

**Culture as Power: Teaching Afro-Brazilian History, Politics, and Culture--
A Curriculum Development Project for Merritt Community College and Oakland Unified
High School Educators**

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PROGRAM NARRATIVE RESPONSES

1. PLAN OF OPERATION

Overview of Merritt's College Proposed Group Project Abroad:

International education is more important than ever for students and faculty in our increasingly global and interrelated world. Community college and urban high school faculty, which serve the majority of the nation's students of color and the economically-disadvantaged however, have limited funds to provide intensive research and curriculum development opportunities abroad. As a result, many community college and high school teachers do not have the chance to be exposed firsthand to cultures outside the U.S. nor receive immersion language training, limiting their ability to develop an international understanding of world issues, cultures, and history and thus to incorporate these experiences into curriculum development.

Merritt College, a two-year public college in Oakland, California, is seeking a grant from the U.S. Department of Education's Fulbright-Hays Group Projects Abroad (GPA) Program to expand its Ethnic Studies, History, Political Science, Anthropology and Sociology curricular offerings and strengthen its African American Studies course content materials. The proposed project, *Culture as Power: Teaching Afro-Brazilian History, Politics and Culture*, would allow an interdisciplinary team of faculty and administrators (from Merritt College, Castlemont High School, and Oakland Technical High School) to travel to Brazil to study in person one of the oldest surviving African Diasporic communities in the world and create new and revised curriculum, learning modules/lectures, integrated learning projects, and linked course offerings, which can then be implemented in college and high school classrooms throughout the state.

The project directly responds to the Fulbright-Hays GPA Program's objectives to support overseas projects in training, research, and curriculum development in area and international

studies and to help build national capacity in these areas. Participating faculty will be immersed in the in-depth study of the historical, cultural, economic, and political background Afro-Brazilian communities and examine how these forces shaped the preservation of African identity and cultural heritage over a nearly 500-year period. Brazilian Portuguese instruction prior to and during travel will enhance these efforts and offer a foundation of language instruction that can be built upon by faculty.

Through a combination of study, observation, interviews, documentation, and participation, the selected teachers will learn about the complex interaction of slavery, historical memory, African cultural retentions, language, spirituality, family and the Afro-Brazilian world view and gain an experiential-based understanding of the Afro-Brazilian culture; past and present. Faculty will also acquire firsthand resource materials for curriculum development in area studies, social sciences, and the humanities, develop new and revised curricular products, and actively participate in the production and post-travel dissemination of curriculum available to other community college and high schools who are also considering developing a more international curriculum. Ultimately, the project will empower educators and transform classroom learning, both at Merritt, selected Oakland high schools, and at other institutions.

Relationship of Project to GPA Absolute Priority, Competitive, and Invitational Priorities:

Merritt College's GPA project meets the Absolute Priority set by the Fulbright-Hays GPA Program, which requires that project activities focus on one or more of the specific regions of the world, as listed in the announcement in the Federal Register. Merritt's project focuses on a location in Latin America, Brazil, which is on the list of acceptable regions.

The project meets **both** Competitive Preference Priorities in that preference #1 requires that a focus on Priority Languages satisfies this priority. During the proposed project, Portuguese Language instruction occurs at length in the pre-departure and abroad portion and has been

identified as a Priority Language. In addition, the Competitive Preference Priority #II is met in that over 66% of the participants are K-12 teachers/administrators (50% is required in this preference).

In addition, this project meets the Invitational Priorities in that Merritt College is a Minority Serving Institution **and** a Community College. As a public community college located in Oakland, California, Merritt serves a diverse and multi-ethnic urban population and nearly 80 percent of its 7,400+ students are students of color. Over half of Merritt's students are African American and Latino (35% and 16% respectively)—two groups that perform most poorly in the college's high school "feeder" schools (Castlemont and Oakland Technical) and that are traditionally under-represented in higher education. Many Merritt students are the first in their family to go to college. Most are part-time students, juggling competing commitments of work and sometimes family. A large number are parents (many of them single parents) and returning adult students. Most students are low-income and nearly half (47 percent) receive financial aid. Students of color, in particular, face economic hardship, especially in the worsening economy. Fifty percent of those receiving financial aid at Merritt, for example, are African American.

Both Castlemont and Oakland Tech High School are urban schools whose student populations are 85% students of color, predominantly African American. Our project thus has a unique ability to impact the curriculum for students of color at each of the institutions named.

The faculty demographics at Merritt College and both high schools mirror the student population thus, it is expected, that the faculty selected for project participation will be diverse and include many individuals from traditionally underrepresented groups, particularly African Americans. Unfortunately, state and district economic challenges faced by faculty who teach at these levels often impedes their access to educational resources and limits their research options. Through this curriculum development project, the Merritt College and high school faculty team

will create expanded opportunities for involvement and creation of international education and area studies for educators who serve large numbers of underrepresented students of color.

Goals and Objectives of the Proposed Project:

The main goal of the proposed curriculum development project is to assist Merritt College and high school faculty to broaden and deepen their understanding of Afro-Brazilian communities with an emphasis on African cultural retention in the context of historical legacies, and current political, and social dynamics. The project has three specific objectives:

- 1) **To build a collaboration of educators** consisting of community college and high school teachers, and administrators, who will participate in a curriculum development abroad project, focused on Afro-Brazilian history, politics, and culture and the enhancement of Brazilian Portuguese language competency.
- 2) **To produce curricular products** based on this experience that will then be integrated into the college and high school curriculums, inform classroom instruction and student learning, and provide the basis for new and expanded course offerings for underserved students at Merritt College and area high schools.
- 3) **To disseminate the research and curricular products generated** through this project, including new course outlines, revised course offerings, theme-based linked courses and learning/lecture modules, to a wide audience of educators, locally and regionally and to lay the foundation for future research and curricular collaborations and scholarly exchange for other community colleges, thus contributing to the advancement of knowledge in international education and area studies.

Project Design and Activities:

To achieve the objectives stated above, Merritt College proposes a multi-faceted project which will include interdisciplinary research workshops and work groups, field research,

resource material collection, and the development, implementation, and dissemination of curriculum related to the project topic. There will be 12 participants in all, including: 4 Merritt College faculty members and administrators (including the Project Director) from disciplines related to the project research areas; 8 high school teachers and administrators from area high schools to include Castlemont and Oakland Technical schools.

All project participants will be required to participate in the pre-travel training, workshops, lectures, and Portuguese language instruction. During this phase, participants will begin the process of identifying potential new course offering and teaching modules that will result from this project.

During the travel portion of this project all participants will be required to engage in all learning actives, curricular development workshops, and immersion experiences described in detail in this narrative and the attached itinerary.

Post travel, all faculty members participating in this project will be required to develop curricular products, which will be incorporated into their teaching upon their return, develop free and easily accessible on-line recourses for other educators and, participate in a two day post travel staff development conference intended for other community college and high school teachers.

Through each phase, participating faculty members will broaden their knowledge of African diaspora communities, gain additional direct experience in international field research, enrich their academic qualifications, expand their experience in collaborative curriculum development, strengthen pedagogical practices, and, eventually, by providing a greater range of course offerings in international and area studies re-invigorate their classroom teaching practices in a manner that enhances student learning.

Participants will also build on the strong working partnerships developed within the field with leaders in Afro-Brazilian communities and with fellow faculty members and scholars at the University of Bahia, Brazil, partnerships that can potentially enhance their own instructions, lead to future research, and open up new learning opportunities/collaborations for their institutions.

Project Activities (Detail):

Project activities will take place in three phases:

- Phase I—Pre-Departure: Faculty will participate in a four-part Saturday instruction orientation (see Pre-Departure Orientation for complete details in itinerary attached), which includes; Brazilian Portuguese instruction, lectures from recognized scholars in the area of Ethnic Studies and Latin American Studies, dialog about potential curriculum development, and read a collection of articles and texts related to creating international curriculum, and the cultural history of Brazil with a focus on the African presence in Brazil. A preliminary reading list is provided in the box below:

Sample Texts for the Study of Afro-Brazilian History and Culture
Afolabi, Niyi. <u>Afro-Brazilians: Cultural Production in a Racial Democracy</u> . (2009)
Assuncoa, Matthias. <u>Capoiera: The History of an Afro-Brazilian Martial Art</u> . (2002)
Cohen, Emma. <u>The Mind Possessed: The Cognition of Spirit Possession in Afro-Brazilian Religious Tradition</u> . (2010)
Da Silva, Benedita. <u>Benadita Da Silva: An Afro-Brazilian Woman’s Story of Politics and Love</u> . (2005)
Klein, Herbert. <u>Slavery in Brazil</u> . (2009)
Matory, James. <u>Black Atlantic Religion: Tradition, Transnationalism, and Matriarchy in the Afro-Brazilian Condomble</u> . (2005)
Tillis and Tillis. <u>Reconsidering Blackness in Contemporary Afro-Brazilian Contexts</u> . (2011)

During this phase, project participants engage in the following; faculty led dialogues on the assigned readings, lectures from leading scholars on Brazilian and Afro-Brazilian history, politics and culture, Portuguese language instruction, preparation of

cross cultural symposium presentation. Participants will divide into four interdisciplinary curriculum development teams to evaluate current curricular offerings, class content materials, and pedagogical practices.

Collectively participants will identify specific courses and curriculum to be revised and/or developed during the course of the project and begin discussions on applying the knowledge gained from this project into classroom instruction, including integrative learning projects, learning communities, and theme-based linked courses.

- Phase II—Overseas: During this part of the project, faculty and administrators will participate in a four-week intensive cultural immersion program in Afro-Brazilian communities, from December 7, 2012- January 6, 2013. Participants will receive an intensive 18.5 hours of direct Brazilian Portuguese language instruction, meet with various community leaders and scholars for lectures and dialogues, engage in field research, conducting individual and group interviews with Afro-Brazilians, observe and engage in cultural practices, visit a variety of cultural and historical sites (see itinerary attached), engage with individual families in home stays, and participate in a cross cultural symposium of related topics in U.S. African American Communities. Importantly, during this phase, curriculum development strategy sessions will be held to discuss and capture new ideas for designing curriculum and collaborative teaching projects, based on field research. For feedback and support, participants will be able meet with colleagues at the University of Bahia for input on the draft curriculum developed at that point of the project.
- Phase III—Post-Travel: In this final phase of the project, faculty will produce new course outlines, revised course outlines, and classroom learning modules/lectures, which will then be used in Merritt College, Castlemont and Oakland Technical High School

classrooms. New course outlines will then be submitted for approval to the college and district-level curriculum committees. During Phase III, faculty will also play an active role in dissemination (see outline of dissemination plan). To this end, they will prepare presentations for the proposed staff development conference. All curricular products will be made available on line in a manner that allows access for other faculty.

They will also serve as resource specialists and mentors to other faculty at Merritt, the Peralta Community College District, The Oakland Unified School District as well as other community colleges and high schools who are interested in learning more about methods of internationalizing interdisciplinary curriculum with an emphasis on African heritage. Finally, all participating faculty will participate in a comprehensive evaluation of the curriculum development project, to ensure the long-term and effective integration of the “lessons learned” into the academic offerings in area studies and related disciplines.

Project Deliverables:

The project activities will result in the following deliverables:

- Offer an accessible on-line tool for accessing curricular products and best pedagogical practices for student learning across cultures.
- Provide a 2 day staff-development conference on internationalizing culturally based curriculum.
- Based on the study abroad experience and the field research conducted by participating faculty, Merritt faculty will **revise current course offerings and develop new curriculum**, to expand the college’s Ethnic Studies, African American Studies and related disciplines. Each of the Merritt faculty members will be required to work on revising/creating one course, develop one integrated assignment that includes each discipline reflected in the project, and create 2 new lectures to be incorporated into their existing curriculum. The Project Director will create two new courses and revise 3

course contents. Overall, a total of 14 new and existing courses will be created/revised and 12 new learning modules/lectures will be incorporated as a result of the GPA curriculum development project.

- Merritt College will **disseminate information** on the project to the more than 100 community colleges in the California community college system.
- Offering new courses is not an option for K-12 teachers however the following methods will be used to impact the existing curriculum. High School teachers will create 5 learning modules to be incorporated into their existing curriculum, and 2 integrated assignments related to the learning modules and done in collaboration with other teachers who participated in this project.

Academic Focus of the Project:

Merritt College's *Culture as Power* (GPA) project will focus on Afro-Brazilian culture and the current social conditions and concerns facing these communities. This project has been selected as a topic of focus because of the college's previous experience conducting study abroad programs for Merritt students in Brazil, Ghana, Jamaica, Haiti, and Panama and the need to develop curriculum related to the African experience in Latin America. In addition, the college has begun offering increased course offerings in the form of learning communities, and integrated assignments with a focus on international issues and interdisciplinary approaches to student learning.

The study of Afro-Brazilian communities holds invaluable lessons for faculty seeking to understand African Diaspora communities and study the retention and evolution of African culture in the context of historical forces that sought to subsume African cultural particularities and enforce the acculturation of African individuals into Western society. The team will also have the opportunity to examine the ways in which race and culture impacts the current lives of Afro-Brazilians.

This project will give faculty the chance to read and engage in learning about the history of the slave trade in the Latin America and conduct field research on one of the oldest strongholds of African culture outside of Africa. Brazil received an estimated 35% of the enslaved Africans brought to the Western hemisphere during the 400 plus years of the Atlantic slave trade. Over 3 million enslaved Africans alone were brought by Portuguese slave traders beginning in the 1550s. Brazil was the last country to emancipate its slave population (1890), thus creating a densely populated, culturally homogenous Afro-Brazilian population whose common cultural heritage, resistance to the hardships of slavery, and common bonds served to strengthen cultural retentions and reliance on African spirituality and cultural practices. As a key part of this process of preserving and strengthening culture, enslaved Africans in Brazil were able to escape from slavery and maintain their independence, establish their own form of government, and preserving many of their African cultural traditions in maroon communities called quilombos. Quilombo inhabitants were enslaved Africans, (primarily from West Africa; Ga, Yoruba, Ahsanti), who ran away and fought Portuguese forces to maintain their independence. They were able to establish communities numbering up to 30,000, own their own land, and established strong and structured communities that were able to exist for nearly 100 years in spite of Portuguese efforts to destroy them. Such enclosed and self-determined communities fostered specific African cultural retentions for generations.

The study of Afro-Brazilian communities lends itself well to interdisciplinary approach for examining key aspects of culture and sociological phenomena.

Detailed Research Areas for GPA Curricular Project on Afro-Brazilian Communities

1. *The Role of African Spiritual Conceptions in Afro-Brazilian Worship*: Afro-Brazilians descend from several ethnic societies in West Africa including the Ga, Yoruba, Ashanti, Igbo, Adangbe and more. These people were brought by force primarily to

Bahia. The African people of Rio originate primarily from the Bantu nations in Angola, Mozambique, and the Congo. Due to the large scale forced importation from concentrated regions with cultural similarities, the common African traditions, and the hardships of slavery encouraged community formation, tight bonds and worship as a means of resistance. African spiritual conceptions remained largely intact even if transformed by new world circumstances and the blending of African ideas into what became known as Candomblé. The intent of this project is to explore the means of transmitting spiritual customs and the impact on past and present realities for Afro-Brazilian people.

2. Racism, Economic Disenfranchisement, and Sexual Exploitation-Issues Facing Today's Afro-Brazilian People: In spite of the image of Brazil as harmonious blend of people, scholars note that the legacy of racial disenfranchisement of the past and the institutionalized racism of the present still impact access to education, housing, fair justice, employment and other areas of Brazilian society. In addition, multiple issues of gender discrimination and exploitation compound issues of race and economic status for Afro-Brazilian women including issues of sex trafficking of which Brazil is noted as the country where young girls and women are at the highest risk of being trafficked. Project participants will have the opportunity to read about, dialogue, and critically examine issues of race and gender upon the lives of Afro-Brazilian people.

3. The Purpose, Meaning, and Styles of Dance, Drum and Ritual in Afro-Brazilian Communities: This aspect of the research project will focus on the meaning and significance of drum and dance in Afro-Brazilian communities and its role in spiritual ceremony. Dance styles and patterns will be examined by observation, lectures from cultural practitioners, and participation. Participants will immerse themselves in assessing the significance of drum and dance in the community and its role in keeping oral histories, rituals of healing, and historic uses of resistance.

4. Racial Identity in Afro-Brazilian Communities: How do Afro-Brazilians define "race"? Different than in the U.S., Brazil has its own conception of what "Black", "white", "mixed" race mean and is tied with one's socioeconomic level, community perception, and personal identity adding to our understanding of the social construction of race in Brazil. The concept of race will be examined and compared to our own fluctuating ideas around this concept. In addition, participants will explore racial identity in Brazil in the context of grassroots movements past and present to increase an understanding of African identity.

5. History, Memory, and the Centrality of African Identity: The process of identity formation, and the central role that historical knowledge plays in this process, will be examined. The research project will document the oral, written, and archaeological history of Afro-Brazilian communities and examine the historical memory and identity formation process. This includes exploring the particularities of African cultural and regional identity, the living memory of slavery, and the oral and written manner in which history and African identity are preserved

6. *Family Formation and the Role of Age in Community Function:* West African family formation will be utilized as the foundation for examining family functioning in Afro-Brazilian communities. Common amongst Africans in the diaspora is an idea of family and family relations whose base is centered in longstanding African cultural ideals. Participants in this project will research the following: the formation of family; extended family and kinship; elder reverence, and child rearing practices; and the expected roles of parents, elders, and children. Scholarly reading, interviews and family home stays along with pre-travel scholarly review will aid this aspect of the project.

Project Itinerary:

GPA Project Director Dr. Siri Brown, a professor of African American Studies at Merritt College and Chair of the Department of Social Sciences, who in collaboration with Ache Lyte U.C. Berkeley Educational Consultant has developed a full and intensive itinerary designed to allow faculty participants to experience relevant locations related to Afro-Brazilian history, culture and identity. These range from spiritual centers of African based worship, grass-roots community organizations that focus on Afro-Brazilian social issues and culture, home-stays with in Afro-Brazilian families, and sites of resistance to slavery. (See detailed itinerary attached.) The group will also visit museums, historical sites, and visit the University of Bahia, Brazil, where they will attend related lectures, utilize library resources, and purchase resource materials associated with the study of the region for curriculum development purposes. Additionally, Brazilian Portuguese instruction will occur at length to assist in the understanding of culture and to develop language skills for cultural studies and social science teachers.

The research project will start in Rio de Janeiro, in the southern eastern coast of Brazil, where the group will visit various historic Afro-Brazilian communities and sites and begin to explore racial identity and other social issues in the area.

Participants will then travel to Salvador de Bahia. Bahia is often referred to as the “Soul of Brazil” and is the largest city on the Northeastern coast of Brazil. Critical to this project,

Bahia was the point of entry where the Portuguese brought enslaved Africans. The African influence in Bahia is rich and profound to this day. During this aspect of the abroad portion of the project faculty will meet with a host of organizations dedicated to preserving culture and addressing social issues, meet with university faculty for advice on curriculum content, participate in a cross-cultural symposium, receive numerous lectures from recognized scholars and leaders, receive 18.5 hours of intensive Brazilian Portuguese language instruction, visit various historical and cultural locations, and have the opportunity to stay with local families. (See attached itinerary for detailed description of sites, lectures and immersion workshops)



Project Management Plan:

Dr. Siri Brown will serve as Project Director and coordinate all aspects of the three-phase GPA project. Dr. Brown has led numerous study abroad tours over a span of 8 years for Merritt College students, teachers and administrators. She is experienced in designing and managing academic tours and will work to make sure that all project phases are linked and operate efficiently. In her capacity as Project Director, she will handle all tour logistics, organize and

supervise participating faculty, oversee project research, and serve as the liaison to partners at local universities and established contacts in Brazil.

Dr. Brown will also be responsible for continuous quality control and improvement in all phases. Timelines and deadlines will be set and evaluated for every phase of the GPA project. She will work closely with the Project Evaluator to design the project evaluation plan and ensure that the project is successfully implemented at each stage in such a way as to maximize the long-term benefit to the project participants and the various communities and institutions involved.

Effective Use of Resources and Personnel to Achieve Project Objectives:

The project has been designed to use project personnel and resources as effectively as possible in order to achieve project objectives. To ensure the stability and success of the project, Merritt has made an institutional commitment funding certain aspects of the project. The college administration is currently working on a plan that would allow Dr. Brown to receive release time or stipend from the college for the pre-travel phase of the project not covered by the Fulbright-Hays grant funds. Merritt will also pay for all equipment needed for the field research/study abroad phase, including laptops, office supplies, fax/phone for contacting hosts, and video and camera equipment—all items which must be purchased in the United States and, therefore, are not eligible to be covered by the Fulbright-Hays grant. Merritt will also fund two work-study student assistants to help with logistics for the pre-travel phase. (Please see *Budget and Cost Effectiveness* section for more detail.)

In addition, the project team will use a variety of host country resources to support the goals of the project. Host country faculty and scholars, community leaders, guides, and museum personnel will provide translation, interviews/histories, workshops, lectures and material resources that will be invaluable to faculty research and will be integrated into the curriculum developed through the project. The cultural artifacts, texts, and other resource materials acquired

during the abroad portion of the project will also be incorporated into the curriculum and used in classroom learning upon the return of the faculty participants. These resource persons and materials will help Merritt faculty better understand and engage with Afro-Brazilian culture and research the topic of African cultural retention as a source of empowerment for communities.

Equal Access and Treatment for Eligible Participants:

All Merritt College and High School faculty and administration will be eligible to apply to participate in the GPA curriculum development project and present a written proposal for a research project related to the core project research areas described above. The Project Director and Vice President of Instruction will make the final selection, based on the quality of the proposals presented and on the research experience and discipline of the individual applicants. The college administration will make every effort to ensure that eligible faculty have equal opportunity to participate in the *Culture as Power* project and ensure that Fulbright-Hays funds are used to support minority participants.

As a publicly-funded institution, Merritt College must abide by state and federal anti-discrimination policies in all its affairs, including grant projects. All of the college's facilities are fully ADA compliant. In terms of the study abroad portion of the project, most of the selected locations on the itinerary are accessible for the disabled. Should any barriers to access arise, the Project Director will work with the individual(s) to develop an alternative itinerary/educational experience for that day, with the participant's input and in accordance with their stated research interests.

2. QUALITY OF KEY PERSONNEL

Project Director: Background, Qualifications, Responsibilities, and Time Commitment

Background and Qualifications:

Siri Brown, Ph.D., has worked as a Professor of African American Studies at Merritt College since January 2004 and teaches several courses related to the proposed GPA project, including *Afro-Caribbean History*, *The Roots of African American Culture*, and *Films of the African Diaspora*. Dr. Brown currently serves as the Chair of the Department of Social Sciences, participates on numerous campus shared governance committees, including the Academic Senate, and is Chair of the Council of Department Chairs. She has extensive experience with curriculum design including; developing numerous courses, assessing the effectiveness of those courses, and redesigning major requirements for Social Science and area studies degrees. During her tenure at Merritt, Dr. Brown has updated more than 25 Merritt College courses to satisfy the new University of California and California State University regulations and transfer requirements. She is also an Adjunct Assistant Professor in the Department of Ethnic Studies at the University of California, Berkeley. She has been working as an instructor in the field of African American Studies since 1992 and received her Ph.D. in U.S. History (with a major in African American History) from The Ohio State University, in Columbus, in 2001.

In addition, Dr. Brown is the originator and coordinator of the Merritt College Study Abroad Program and *Africana Community Research Center* (opening in early 2013). She has designed and lead trips to Egypt, Ghana, Haiti, Jamaica, Cuba and Brazil to explore the African experience in an international context. The Africana Center is an interactive digital museum/learning center for students to engage in learning about the Black experience in a manner that relates to course subject matter. She is experienced with field research, including oral history techniques and social science research methodology. With her background and experience in African American Studies, curriculum development, and educational tours, Dr.

Brown is uniquely qualified to design and manage the proposed GPA tour. (Please see full resumé attached.)

Responsibilities and Time Commitment:

In her capacity as GPA Project Director, Dr. Brown will help select project faculty, organize and supervise participating faculty, and guide and instruct faculty on all components and phases of the project. During the pre-departure phase she will conduct the orientation, give introductory lectures related to Afro-Brazilian history, prepare the required reading list of articles and texts, facilitate faculty discussion sessions on the assigned material, help faculty teams design their research projects, and coordinate all planning and travel arrangements for the tour in conjunction with tour consultants in Brazil.

During the abroad phase, she will manage all logistical details, serve as the primary liaison to university officials and community leaders in the foreign country, oversee field research, and facilitate faculty discussions on possible directions for curriculum development and research. In the final phase of the project, she will assist faculty in the implementation of their new curriculum, work with the team to guide proposed new courses through the college and district curriculum approval process, coordinate the compilation of a related course materials, and oversee the dissemination and final evaluation stages of the project, as planned.

Dr. Brown will use release time so that she can be available to work on the project from the point of notification of the grant award through the pre-travel phase (June-December 7, 2012), the travel phase (December 7-January 6, 2013) and the post-travel phase (January 7, 2013-February, 2013). During the designated grant period she will work part-time (.30 FTE) on the project, with the exception of the four-week abroad portion, during which she will work full-time.

Other Key Personnel: Relationship to Project Objectives

Faculty participants will be selected through an open application process conducted prior to the start of grant project, in June 2012, depending on the date of the award notification by the Department of Education. In preparation for this proposal, Dr. Brown has already talked with a number of faculty members in the Ethnic Studies departments and in the social sciences at area high schools to ensure broad support for the project and solicit initial faculty input on possible ideas for interdisciplinary curriculum development efforts related to the GPA focus. Through these initial discussions she has compiled an initial list of faculty from various disciplines who might be interested in committing themselves to the GPA project and helping the college to successfully realize its goals, objectives, and vision for the endeavor. To date the list of interested faculty members includes representatives from disciplines such as African American Studies, Anthropology, Ethnic Studies, Romance Languages, History, Political Science, and Sociology that relate to the identified areas of research for the project.

One high school educator has been identified to serve as the High School Faculty Lead. (See bio below.) Ache Lytle is a well connected to area high school teachers and administrator in her capacity of Educational Consultant to the University of California, Berkeley high school projects. Her relationships will assist Merritt College in ensuring there participation and structuring the proposed curriculum design project in terms of research questions, potential teaching modules, and dates of travel that will accommodate the limited availability of K-12 teachers. Equally important is that Ms. Lytle has extensive experience in Afro-Brazilian communities, is moderately fluent in Brazilian Portuguese, and has worked extensively on issues of sex trafficking in Oakland as well as in Brazil. Her partnership with the *Culture as Power* project will serve to enhance and aid its success.

Bio for High School Faculty Lead: Ache Lytle

Achè Lytle currently serves as Educational Consultant for the U.C. Berkeley Department of Education Projects in Area High Schools. She is an innovative educator and dynamic leader that has founded two international organizations that promotes social and educational empowerment through learning and

experience.

Achè recognizes the limitless potential of strategic collaboration and partnership among youth and children around the world. In the past ten years she has supported the development of multiple youth-led organizations and community-based projects that offer transformative ideas for wide-scale change. Currently, Achè has founded a powerful groundbreaking organization, SAFE Youth, driven by youth of Oakland, California and Salvador da Bahia/Recife, Brazil, that addresses the grievous act of sex trafficking.

Bio for Brazil In-Country Tour & Academic Leads: Paula Santos and Dr. Nelson Cerqueria

Paula Santos is Brazilian educator, journalist, tour guide and translator. Ms. Santos has worked for many years in cultural and socially engaged tourism, introducing and educating groups of North Americans and Europeans to the complex culture of Brazil's African Communities. Paula Santos is recognized as the pioneer in developing programs of Ethnic Tourism in Bahia since the 80's and as a result has also built a solid partnership relation with important Afro Brazilian religious leaders, grass roots community leaders, and Afro-Brazilian civil rights organizations.

University of Bahia President, Dr. Nelson Cerqueria has agreed to be our academic lead on the project. Dr. Cerqueria's office will assist in arranging access for all archives, libraries, University of Bahia faculty consultants, and meeting spaces to ensure the success of this project. Dr. Cerqueria is a scholar of many aspects of Brazilian society including issues of Afro-Brazilian politics and culture and will thus aid in developing our theoretical approach to the topic.

Host Country Coordinators: Background, Qualifications, and Time Commitment

Two Host Country Coordinators will assist with the planning and implementation of the research project during the abroad phase. All have worked closely with Dr. Brown on previous research and student trips and are knowledgeable and experienced hosts.

The first Host Country Coordinator is Paula Santos. Ms. Santos is a native Brazilian educator, tour guide and translator. She has worked for many years in cultural and socially engaged tourism, introducing and educating groups of North Americans and Europeans to the complex culture of Brazil's African communities. Paula Santos is the pioneer in developing programs of Ethnic Tourism in Bahia and since the 80's and as a result has built solid partnership relations with important Afro- Brazilian religious leaders, grass roots community leaders and Afro-Brazilian civil rights organizations. As a teacher she brings direct contact with educational institutions, and organizations that support student learning and success. In collaboration with US professors, Paula has helped to develop some of Brazil's most successful and distinctive international educational programs, providing Portuguese language instruction to North

American students and placing them in living/working situations in the Northeast states of Bahia, Maranhão, Pernambuco and Ceará. As a professional translator and cultural expert, Paula regularly works with professional organizations both inside and outside Brazil, including the British Broadcasting Corporation (BBC), the U.S. Public Broadcasting Service (PBS), the Ford Foundation, the Harlem Chamber of Commerce, the Guggenheim Museum, and the U.S. National Conference of Artists. Ms. Santos' rich background and critical skill set will aid the success of this project in that she is coordinating language instruction, immersion workshops, lectures, seminars, home stays and will serve as the lead translator for the *Culture as Power* project participants. Her time commitment to the project is thus full-time.

The project has consulted with University of Bahia President, Dr. Nelson Cerqueria who has agreed to be our second host coordinator and Brazil academic lead on the project. Dr. Cerqueria's office will assist in arranging access for all archives, libraries, University of Bahia faculty consultants, and meeting spaces to ensure the success of this project. Dr. Cerqueria is a scholar of many aspects of Brazilian society including issues of Afro-Brazilian politics and culture and will thus aid in developing our theoretical approach to the topic. The relationship with Dr. Cerqueria and Merritt College is not new in that he has assisted previous delegations to the region. His time commitment to the project is part-time.

Employment Practices as Related to the Project:

Merritt College is a public community college funded by the State of California. As a recipient of both state and federal funds, Merritt is legally committed to following all state and Federal policies regarding non-discrimination in hiring practices. According to the Peralta Community College District's by-laws, the college is committed to fair hiring practices and does not discriminate against job applicants or personnel based on race, ethnicity, gender, sexual orientation, physical disability, etc.

3. BUDGET AND COST EFFECTIVENESS

The project budget has been designed to support the goals and objectives of the project. All expenses are reasonable (based on recent budgets for similar projects and on vendor price quotes) and allowable, and the per diem listed is in compliance with the Federal government's allowed per diem for the project abroad location (Brazil).

The largest portion of the budget is allocated to cover travel costs during the abroad portion of the program, which is the core of the research project and essential to the project's main purpose: to create research-based curriculum on the history, politics, and culture in Afro-Brazilian communities. Because of the length of the trip (four weeks) and need to fly in-country from Rio to Bahia, airline tickets, hotel fees and land transportation (bus) constitute some of the largest costs. Airfare, hotel fees, and per diems for the project participants are all based on real costs of Merritt's recent trips to this area, with a slight margin built in for unanticipated price increases, such as airfare changes due to the rising costs of fuel prices. Note that hotel and food per diem rates proposed by the Federal Government for this geographical location are significantly higher than what we have budgeted in that we aim to use funded resources efficiently and modestly.

Approximately one quarter of the budget is set aside for personnel costs, for the Project Director, External Evaluator, High School Lead Teacher, and for the Host Country Coordinators. These positions are critical to the oversight, planning, and smooth operation of the project, as well as to the intellectual content and merit of the trip. An explanation for the proposed expenditure of Federal funds and the relationship of each line item to the project objectives is provided below and a detailed budget is attached:

Budget Justification (For Expenditures Covered by Fulbright-Hays Funds Only)		
Line Item	Cost Calculation	Rationale/Relationship to Project Objectives

Project Director	Stipend for study abroad phase only: \$1,250/wk x 4 wks = \$6,000	The Project Director will plan and coordinate all logistics for the GPA project abroad experience
High School Lead Teacher	Stipend for pre and post travel portion only: \$3000	The High School Lead will assist in recruitment, communication and coordination of high school teachers
Airfare	Roundtrip airfare for 12 participants: \$1700 x 12 individuals = \$20,400 In-country airfare for 12 participants: \$100 x 12 individuals = \$1,200	Required transportation for selected faculty and administrators to the host country to conduct research for curriculum development
Food	\$50/person x 12 x 29 days = \$17,400	Rate is below the Federal per diem allowance for 12 participants during 30-day trip
Lodging	\$90/pers. X 12 x 28 nights = \$30,240	Rate is below the Federal per diem guidelines for this area. Hotel costs for 12 participants during 29-day trip
In-Country Transportation	Bus rental with driver (full time): \$6,000/29-day trip, includes driver	Transportation for 12 to historical sites in Rio and Bahia and surrounding relevant areas
Educational Materials	\$250/person x 12 = \$3,000	For the purchase of firsthand cultural artifacts, museum reproductions, and texts (Brazil only)
Lecturers and Workshop Leaders	\$100 honorarium for 8 lectures \$500 honorariums for 4 workshops = \$2,800	For University of Bahia faculty lecturers and community organization leaders
Host Country Coordinators	Stipend for Brazil Coordinator Bi-lingual Guide/Language Instruction, and Academic Support: \$750/wk x 4 wks x 1 Fulltime coordinators \$400/week x 4 wks x 1 Part-time coordinator Total stipends = \$4,600	For Host Country Coordinators/Bi-Lingual guides to coordinate language instruction, educational activities and to introduce 12 participants to Afro-Brazilian culture, history, practices, and people.
Cell Phone (within Brazil)	\$300 budget for Project Director's cell phone use during 4-week trip	For making logistical arrangements with Host Country Coordinators, bus company, and hotels
Project Evaluator	\$4,000 for development, implementation, and final assessment of <i>Culture as Power</i> research project	Required aspect of GPA guidelines to ensure effectiveness of project
Admissions fees (Brazil only)	\$100/person x 12 = \$1,200	For entry fees to museums and historical sites

Finally, the non-Federal portion of the budget (in kind) reflects Merritt's institutional commitment to the project and covers expenses not eligible to be covered by the Fulbright-Hays grant funds. For example, Merritt will cover costs associated with the pre-departure and post-return phase, including release time for the Project Director and hourly wages for 2 student assistants. As reflected in the attached budget, the Project Director will receive .30 FTE release time which equals \$5,535. Student assistants will be supported with a total of 80 hours each at

\$9.16 per hour (legally defined rate), for a total of \$1465.60. (Student assistants will only serve during the pre and post travel portion of this project.)

The college will also pay for all audio-visual and technical equipment required for the project research times to conduct their research. These include: digital cameras (6); video cameras (6); tape recorders (6); and tripods (3). Participants will bring their own personal or institutional laptops. All participating Merritt faculty will be requested to make an in-kind donation for curriculum development during the post-trip phase of the project in exchange for the opportunity to participate at no cost during the abroad portion of the project, which will be covered by funds from the Fulbright-Hays grant. This demonstrates the commitment of the faculty involved to helping achieve the project objectives and ensure the project's success.

4. EVALUATION PLAN

Purpose and Design of the Project Evaluation Plan:

The purpose of the Evaluation Plan is to allow Merritt College to assess the success of its GPA project in reaching its stated objectives. Through this evaluation process, Merritt will be able to measure the impact of the various interventions proposed. Three questions, linked to the project objectives, will guide the evaluation:

Questions Guiding the Evaluation Process
<ul style="list-style-type: none">• To what extent did the GPA project contribute to the development of international education and area studies in the form of learning modules/lectures?• To what extent did the GPA project contribute to the development new and revised curriculum in the social sciences and area studies?• Was Merritt's GPA project successful in meeting the priorities established by the Fulbright-Hays GPA Program?• To what extent did the GPA project increase Brazilian Portuguese Language instruction?

To address these questions, Merritt will measure its efforts to meet the project objectives. The following chart outlines the initial evaluation questions that have been developed in relation

to each of the project objectives. It then shows the various assessment methods and tools (i.e., field research journals, surveys, logs, portfolios, meeting minutes etc.) that will be used to respond to and document progress toward the stated objectives and the specific performance measures that will be used to measure the college’s success in achieving its objectives.

Framework for Measuring Success in Reaching Project Objectives			
Objectives	Evaluation Questions	Assessment Methods	Performance Measures
Objective 1: To create a learning team consisting of educators (K-14), administrators, who will participate in a project abroad program and related curriculum development project, focused on Afro-Brazilian culture, history, and racial politics and to acquire and enhance Brazilian Portuguese language competency.	To what extent did the faculty team contribute to innovation in the areas of curriculum, instruction, and classroom learning?	-Faculty Portfolio -Post Study Abroad Survey	All faculty participants will complete and submit a portfolio A majority of faculty members will cite satisfaction with the faculty team in terms of supporting innovation in the areas of curriculum, instruction, and classroom learning
	To what degree did the trip strengthen the participants’ understanding of Afro-Brazilian culture and current conditions? To what extent was language competency improved upon?	-Field Research Journal -Orientation Survey -Post Study Abroad Survey -Field Research Journals -Language Assessment	Faculty field research journals will record ideas for curriculum/teaching Participants will show an increase in knowledge about Afro-Brazilian people Journal entries will show growth in knowledge Language Assessment scores will improve by measurable indicators
	To what extent did the faculty team create a collegial environment for fostering intellectual exchange and collaboration?	-Post-Study Abroad Survey -Field Research Journal -Post-trip focus group	Responses to Post- Study Abroad Survey and post-trip focus group will reflect satisfaction in with level of collegiality and scholarly exchange
	To what extent was the faculty team open to all eligible participants and to what extent did it meet the GPA	-Post-Study Abroad Survey demographic section --Review of recruitment materials	Recruitment materials and strategies and demographic data from the Post-Study Abroad Survey will show success

	Priorities?		in achieving diversity requirements of the Invitational Priority
<p><u>Objective II:</u> To produce curricular products based on this experience that will then be integrated into the college curriculum, inform classroom learning, and provide the basis for expanded course offerings and a strengthened study abroad program for students at Merritt College and area high schools</p>	<p>To what extent did the new curricula products generated strengthen Merritt College's institutional capacity in the areas of program development, course development, and instruction?</p> <p>To what extent did the curricular products strengthen the African American Studies (AAS) major?</p> <p>To what extent did the project solidify ongoing collaborations?</p>	<p>-Content analysis of Social Science and area studies major course offerings, consisting of a comparison of pre-trip course offerings to post-trip offerings</p> <p>-Inventory of curricula products developed after the trip</p> <p>-Content analysis of (AAS) program offerings, consisting of a comparison of pre-trip program offerings to post-trip offerings</p> <p>-Ongoing collaboration with project partners -Host Country Coordinator Surveys</p>	<p>-The content analysis should demonstrate a concrete change in the composition of the course and major offerings</p> <p>-Inventory of curricular products created, documenting in change in course offerings</p> <p>-Inventory of curricular products created, documenting in change in course offerings</p> <p>-A list of project partners</p> <p>-An analysis will be completed of the number and type of research and other collaborations created as a result of GPA project</p>
<p><u>Objective III:</u> To disseminate the research and curricular products generated through this project to a wide audience of educators, locally, regionally, nationally, and internationally and to lay the foundation for future research collaborations and scholarly exchange, thus contributing to the advancement of knowledge in international education, social sciences and area studies</p>	<p>How successful was the internal dissemination strategy? (i.e., the number of campus communication and presentations)</p> <p>How successful was the external dissemination strategy in presenting information and fostering scholarly exchange?</p>	<p>-Log of number and type of presentations at the proposed staff-development conference -Project website -Conference papers summary of project archived in Merritt library</p> <p>-Log of number and type of presentations made at conferences -Articles published -Analysis of range of dissemination techniques, strategies and venues -New collaborative projects developed as a result of the project</p>	<p>-List will be completed of published articles and partner high school presentations, documenting the college's internal dissemination efforts for the project</p> <p>-A written analysis will be produced describing the dissemination techniques, strategies, and venues and their relative effectiveness</p>

<p><u>Additional Area of Investigation:</u> To measure the effectiveness of the research component of the curriculum development project</p>	<p>To what extent did the research methods used prove to be sound and consistent with “best practices” and the highest standards in social science research?</p>	<p>-Collaborative inter-institutional review of research methods, protocols, and tools during the pre-travel phase of the project</p>	<p>-A sound model for field research is established for use by Merritt College in the future, based on “best practices” for academic investigations</p>
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Data Elements and Collection Procedures:

The formative and summative evaluation stages will incorporate a variety of data elements and data collection procedures. Formative evaluation will be used to gather information and assess the project during the beginning and middle stages, so that adjustments can be made along the way. Summative evaluation will be used in the final stage of the project to assess the quality of the project in reaching its stated goals. Below are the mechanisms which will be used to assess progress at each stage of the project.

Formative Evaluation Tools
<ul style="list-style-type: none"> • Pre- and Post-Phase I Surveys (to evaluate evolution of content knowledge, and language proficiency of project participants)
Summative Evaluation Tools
<ul style="list-style-type: none"> • Post-Travel Abroad Survey • Content analysis of targeted courses and programs of study • Language Assessment • Faculty portfolios • Field Research Journals • Logs of campus-based presentations conducted • Inventory of articles published and professional on and off-site presentations conducted

Data Elements and Sources and Evaluation Methods Used:

To ensure a broad and effective assessment, Merritt will use a mixed method approach, using both quantitative and qualitative data elements to measure project outcomes. According to Potts (2006), a mixed method approach ensures a rich, comprehensive description of processes and outcomes, provides credibility, and allows evaluation of diverse project objectives.

Data Elements and Sources: Mixed Method Approach for Continuous Improvement	
Quantitative	Qualitative
<ul style="list-style-type: none"> ▪ Pre- and Post-Phase I Surveys ▪ Post-Study Abroad Survey 	<ul style="list-style-type: none"> ▪ Content analysis of Merritt’s Area Studies, Social Sciences Department program offerings ▪ Faculty portfolio documents ▪ Post-trip focus group findings

	<ul style="list-style-type: none"> ▪ Field research journal entries ▪ Inventory of curricula products ▪ Logs of presentations, conference, and published articles
Data Collection and Analysis Procedures	
	<ul style="list-style-type: none"> ▪ Use valid and reliable instruments and appropriate measurements to determine satisfaction, functionality, and content quality of programs and services
Data Management Systems	
	<ul style="list-style-type: none"> ▪ Statistical Packages for the Social Sciences (SPSS)—for survey analysis

Background and Qualifications of the Project Evaluator:

Merritt College will use an experienced External Evaluator to conduct an objective evaluation of the GPA project. The Evaluation Plan will be designed and implemented by Anika Toussant-Jackson, M.A. Consultant to the Research and Planning Office. Ms. Jackson designed and served as coordinator of the evaluation plan for the college’s multi-year Title III grant. She has an extensive background in managing research and evaluation for educational institutions and nonprofits.

Bio for Project Evaluator
<p>Anika Toussant-Jackson is a consultant to the Research and Planning Officer for Merritt and other Colleges and Universities. In this capacity she oversees the college’s research, planning, and development efforts. Ms. Jackson has an extensive background in research methods and program evaluation. Prior to Merritt College, she was an evaluator at the Center for Healthy, Children, Families, and Communities at the University of California, Los Angeles (UCLA). While at UCLA, she published <i>First 5 Ventura County, The Success and Challenges of Program Implementation</i> and <i>First 5 Ventura County: Annual Evaluation Report, Fiscal Year 2003-2004</i>.</p> <p>Prior to working at UCLA, Ms. Jackson worked at a variety of nonprofit organizations, evaluating programs, and worked for a community foundation. Ms. Jackson has published numerous evaluation and research articles. She was Production Editor for the Harvard African American Public Policy Journal. At the Harvard’s Civil Rights Project, she authored <i>Voting Rights, Racial Redistricting, and the Distribution of Political Power in the 21st Century: The Case of Blacks and Latinos in California</i>.</p> <p>Ms. Jackson graduated cum laude with a Bachelor of Arts degree in Political Science from California State University, Northridge. She was conferred a Master’s Degree in Public Policy from John F. Kennedy School of Government at Harvard University.</p>

5. ADEQUACY OF RESOURCES

Description of Resources That Will Be Used to Accomplish the Project Objectives:

Merritt College will utilize three different categories of resources to realize the objectives of its GPA Project. The first category will consist of **human resources**. This will encompass the following: 1) utilizing the skills of an experienced Project Director; 3) utilizing student assistants for clerical support; 3) selecting faculty participants with the academic background,

disciplinary focus, and enthusiasm to make the project a success; 4) connecting with faculty members and scholars in the field of Latin American and Ethnic Studies, both at the University of California, Berkeley, and at University of Bahia, Brazil; and, 5) drawing upon the wisdom and experience of Afro-Brazilian community leaders, elders, guides, language instructors, and cultural translators in the towns and sites visited. The interaction of these individuals will shape and inform the focus of faculty research and determine the content of the curricular products created as a result of the project abroad experience.

The second category will consist of **cultural and educational resources**. These will include cultural artifacts, texts, copies of original documents, photographs, videos, oral histories, interviews, and other materials gathered during the abroad portion of the project. These resources will be used directly in curriculum development, classroom teaching aids, and presentations. Participating faculty members will also produce in-depth research papers, which will be presented at the staff development conference for community college and high school faculty.

Finally, the project team will make extensive use of other non-personnel resources, such as **facilities and technical resources**, both in the United States and Brazil. These will include: 1) library resources, computer labs, and meeting spaces for faculty development on the Merritt Campus; 2) library and archive resources at the University of California, Berkeley; 3) meeting space and library resources at the University of Bahia, Brazil; 4) Brazilian museums, historical sites, and preserved cultural spaces in the areas listed on the itinerary for the trip; and 5) technical equipment and supplies, such as cameras, audio-visual equipment, laptop computers, tape recorders, cell phones, etc., provided by Merritt College for use by designated project personnel and faculty participants. Access to these facilities and resources are critical to the

smooth operation of the tour and the success of the academic exchange and research central to the mission of the GPA project.

Adequacy of Resources Identified for the Project:

Project Director Dr. Siri Brown has already conducted several research abroad tours specifically to Afro-Brazilian communities and, through that experience has refined the project itinerary in collaboration with the Country Hosts and High School Lead Teacher. Through experience she has deepened her connection with host country partners, and identified many of the resources available and supplies and equipment needed for the proposed GPA program. Because this particular trip has a faculty research focus and is not simply a study abroad trip for students, Dr. Brown has designed the project to make maximum use of host country contacts, such as Brazilian scholars, guides, community leaders, language instructors, library resource professionals, and museum personnel. The team will also make use of local Bay Area resources to prepare for the field research phase of the project. For example, the UC Berkeley Bancroft Library has an oral history archives with extensive training materials for those interested in learning how to conduct effective oral histories, record cultural histories, and conduct ethnographic studies.

Merritt's GPA project also contains line items in the budget for the purchase of cultural artifacts and learning materials while abroad, and the purchase of technical equipment and supplies in the United States to support the project's research and curriculum development objectives. These resources will strengthen the quality of the field research and the resultant curriculum that will ultimately enrich classroom learning for underserved students.

6. POTENTIAL IMPACT OF PROGRAM ON THE DEVELOPMENT OF THE STUDY OF MODERN FOREIGN LANGUAGES AND AREA STUDIES IN AMERICAN EDUCATION

Potential Impact on Modern Foreign Languages and Area Studies:

The proposed GPA project will have a tangible impact on the development and improvement of area studies and social sciences in two specific ways: 1) through the development of new knowledge, research, and curriculum related to the study of the African Diaspora; 2) through the widespread dissemination of this new knowledge, research, and curriculum to educators throughout the California Community College system and high school educators

Because the primary language of Brazil is Portuguese and the research for this project will be conducted in English, the study of Brazilian Portuguese will be an important aspect of this GPA project. Participating faculty will be engage in over 18 hours of direct Brazilian Portuguese instruction during the abroad portion of this project. In addition, translators will be on hand to aid communication. The impact of new and improved language acquisition for high school and community college teachers will serve as useful skills in professional development, classroom instruction, and future collaboration with Brazilian partner educators.

Development of New Knowledge, Research, and Curriculum:

One of the exciting aspects of the *Culture as Power* GPA project is that participating faculty will not only deepen their commitment to and understanding of international education, area studies and language acquisition in general but they will also contribute to the growing body of research and curricular resources to the field of African Diaspora and Afro-Latin studies. Uniquely, the curricular products developed will be produced for K-12 and community college teacher, which is rare to find at this level. Numerous current publications and documentaries

focus on the African experience in Latin America as it is a reflection of the need to diversity our understanding of communities that are presented as monoliths. In the U.S., mixed race studies and theories on the “social construction of race” also serve as areas of popular examination. However, in-depth study, courses, and learning modules for K-12 and community college teachers on these subjects are limited in that opportunities to develop knowledge and learning resources on such topics rarely exist. Information acquired at 4 year universities and colleges is not always presented in a format easily usable in our classrooms. The opportunity here is to create course outlines, papers, and learning modules/lectures for teachers in the K-14 level so that these critical areas of study can be shared with high school and community college students who are also in need of an internationalized, comparative, and African diaspora centered education to the same degree that 4 year student are privileged to receive.

Through this project, faculty will conduct research and produce related curriculum on these communities, providing a valuable resource for educators and students interested in Latin American history and culture, and transnational African cultural survival.

The research conducted during the abroad program will lead to the development of new curriculum for Merritt’s African American Studies program, particularly in the area of African Diaspora Studies, which, with only two courses, is severely underdeveloped. It will also add an international dimension to the African American Studies curriculum, introducing an Afro-Caribbean/Latin American perspective to the examination of African transnational culture. In addition, new curriculum will be developed for Ethnic Studies, history, anthropology, and other social science classes, focusing on preserving and collecting history, exploring cultural anthropology, and recording and learning from oral traditions and stories. Participating faculty will also work together to explore the development of interdisciplinary approaches to the subject (i.e., integrated learning, linked classes, cross-discipline research projects, and thematic learning

communities). Merritt faculty will also collaborate with host country partners to develop joint research and curricular projects to increase future impact on shared learning.

Dissemination of New Knowledge, Research, and Curriculum:

To maximize the educational impact of the project, Merritt faculty will disseminate information on the “lessons learned” from the project and the curricular products developed to a wide audience of educators, locally, regionally, statewide, nationally, and internationally. The focus of the dissemination effort will be on reaching faculty in African American Studies, and Ethnic Studies, as well as in related disciplines. Emphasis will be placed on disseminating project information to other community colleges and high schools in California and nationally, who might be interested in adopting the curriculum or replicating Merritt’s project abroad and faculty research and curriculum development model.

Dissemination will be accomplished in a number of ways, including:

- Faculty presentations and workshops at the proposed conference at Merritt College
- Faculty presentations and workshops at college/district faculty professional development days
- Faculty presentations at conferences and professional association meetings
- Publication of faculty articles and research in scholarly journals and professional association newsletters and publications
- Classroom presentations by participating students at each of the partner high schools
- Outreach to other community colleges through the State Chancellor’s Office of California Community Colleges network, publications, and conferences
- Outreach to four-year universities through contacts within the University of California and California State University systems
- Dissemination of project information to colleagues at the University of Bahia, Brazil
- Presentations at local high schools to assist high school teachers in delivery of the project objectives

Possible Long-Term Benefits of the Project to Key Constituencies:

The proposed GPA project has the possibility of generating a number of possible long-term benefits for the key constituencies involved. These are outlined below:

Benefits for Faculty and Their Colleagues: This curriculum development project provides an unprecedented opportunity for community college faculty at Merritt College and area high school teachers to collaborate on research in the field and make a significant contribution to the advancement of international education and area studies. The reason this opportunity is so important is because of the strong teaching mission of the community college system, most community college professors spend the majority of their time in the classroom teaching vs. conducting research, like their colleagues at four-year universities. Community college faculty teach 5 classes each semester with upwards of 200-350 students total each in one term. Two-year institutions also do not have the large endowments and other funds available to stimulate and underwrite faculty research, and now in the State of California, which is facing an enormous budget deficit, such resources are scarcer than ever. Urban high school educators rarely afforded opportunities for curriculum development that involves international research, yet they teach hundreds of diverse and immigrant students yearly.

This project, therefore, will benefit participating faculty by underwriting their research abroad costs so that they can explore a particular area of study or research topic in depth, develop their field research skills and experience, deepen their background in their academic subject matters, increase foreign language competency, and generate research to share with their colleagues. It will also provide them with the technical equipment to conduct such research and the cultural resources and instructional materials needed to bring this new research-based curriculum to life in the classroom.

This project will result in the development of a variety new curricular products and resources in the particular area of focus. These materials will be of interest to K-14 educators in

a variety of disciplines as they will address an academic area in which there has been little research to date, provide new curriculum based on new research in this area, and demonstrate a cross-curriculum approach and new teaching strategies for dealing with the subject matter. Other benefits to colleagues include the development of a project website, the possible establishment of an online learning community for Merritt faculty and their colleagues at other colleges locally and in Brazil, and possible future research collaborations and partnerships with colleges/universities locally and abroad, including a faculty exchange program.

Benefits for Students: Ultimately, the proposed GPA project, through direct project implementation and dissemination, will increase international learning, comparative cultural studies, and critical thinking skills for community college and high school students, who traditionally have had limited access to opportunities to participate in study abroad programs. At Merritt College, the project will have a very tangible long-term benefit by providing students with expanded course offerings, enriched curriculum, and strengthened major offerings. This will give Merritt students a chance to engage in and explore new areas academically (i.e., racial identity, African cultural retentions, etc.) from an interdisciplinary perspective, potentially opening future interest in these areas.

Benefits for Host Communities: The project will make a significant contribution to the ongoing documentation and exploration of the host communities. Through the project, faculty will work with members of Afro-Brazilian communities in the Rio and Bahia area to preserve, document, and record cultural history. The curricular products generated will be shared with the host community, adding to their collective archives. As a result of the project, future collaborations can be developed to enhance the organizations listed on the itinerary in direct ways that reflect the aims of the host organizations in ways that leave institutionalized impact.

Process by Which the Curricula Will Be Evaluated for Accuracy and Effectiveness:

All curriculum developed through the project will be submitted for review, first to the college's Curriculum Instructional Committee (CIC), and then to the district-level committee for curriculum development (CIPD). It will also need to be examined by the University of California and California State University systems to ensure that it meets their institutional requirements for transferability. This process is a well-established and rigorous process in which feedback is given at every stage to ensure that the curricular product approved is of the highest standards including content, selected texts, and learning objective.

The Project Director will be responsible for working with project faculty to finalize new curriculum, including course outlines and syllabi, and guiding the new curriculum through the approvals process. Dr. Brown has developed over two dozen courses for Merritt and is experienced with the curriculum review process and requirements of each institution involved.

7. RELEVANCE TO THE INSTITUTION'S EDUCATIONAL GOALS AND ITS RELATIONSHIP TO ITS PROGRAM DEVELOPMENT IN AREA STUDIES

Impact of the Project on Merritt College's Institutional Development Goals:

The project supports Merritt College's institutional development in several ways. First, the college has recently participated in a district-wide strategic planning process. Preparing students for the 21st century international workplace through improved instruction and academic offerings was a main focus of the discussion. Developing community-based and educational partnerships that strengthened teaching and learning was another important topic of focus. This project supports both of those goals, as well as other Institutional Learning Outcome (ILOs), such as helping students learn how to communicate effectively, think critically, reason quantitatively, use information and technology effectively, and develop multicultural awareness.

Secondly, Merritt College, like all California colleges, is now required by the state accrediting body to develop written Student Learning Outcomes (SLOS) for all of its courses and

degree offerings. This project will help Merritt to continue its efforts to introduce SLOs into the area studies and social science curriculum over the next year. Possible SLOs for the new curriculum include: improving critical thinking and college-level performance in writing and reading and teaching students how to apply knowledge to advanced study, in preparation for transfer. The students will also learn to organize ideologies and tactics, gain an international perspective, increase their multicultural awareness, and develop an appreciation of African culture and heritage in the western hemisphere.

Additionally, in July 2008 Merritt was awarded a multi-year grant from the U.S. Department of Education's Title III: Strengthening Institutions Program. The purpose of the college's Title III project is to strengthen student educational outcomes by strengthening the institution in three areas: curriculum development, faculty development, and student services.

The proposed GPA project will complement the Title III project and provide possible opportunities to help the institution reach its Title III goals. The Title III grant, for example, calls for the creation of a faculty development center, which would provide ongoing training to full-time and adjunct faculty. The faculty orientation sessions and training provided in the GPA project will be offered through this center and open to all interested faculty. Similarly, GPA faculty will, upon their return, use this new center to conduct workshops and presentations for other faculty on the research project and new curriculum and pedagogical practices. The new courses and linked classes developed as a result of the GPA project could also be integrated into the various thematic student learning communities and new First Year Experience Program proposed through the Title III grant.

Relationship to the Institution's Program Development in GPA Priority Areas:

The proposed curriculum development project stems from Merritt College's deep-rooted commitment to the promotion of international education and cultural diversity and its belief that

international education is essential—even urgent—for 21st century learners. The project will build upon Merritt’s current course offerings and its previous study abroad trips for students, significantly improving the college’s program development in the proposed GPA priority area of international education and area studies.

The primary contribution will be the development of new curriculum, based on original research in the field conducted through the abroad segment of the project. This curriculum development project is in alignment with the college’s recent Program Review process, which cited the need to strengthen course offerings in specific areas of international studies. In the college’s African American Studies Department there are currently only three courses that focus exclusively on African culture outside of the United States. Two, Afram 25—*Classical African Civilization*, Afram 27 *Afro-Caribbean History and Politics, and Culture*, were developed recently by Dr. Brown. A third, Afram 34—*Apartheid in South Africa* is no longer taught.

The GPA project will result in the creation of new courses, including courses that can be cross-listed across discipline, introducing more students to areas studies. While the topics will emerge out of the study abroad project, possible new courses may include:

- Ethnic Studies: *African Heritage of Latin America*
- African American Studies: *A Comparative History of Slavery in the Americas*
- Anthropology: *Drum, Dance, and Ritual in Afro-Latin Communities*
- African American Studies/English: *African Oral Traditions in the Diaspora*
- Latin American Studies: *Comparative Governments in Latin America*

This project will position Merritt College as a resource on research on Afro-Brazilian communities and the transmittal of African culture within these communities. As a result of this project, Merritt and its partner high school teachers will not only have new curricular materials for dissemination but will also have a core group of teachers with firsthand knowledge and experience this subject area, teachers who are available to share knowledge through professional

development activities and through individual mentoring. The project also has the potential to strengthen the delivery of instructional services at the participating high schools by serving as the conduit and support system for creating learning modules with an international African cultural focus.

8. THE EXTENT TO WHICH DIRECT EXPERIENCE ABROAD IS NECESSARY TO ACHIEVE PROJECT OBJECTIVES AND THE EFFECTIVENESS WITH WHICH RELEVANT HOST COUNTRY RESOURCES WILL BE UTILIZED

The purpose of the project is to develop research-based curriculum based on the study of Afro-Brazil communities that can be used to expand Merritt's course offerings in the field of area studies and related disciplines and that will make a significant contribution to the advancement of knowledge and learning in international education and area studies. Direct experience abroad is necessary for the following reasons: 1) to create such a curriculum requires experiential-based learning and research, including interaction with community members, families and scholars, and observing and participating in various community rituals and events; 3) to enhance research, curriculum development, and classroom learning, the participants must have firsthand access to resource materials and cultural artifacts; and 4) to increase Brazilian Portuguese language proficiency. Only in these ways can the educators involved gain direct research experience, deepen their knowledge of the history, culture, and issues of the communities studied, and identify areas for further investigation and study, thereby contributing to the field.

The need for such an investigative research project and for related curriculum materials has been identified through over eight years of leading student and faculty groups to African communities in the western hemisphere, through discussion with members of Afro-Brazilian communities and those actively involved in preserving its culture (i.e., community leaders,

elders, museum professionals, historians etc.), and through a literature review conducted by Dr. Brown and her colleagues.

The host country resources are immense. Bahia is known as the African cultural hub in Brazil and the western hemisphere due to the large number of enslaved Africans brought to the region, the density of culturally linked African ethnic groups, and the length of the history and cultural traditions of the area. In addition to professionals, guides, and community leaders, there are also many people in the community, particularly elders and women, who actively transmit culture and pass on cultural traditions and there is a high level of awareness of and pride in preserving African based cultural traditions and oral histories. The location of the strongest and largest Afro-Brazilian communities in a location distant from major cities like Rio has been a critical factor in helping to preserve their culture. However, it also means that to truly study these communities, both in terms of their people and cultural artifacts, one must actually travel to this site to experience Afro-Brazilian culture firsthand. Secondary research sources serve as scholarly foundation, but when coupled with experience/cultural immersion the understanding of communities deepens allowing for more engaging curriculum and rich classroom recourses.

9. COMPETITIVE PREFERENCE PRIORITIES

This application **satisfies all** of the GPA priorities; the Absolute Priority, Competitive, and the Invitational Priority for FY 2012 competition and thus has the potential for a wide reaching impact of teachers and students (see page 2 of this application for a description of how this project meets those priorities).