Fine Arts College at South Valley University, and the Faculty of Arts at Alexandria University.

To enhance Middle Eastern, African, and Islamic studies content in social studies and language arts curricula at the secondary level, and Arabic language and area studies at the tertiary level, the project will establish institutional and peer contacts for continued dialogue through distance education, and video and photo documentation of site visits and presentations in Egypt will be available to secondary and tertiary educators online Global Studies Program Web site (www.ucis.pitt.edu/global/) and on the Consortium for Educational Resources on Islamic Studies Web site (www.cerisnet.org) (a group of 28 colleges, universities, and community organizations in eastern Ohio and Pennsylvania).

Project Director: Elaine Linn, eel58@pitt.edu

UNIVERSITY OF PITTSBURGH (*Ghana*)

Pittsburgh Curriculum Development Project in Ghana

The African Studies Program of the University of Pittsburgh, in association with school districts in the Allegheny County, Pennsylvania, proposes to offer a study tour of Ghana for a selected group of fourteen public school teachers and curriculum specialists from the collaborating schools in the summer of 2009, under the Group Projects Abroad program. The central activity in this project will be an integrated and comprehensive four-week program of instruction, field study and related cultural activities in Ghana, which are designed to enhance the professional competencies of the participants in African studies and enable them to develop specific grade level curriculum projects for classroom infusion upon their return. The project is further aimed at creating a “cadre” of teachers/curriculum specialists with firsthand African experience who could be utilized as resource persons in staff development programs in their school districts. The host institution in Ghana will be the Institute of African Studies at the University of Ghana, Legon, which has over 50 years experience in hosting study abroad programs from various American and European colleges.

The project idea stems from a long-standing and deep-rooted commitment of the University of Pittsburgh’s African Studies Program and the collaborating school districts toward the promotion of international education and cultural diversity, a challenge that has become even more urgent in American educational institutions as a result of recent global events.

Through carefully devised selection procedures, effective plans for the development and evaluation of participants’ curricular projects, and broadly based, dissemination processes, the project is designed to make a significant impact on the teaching of Africa in particular and international studies in general in the participating school districts for years to come.

Project Director: Joseph Adjaye, jadjaye@pitt.edu

UNIVERSITY OF WASHINGTON (*Japan*)

Contemporary Japan Across the K-12 Curriculum

The East Asia Resource Center (EARC) at the University of Washington will offer a short-term seminar in Japan for K-12 educators. The seminar will include two weeks in Washington's sister state, Hyogo Prefecture, and two weeks of educational travel to other parts of Japan. Both the residential and travel parts of the seminar will address themes that are key to understanding contemporary Japan. Topics range from the sources of the global influence of Japan's popular culture to the myriad effects of population decline. The seminar will also take a new look at old traditions, critically examining the ways in which Japanese traditions are presented in American classrooms.

Both K-12 classrooms and professional development workshops need the leadership of teachers who can speak from recent first-hand experience in Japan combined with serious analysis of that experience. Growing American attention to Asia necessitates the development of classroom-ready materials that reflect the contemporary world. Yet few teachers have both experienced and seriously studied Japan, and many of the excellent teaching materials produced in the 1980s and 1990s are now out of date or out of print.

The twelve K-12 educators chosen as seminar participants will be selected by competitive application, resulting in a group well qualified to achieve the goals of project. Eligible applicants include K-12 teachers of many subjects including Japanese language. Upon return, participants will collaboratively complete a curriculum publication with sections readily useable in a range of grade levels and subject areas. With on-going assistance from the EARC, they will also share what they have learned in a variety of forums both online and in person.

The EARC provides professional development programs and teaching resources about East Asia to U.S. elementary and secondary school teachers. The goal of the EARC is to deepen educators' understanding of East Asia and help them improve their teaching about the region, a goal it will pursue by providing this seminar, the orientation, and the follow-up mentoring and support necessary to assure a wide impact.

Project Director: Mary Bernson, bernson@u.washington.edu

VIRGINIA POLYTECHNIC INSTITUTE and STATE UNIVERSITY **(China)**

Seminar on the People's Republic of China

Virginia Polytechnic Institute and State University (Virginia Tech), in consort with Western Kentucky University 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/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 participants will be university faculty members and K-12 educators.

The primary purposes of the project are to enhance the curriculum offerings of K-12 schools, both public and private, and the 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. 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 sixteen educators from universities and K-12 schools. An orientation on Chinese education, culture, and customs will be held in the Washington, D.C. area. A four-week program will be held 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. M. David Alexander, 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:

- create an informed resource base for incorporating Chinese studies in pre- and in-service teacher and administrator training programs in participating institutions;
- develop quality curriculum materials about China suitable for grades K-12, the implementation in participating schools, and dissemination at national levels;
- enhance the expertise of the U.S. institutions (public and private schools and universities) to internationalize curriculum; and
- 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.

Project Director: David Alexander, mdavid@vt.edu

WESTERN MICHIGAN UNIVERSITY (*Mali/Senegal*)

Cultural Connections: Transnational Curriculum Development Program

The *Cultural Connections: Transnational Curriculum Development Program*, designed to encourage students to think critically about their place in the world, will be achieved by: (1) producing knowledge both about the causes and impact of globalization on West African public policies, and about ways to understand cultures through language; (2) comparing the impact of globalization in West Africa with the U. S. Midwest; and (3) incorporating this knowledge into curriculum modules across educational levels. The West African context allows a comparison of problem solving strategies in two countries, Mali and Senegal, with different capacities for self sustaining growth based on the Human Development Index with capacities in Illinois, Michigan and Ohio. The *Cultural Connections* program will include school personnel such as in-service teachers, university professors, and pre-service teachers teaching or studying in the fields of humanities, social sciences, health and human services, foreign languages, and/or area studies.

This program will be administered in three phases. The Pre-departure phase includes a short-term seminar comparing the West African economic and cultural contexts with the U. S. Midwest, and building participants' capacities for collaborative team work. The Overseas Field Work phase is a four-week long onsite research and resource acquiring process where the 12 participants spend two weeks in Mali and two weeks in Senegal engaged in structured discussions with local thinkers, learning about indigenous languages, taking language lessons, going on site visits, and collecting artifacts and other teaching resources that will effectively illustrate their newly acquired knowledge in future curriculum modules. The Dissemination phase includes a series of meetings for one year where participants will collaborate with colleagues in Mali and Senegal on the development and implementation of their curriculum units, and where they will produce curriculum boxes for distribution and utilization in the school classrooms.

Project Director: W.F. Santiago-Valles, santiago.valles@wmich.edu

YALE UNIVERSITY (*Russia*)

Understanding Medvedev's Russia in Historical Context

This Fulbright-Hays Group Projects Abroad (GPA) project will take 14 high school and middle school teachers of social studies, history, world languages, humanities, and area studies from New England, New York, and New Jersey on a study tour/curriculum development project, "Understanding Medvedev's Russia in Historical Context," to Russia this summer. The program is an outreach effort of the European Studies Council of the Whitney and Betty MacMillan Center for International and Area Studies at Yale, a federally-designated National Resource Center under Title VI, and will be directed by Dr. Brian Carter, Outreach Director for the European Studies Council.

The GPA will offer a rich and diverse range of experiences during a four-week study tour in Russia (July 5-August 3, 2009) that will provide an in-depth view of its people and culture, constituting a unique opportunity to develop resource materials for teaching and for professional and curriculum development through classroom instruction, individual research, field visits, and home-stays in contemporary Moscow and historic Vladimir. Among the topics to be covered are: privatization and the making of the new elite; daily life in the Union of Soviet Socialist Republics and today; Russian public opinion; the media today; the rebirth of Russian Orthodoxy; education at the crossroads; the business world; individual entrepreneurship; and art and theater in the New Russia.

The first 10 days will be spent in Moscow, where participants will live in dormitories of the Russian State Humanities University (RGGU), our Moscow host institution. Mornings will be filled with seminars, lectures, and workshops at RGGU and afternoons with visits to museums, a monastery, the offices of *The Moscow Times*, the American embassy, and other points of interest, and with several walking tours to get a feel for different parts of the city. Evenings will see either discussion groups in which participants will debrief each other and work on curriculum units or will be free time. The next 20 days will be spent in the provincial capital of Vladimir, where our host institution will be the KORA Centre, an independent educational institute specializing in the intensive study of Russian language and culture for English-speakers, and our housing will be home-stays with Russian families. As in Moscow, mornings will see an academic program and afternoon excursions to schools and to cultural and business enterprises. In Vladimir, group discussions and evaluations will be held in late afternoons, so that evenings can be spent with the host families. And, though not primarily a language program, this GPA will have a significant language component, with up to an hour of Russian study most days.

There will be an orientation conference at Yale on July 2-4 and a series of five Saturday follow-up sessions, September 2009 through October 2010, to complete curriculum modules and to organize the dissemination of what participants have learned, including presentations at professional workshops and conferences over the next several years.

Project Director: Brian Carter, brian.carter@yale.edu

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