

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE**

**CFDA # 84.016A**

**PR/Award # P016A090029**

**Grants.gov Tracking#: GRANT10294109**

OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Oakton Community College Distric...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 7,200	\$ 14,400	\$ 0	\$ 0	\$ 0	\$ 21,600
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 24,276	\$ 21,000	\$ 0	\$ 0	\$ 0	\$ 45,276
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,500	\$ 500	\$ 0	\$ 0	\$ 0	\$ 4,000
6. Contractual	\$ 23,620	\$ 14,300	\$ 0	\$ 0	\$ 0	\$ 37,920
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 500	\$ 15,775	\$ 0	\$ 0	\$ 0	\$ 16,275
9. Total Direct Costs (lines 1-8)	\$ 59,096	\$ 65,975	\$ 0	\$ 0	\$ 0	\$ 125,071
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 59,096	\$ 65,975	\$ 0	\$ 0	\$ 0	\$ 125,071

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Oakton Community College Distric...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 33,501	\$ 45,769	\$ 0	\$ 0	\$ 0	\$ 79,270
2. Fringe Benefits	\$ 4,480	\$ 4,554	\$ 0	\$ 0	\$ 0	\$ 9,034
3. Travel	\$ 13,040	\$ 1,742	\$ 0	\$ 0	\$ 0	\$ 14,782
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 300	\$ 300	\$ 0	\$ 0	\$ 0	\$ 600
6. Contractual	\$ 9,852	\$ 1,000	\$ 0	\$ 0	\$ 0	\$ 10,852
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 2,250	\$ 10,685	\$ 0	\$ 0	\$ 0	\$ 12,935
9. Total Direct Costs (lines 1-8)	\$ 63,423	\$ 64,050	\$ 0	\$ 0	\$ 0	\$ 127,473
10. Indirect Costs	\$ 4,727	\$ 5,278	\$ 0	\$ 0	\$ 0	\$ 10,005
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 68,150	\$ 69,328	\$ 0	\$ 0	\$ 0	\$ 137,478

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract.pdf**

# **PATHWAYS TO SOUTH ASIA: BUILDING GLOBAL STUDIES CAPACITIES AND OPPORTUNITIES RELATED TO SOUTH ASIA AND THE HINDI AND URDU LANGUAGES AT OAKTON COMMUNITY COLLEGE**

## **Abstract**

*A multi-year intensive examination, expansion and revision of curriculum, faculty and staff professional development, and student study abroad opportunities to reflect the importance of South Asian content within global competency initiatives at Oakton Community College.*

Oakton Community College proposes a multi-faceted project that will involve all constituencies of the College community, as well as residents of Oakton's district, local high school teachers, and colleagues from community colleges across Illinois, in gaining a greater understanding of the fascinatingly complex societies of South Asia. There will be a range of opportunities, or pathways, for learning. South Asia content will be infused in humanities, philosophy, history, women's studies, literature, anthropology, business, macroeconomics, English composition, science and technology, health careers and others. Individuals will have the opportunity to learn the Hindi and Urdu languages, and heritage speakers will become more aware of the legacy of their South Asian roots. A special topical "Pathways" series open to all Oakton employees is designed to generate interest in and celebrate Oakton's new South Asia curriculum.

Grant objectives are to:

1. Develop beginning, intermediate and conversational Hindi/Urdu language curriculum;
2. Increase faculty, administrator and staff knowledge of South Asian societies and cultures through various professional development opportunities;
3. Develop at least four new courses on South Asia, as well as enhance 20 existing courses by infusing them with South Asian content, through recruitment, support and development of selected curriculum development faculty members;
4. Establish opportunities for students and faculty members to study in India and participate in exchanges; and
5. Increase awareness of Oakton's global studies programming, specifically new courses or sections on Hindi, Urdu and South Asia, and study abroad opportunities in India.

The objectives are ambitious but nonetheless attainable. Oakton already has an established Global Studies Program, so there is significant institutional commitment for the enhancement and expansion of the existing program. The College currently offers coursework in 11 modern languages, including some priority languages, thus ensuring the successful delivery of Hindi and Urdu instruction. Oakton is privileged to receive strong support in implementing this project from the Center for South Asia at the University of Wisconsin-Madison. As a Department of Education-funded National Resource Center, CSA brings area and language expertise to the project and passion for the educational initiatives that Oakton envisions. The University of Hyderabad also will play an integral part in the planning and performance of project activities. Their Study in India Program will be the model for in-country student and faculty learning opportunities. The cross-disciplinary involvement in the project will foster a vibrant and sustainable learning community.

# Project Narrative

## Project Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1265-FinalNarrative.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1266-NarrativeTOC.pdf**

# **PATHWAYS TO SOUTH ASIA: BUILDING GLOBAL STUDIES CAPACITIES AND OPPORTUNITIES RELATED TO SOUTH ASIA AND THE HINDI AND URDU LANGUAGES AT OAKTON COMMUNITY COLLEGE**

*A multi-year intensive examination, expansion and revision of curriculum, faculty and staff professional development, and student study abroad opportunities to reflect the importance of South Asian content within global competency initiatives at Oakton Community College.*

## **INTRODUCTION**

Oakton Community College (“Oakton”), an open-access public community college serving 18 diverse communities in northern Cook County, Illinois, maintains a profound commitment to global studies, reflected in its Mission, Vision and Values statement, developed in 1998: “We challenge our students to be capable global citizens, guided by knowledge and ethical principles, who will shape the future.” This commitment also can be seen in the College’s strategic goals, “Change Matters,” which state:

### **Figure 1: Change Matters: 2007-2012 Oakton Community College Strategic Goals**

<p><i><b>Innovative learning for local and global citizenship.</b></i> We will evaluate and change our academic programs and learning opportunities foster local and global citizenship and to meet clearly identified student and community needs.</p>
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Oakton offers a comprehensive Global Studies (GS) Program, including an academic concentration in GS, on-campus GS special programming, various study abroad opportunities, two-year course of study in 11 modern languages, and a commitment to on-going international professional development for faculty, administrators and staff. The GS academic concentration allows for broad-based, interdisciplinary teaching and infusion of content across the spectrum of general education courses, thereby reaching students outside the GS concentration. GS students also may tailor their own program to focus on a particular area of the world or a particular issue, such as sustainable development. Early on, South Asian Studies arose as a viable sub-field due to the predominance of Oakton students of South Asian heritage; however, the GS Advisory

Committee noted that course offerings in that area were insufficient to merit an area study designation.

Working with its cooperating institutions, Oakton has initiated a project to encourage the formation and sustainability of South Asian-focused courses and modules, including four semesters of Hindi and Urdu languages, faculty development opportunities, and a study abroad offering that will help build institutional capacity related to this increasingly important region of the world. As part of this multi-year project, Oakton, as fiscal agent, is seeking \$125,071 from the Undergraduate International Studies and Foreign Language Program, to partially fund curriculum development, faculty professional development, and student study abroad program development.

## **PLAN OF OPERATION**

**a. Quality of Project.** The multi-year project will contribute to Oakton's ongoing efforts to develop, strengthen and expand GS programs and offerings by opening an interdisciplinary dialogue among community college faculty members, South Asian Studies scholars at American universities, and Indian scholars and educators. Because this goal can only be pursued by globally competent educators, a major focus of this project is to provide challenging and inspiring professional development opportunities, experiences and resources for educators. The benefits of this project will impact not only the participating educators, but also the students they teach and the institutions and communities they serve in distinctly concrete ways. These benefits will extend beyond Oakton to all of the nearly 40 member institutions of the Illinois Consortium for International Studies and Programs (ICISP), of which Oakton is a founding member. This project will help meet the goal of community colleges in Illinois to increase the global competency of students through: a summer study abroad opportunity in India; on-line Hindi and

Urdu language offerings open to students at all ICISP member schools; professional development opportunities open to faculty and administrators from all ICISP member schools; and dissemination of South Asian course and module curriculum in workshops, at conferences and on the Internet. The table below presents a broad outline of the proposed project.

**Table 1: Proposed Schedule of Major Grant-Funded Activities**

	Year One (2009/2010)		Year Two (2010/2011)	
Sept.	Symposium / Retreat for Year One Curriculum Developers and Area Experts hosted at the South Asia Center at University of Wisconsin – Madison		Symposium / Retreat for Year Two Curriculum Developers and Area Experts hosted at the South Asia Center at University of Wisconsin - Madison	
Oct.	Speaker for all Oakton employees and students		Speaker for all Oakton employees and students	
Nov.	Workshop for Year One Curriculum Developers and other interested administrators, staff and faculty		Workshop for Year Two Curriculum Developers and other interested faculty, administrators and staff	
Jan.	Oakton delegation goes to India	Conduct four sessions of “Pathways to South Asia” for Oakton employee learning cohort to generate interest in South Asia and celebrate the advent of the South Asia curriculum at Oakton.		Hindi / Urdu 102 Master Class for faculty, administrators & staff
Feb.	Speaker for all Oakton students and employees		Speaker for all Oakton employees and students	
Mar.	Workshop for Year One Curriculum Developers and other interested administrators, staff and faculty		Workshop for Year Two Curriculum Developers and other interested administrators, staff and faculty	
April	Campus Presentation by Year One Curriculum Developers		Two-day academic conference hosted by Oakton  Campus Presentation by Year Two Curriculum Developers	
Summer	Hindi / Urdu Immersion Program at Oakton for Heritage Speakers and Other Interested Students		Hindi / Urdu Immersion Program at Oakton for Heritage Speakers and Other Students  One-Month Study Abroad Program in India	

Oakton's proposed program is the result of extensive planning over the course of 18 months by members of the GS Advisory Committee. The need for additional course material on South Asia was identified three years ago, and the committee set forth on a path to foster increasing interest in South Asia through meetings, exhibits, a successful Fulbright-Hays Group Projects Abroad summer seminar in India, relationships with local South Asian community organizations, development of a Peace Studies program based on the teachings of Mahatma Gandhi, and now, the effort to obtain a Title VI-A UISFL Program grant. The team has received guidance from Oakton President Margaret B. Lee and Dean Linda Korbel, who are national leaders in the community college international studies arena, both having held positions with American Council on International Intercultural Education (ACIIE), and having demonstrated keen knowledge of the needs of community colleges with regard to international studies. In addition, Oakton has consulted the respected Center for South Asia at the University of Wisconsin-Madison, the University of Hyderabad's Study in India Program, and numerous other experts on South Asia in designing and planning this project.

In addition, the proposed program includes a wide array of professional development activity designed to reach across the spectrum of faculty to include representatives of multiple disciplines on campus. The proposal offers sufficient time and resources to develop quality South Asia curriculum for new courses and to enhance current courses. Every opportunity has been provided to create diverse offerings to reach not only Oakton faculty, but staff and administrative personnel on campus, residents of the Oakton district, feeder high schools, and other community colleges throughout Illinois.

**b. Effectiveness of plan of operation and extent to which it will ensure proper and efficient administration.** The plan of operation has been carefully developed to ensure the progressive

development of faculty as they create new curriculum for both general education and global studies courses. The GS Advisory Council already has commitments from 18 instructors to develop South Asia curriculum, and has identified courses to be restructured. This early effort will enable the project to be implemented promptly upon receipt of the grant award, and guarantees ample time to develop quality supplemental classroom materials.

The grant administrative team has worked together since 2005 on Global Studies programming and is already a functioning, efficient team. Members are: Project Director Dr. Katherine Schuster; Dr. Madhuri Deshmukh, who will be Associate Director for Curriculum Development and India-Based Initiatives; Dr. Mohamed Mehdi, who will act as Hyderabad Consultant, Guide and Student Study Abroad Supervisor; and supervising administrator Linda Korbel, Dean of Languages, Arts and the Humanities. The team will meet every two weeks throughout the grant period to monitor progress. The project director will meet with the associate director every two weeks, and the team will meet with curriculum development faculty as a group at least twice a semester, as well as communicating on a one-on-one level as needed. The grant administrative team will meet monthly with the GS Advisory Committee, which includes 17 faculty, staff and administrators from different academic disciplines and student support offices, and with the South Asian Center at UW-Madison once a semester.

Key personnel will receive release time (detailed in the budget narrative) to manage or participate in the grant project. In addition, various personnel throughout the college, including administrators and staff in accounting services, grants office, Oakton Program for Assessment and Learning (OPAL), information technology, Center for Professional Development, library services, tutoring center, college advancement and institutional research will assist the project managers as needed. Time commitment is adequate for successful management of the project.

*Evidence of extensive planning prior to submitting application.* Planning for this project began in the fall of 2007. The primary planning body, the GS Advisory Committee, developed a set of strategic goals in 2005-2006 that included this proposed project. Members also polled students in the GS Program, as well as members of their respective departments, in order to ascertain interest in the planned initiatives.

Drs. Schuster, Deshmukh and Mehdi traveled to the University of Wisconsin – Madison for a day-long meeting with J. Mark Kenoyer, PhD, Professor and Chair of Anthropology and Director of Center for South Asia; Lalita du Perron, PhD, Associate Director, Center for South Asia; and Rachel Weiss, Assistant Director, Center for South Asia, to finalize plans of a partnership that had been laid out in various previous communications. As a National Resource Center for South Asia, UW – Madison is willing and able to provide significant assistance and support to Oakton in its curriculum development and faculty professional development components.

Phone and email contact has been made with the following individuals at the International Office at the University of Hyderabad in India: Mr. P. Krishna Ram, Senior Personal Assistant, Study in India Program (SIP); Dr. Aparna Rayaprol, Professor of Sociology and Coordinator, SIP; and Dr. Prakash C. Sarangi, Professor of Political Science, and Director, International Affairs. This dialogue has resulted in a partnership that will facilitate the development of (1) a summer study abroad program for Oakton and other Illinois community college students in Hyderabad, India, (2) a two-week professional development seminar to India for faculty and administrators from Oakton, and (3) a member of the University of Hyderabad faculty serving as a visiting scholar at Oakton for one semester. A small delegation will travel to Hyderabad in the summer of 2009 to finalize details regarding these activities.

**c. Project Objectives Linked to Program Purpose.** The goal of Oakton’s proposed project is to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages, specifically increasing our capacity to infuse content on South Asia, and Hindi and Urdu languages. Oakton’s project includes initiatives that (1) provide classroom and web-based instruction in Hindi and Urdu, (2) create new and revised courses focused on South Asia, (3) provide US and in-India faculty professional development, and (4) offer student study abroad opportunities in India.

**d. Use of Resources and Personnel to Achieve Project Objectives.** The goal to plan, develop, and carry out programs and incentives at Oakton to strengthen and improve undergraduate instruction in international studies, specifically increasing our capacity to infuse content on South Asia and Hindi and Urdu languages, served as a guiding principle in the development of all project objectives and implementation plans. The major objectives are shown in the following table, which illustrates the direct linkages between the project objectives and the variety of activities planned during the project grant period.

**Table 2: Grant Objectives and Activities Timeline**

<b>OBJECTIVE ONE: DEVELOP BEGINNING, INTERMEDIATE AND CONVERSATIONAL HINDI &amp; URDU LANGUAGE OFFERINGS. THE FIRST YEAR HINDI/URDU WILL BE OFFERED (YEAR 2 OF GRANT) APPROXIMATELY 40 STUDENTS WILL TAKE ONE SEMESTER OF THE LANGUAGE.</b>	
<i>Activity</i>	<i>Timeline</i>
Hire consultant to create the curriculum for beginning, intermediate and conversational Hindi and Urdu	Summer/Fall 2009
Secure faculty member to teach Hindi and Urdu	Spring 2010
Hindi/Urdu summer immersion program for heritage speakers and other interested students (conversational Hindi / Urdu)	Summers 2010 & 2011
Develop on-line Hindi and Urdu classes	Summer & Fall 2010
Purchase language lab materials	2009/2010
Provide professional development opportunities for Hindi/Urdu instructor (esp. in the teaching of heritage speakers and evaluating acquisition of less commonly-taught languages)	2010/2011

Offer 4-course sequence instruction in Hindi and Urdu.	Beginning Fall 2010
<p>Grant funding will support a language consultant to develop the Hindi/Urdu curriculum and purchase materials for the language labs. An instructor will be paid by Oakton to teach the courses, and will receive professional development support through both the grant and Oakton. The College’s IT department will assist in the online delivery of the languages statewide.</p>	
<p><b>OBJECTIVE TWO: INCREASE FACULTY, ADMINISTRATOR AND STAFF KNOWLEDGE OF SOUTH ASIAN SOCIETIES AND CULTURES THROUGH VARIOUS PROFESSIONAL DEVELOPMENT OPPORTUNITIES. AT LEAST 95 OAKTON EMPLOYEES WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES DURING THE GRANT PERIOD.</b></p>	
<i>Activity</i>	<i>Timeline</i>
Conduct four 4-hour “Pathways to South Asia” sessions for Oakton faculty, staff and administrators to generate interest and celebrate South Asia project. Topics may include Arts & Culture, Languages, Gender, Islam in South Asia	Spring 2010
Present a professional development speakers series on South Asia (also open to greater Oakton community, including students)	October and February 2009- 2011
Offer faculty, administrator, staff Master Class in Hindi/Urdu	Fall (101) & Spring (102) 2010/2011
Organize campus-wide presentation and dissemination of the work of the curriculum development faculty members	April 2010 & 2011
Host culminating conference on South Asia	April 2011
Award professional development grants to faculty to attend conferences and workshops on South Asia. (priority given to individuals attending annual South Asian conference at the University of Wisconsin – Madison)	Call for proposals due September of 2009 & 2010
<p>Grant funding will support the culminating conference which will attract participants across Illinois and the instructors for the Pathways sessions, while Oakton will fund the speakers series, the master class, and the workshop in Madison, WI.</p>	
<p><b>OBJECTIVE THREE: DEVELOP AT LEAST SIX NEW COURSES ON SOUTH ASIA, AND 24 MODIFIED COURSES BY INFUSING SOUTH ASIAN CONTENT THROUGH RECRUITMENT, SUPPORT AND DEVELOPMENT OF SELECTED CURRICULUM DEVELOPMENT FACULTY MEMBERS. NEW AND ENHANCED COURSES WILL REACH AT LEAST 500 STUDENTS.</b></p>	

<i>Activity</i>	<i>Timeline</i>
Provide faculty members with stipends to develop appropriate new curriculum. Year One faculty have been selected and will receive a stipend for the Fall and Spring semesters 2009/2010. Year Two faculty will be selected in February 2010 and receive a stipend for the Fall and Spring semesters 2010/2011	Summer 2009, February 2010
Actively recruit and give priority to faculty for Year Two from academic areas not represented in the Year One pool.	Summer and Fall 2009
Connect faculty members with area experts who will consult on curriculum development	September 2009 and continuing till grant end
Organize symposium for curriculum developers and area experts (hosted by the Center for South Asia, UW-Madison)	September 2009 & 2010
Offer topical workshops for curriculum developers (open to other interested administrators, staff and faculty)	November and March 2009 - 2011
Increase library and video holdings related to South Asia	2009/2010
<p>Curriculum development will be supported through grant funding and be assisted by personnel at the Center for South Asia and the Associate Director for Curriculum Development and India-based Initiatives. They will have access to increased holdings in the Oakton library, and advice from faculty consultants with the Center. Oakton will provide funding for travel to the Center, and for topical workshops on curriculum development. Success of the courses will be tracked in part with assistance from the College's Institutional Research department.</p>	
<p><b>OBJECTIVE FOUR: ESTABLISH OPPORTUNITIES FOR STUDENTS AND FACULTY MEMBERS TO STUDY IN INDIA AND PARTICIPATE IN EXCHANGES.</b></p>	
<i>Activity</i>	<i>Timeline</i>
Establish month-long student study abroad program at the University of Hyderabad, India	Summer 2011
Offer two-week seminar in India for faculty members and administrators (also open to local high school teachers)	December / January 2009-2010
Host visiting scholar from India for semester-long program	Spring 2011
Support Lead Organizational Team work for one week in India, in order to finalize student and faculty opportunities	Summer 2009

The Associate Director and the Hyderabad consultant and guide will develop, organize and execute the in-country programs for faculty and students. Funding for faculty visit will be paid through grant funds, individual contributions and Oakton contributions; the grant also will pay for the students' academic program in Hyderabad. Students will pay for travel and room and board. Funds will be sought for the visiting scholar from area organizations and collaborating community colleges.

**OBJECTIVE FIVE: INCREASE AWARENESS OF THE GLOBAL STUDIES PROGRAMS, SPECIFICALLY NEW COURSES OR SECTIONS ON HINDI, URDU AND SOUTH ASIA, AND STUDY ABROAD OPPORTUNITIES IN INDIA**

<i>Activity</i>	<i>Timeline</i>
Publicize the new offerings, initiatives, and events to the community, Oakton employees and students	Throughout grant period.
Enhance Global Studies Program website	2009/2010
Produce informational DVD for students that also will stream on Global Studies Program website	2009/2010
Offer scholarships to students who take part in the pilot summer study abroad opportunity in India	2011
Outreach to underrepresented student groups	Throughout grant period.
Actively recruit students from career programs, sciences, technology, and math	Throughout grant period.
Actively recruit students majoring in Education	Throughout grant period.

Increased awareness of Oakton's Global Studies programs will be a collaborative effort of numerous Oakton departments, including college advancement, marketing, admissions, information technology, financial aid, Center for Promoting STEM, and Education program. Most funding for these initiatives will be provided as in-kind match from Oakton for personnel, supplies, and materials.

***Additional resources to achieve project objective.*** The Center for South Asia at the University of Wisconsin-Madison, whose mission is to define and promote greater understanding of South Asian history, language, religion, and culture, will be an important resource for Oakton. The

Center, a Department of Education-funded National Resource Center, supports extensive research, academic study and outreach relating to the countries of Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka and Tibet, and provides access to resources for teaching about South Asia at the K-12, secondary, and post-secondary levels, and to the community at large. More than 20 faculty work full-time in research and teach over 50 courses each semester on South Asian studies. The Center also offers a summer language institute, annual conference, student organizations and outreach programs, and supports linkages to other relevant area studies and global studies programs. Three of the Center's leaders will work closely with Oakton on development of this project.

**The University of Hyderabad's** Study in India Program (SIP) will work with Oakton to develop and host faculty and student study abroad opportunities in India. A premier institution of post-graduate teaching and research in India, the University began SIP in 1998 with only 8 students. The success of the program has led to its expansion, with 167 international students in 2006-2007, and 146 participants during the 2007-2008 academic years. SIP offers summer programs for both students and faculty, and is willing to alter its usual seven-week student program to accommodate the four-week program Oakton envisions.

SIP is an interdisciplinary initiative, emphasizing heritage, continuity and change in India. Students' interests are given primary attention, through one-on-one counseling via email prior to arrival, and in person after arrival, by SIP faculty and program assistants. SIP student courses have included Indian Diaspora, Women's Studies, Folk Culture Studies, Religious Studies, Indian Philosophy, Indian Dance, Indian Music, Indian Cinema, Art, Literature, Indian Politics and Foreign Policy, and more. Basic and advanced language courses in Hindi, Telugu,

Urdu, Sanskrit, and other Indian languages also are offered. In some cases, independent studies are devised for SIP students.

The student summer program typically runs from the second week of June through the third week of July. The courses are specially designed for the SIP students, who normally take from 6 to 9 credits (2-3 courses). SIP has been offering faculty development seminars during the first two weeks of August since 2000. The seminars include several site visits as well as a series of lectures on Indian society, history and culture by prominent academics. There also is scope for discussions between visiting faculty and University faculty. This program is intended in part to assist foreign universities to expand the Indian components of their own academic programs. The faculty seminar typically enrolls 10-15 college/university teachers.

**Illinois Consortium for International Studies and Programs (ICISP):** Organized in 1986 as a non-profit organization, ICISP provides member institutions study abroad programs for students, short-term cultural exchange opportunities for faculty members, opportunities for faculty to teach abroad for a semester in England, Ireland, or Spain, curriculum development opportunities for faculty, J-1 visa services, and more. ICISP has grown into one of the premier state community college consortia for international education. At this time, though, the consortium is in a state of transition. The “next generation” of international education leaders has proposed an expansion of ICISP activities into non-Western countries and an inclusion of opportunities focused on social justice, peace, environmental sustainability and service learning. This represents a significant addition to the current ICISP culture and language offerings in Canterbury, England, Seville, Spain and Salzburg, Austria. Oakton’s project will help ICISP in this necessary transition to remain relevant and vibrant. As Oakton is a leader within ICISP, and ICISP is a leader among community college international education organizations nationally, the

positive outcomes of this project will spread beyond Illinois to the broader community college global education community.

**e. Plan for Equal Access and Treatment.** Project participants will be admitted without regard to race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or veteran status. The project director will work with individuals participating in any facet of the project taking place in South Asia to determine if any special services or accommodations will be necessary to ensure that each project participant enjoys equal access to the planned activities.

## **2. QUALITY OF KEY PERSONNEL**

**Project Director:** Katherine Schuster is Oakton's GS Coordinator. She holds a PhD in Comparative Education, Educational Leadership and Policy Studies from Loyola University of Chicago. Her master's degree is in Counseling and Student Personnel, and her bachelor's degree is in International Relations. Dr. Schuster is a professor of education and Coordinator of the Education Program at Oakton. She has taught as an adjunct or visiting lecturer at Loyola, Northeastern Illinois, and Roosevelt universities, Chicago. She was: project director for a Fulbright-Hays Group Projects Abroad grant, and co-facilitator of the GPA-funded 5 ½ week seminar in India, during the 2008-09 academic year; project director for a NAFSA: Association of International Educators Collaborative Training Grant during the 2005-06 academic year; and previously served as project director for two state grants involving paraprofessional education programs. During her career she has published and presented extensively on global studies, adult education, and adult and folk education in Finland and Sweden, where she studied. Dr. Schuster most recently presented on "Global Education at Community Colleges: Ethics of Knowledge, Questions of Purpose," before the World Congress of Comparative Education Societies in

Sarajevo, Bosnia-Herzegovina, September 3-9, 2007; and co-presented on “In Search of Gandhi's India: Development and Impact of Oakton Community College's Fulbright-Hays Group Projects Abroad Grant,” at the CCID Annual Conference, Orlando, FL, March 2009.

### **Other Key Personnel**

*Associate Director for Curriculum Development and India-Based Initiatives:* Madhuri Deshmukh, Professor of English at Oakton, holds a PhD in English, with distinction, from Loyola University, Chicago, where she also earned her master's and bachelor's degrees. She studied the Marathi language at the American Institute of Indian Studies summer language program in Pune, India, in 2003, and spent the 2005-2006 and 2007-2008 academic years in India, researching the works of the 14th-century devotional poet Janabai. She is writing a book titled “Janabai and the God of Orphans and Outcastes: The Life-Worlds of Work and Worship in Maharashtra.” Her other research interests are African-American literature and South Asian English literature. She received a senior fellowship from the American Institute of Indian Studies, a professional development grant for International Language Studies in India from Oakton in 2003, and coordinated the faculty development seminar, “India: Legacies and Futures,” at Oakton in 2005. Dr. Deshmukh presented at the Tenth International Conference on the Forum of Contemporary Theory, Baroda, in Goa, India in December 2007, and has previously lectured on subjects including India, Women and Religious Fundamentalism, and the South Asian Women's Movement.

*Supervising Dean:* Linda Korbel is Dean of the Division of Languages, Humanities, and the Arts at Oakton. Prior to her appointment as Dean, Korbel served as Professor of French, Chair of the Department of Modern Languages, and Coordinator of International Programs at Oakton. She holds BA and MA degrees in French from Rosary College (now Dominican

University). Korbel served as Executive Director of the American Council on International Intercultural Education (ACIIE) from 1993 to 2006. She also represented Oakton in ICISP, serving as the consortium's executive chair from 1993 to 2000. During her faculty years, Korbel was involved in global education activities in the classroom, as well as curriculum development, the expansion of Oakton's modern language program to eleven languages, advising students about international education and study abroad opportunities, organizing events for the community, and keeping faculty and staff informed of international opportunities. As Dean, she has oversight responsibility for the GS Program and works with the program's advisory committee to support its efforts. In her leadership role for ACIIE, Korbel worked to organize annual conferences and other events for community colleges across the nation, including six retreats at Airlie Center, which focused national attention on global education in community colleges.

***Hyderabad Consultant and Guide & Year One Curriculum Developer:*** Mohamed Mehdi earned his PhD in Philosophy from McGill University in 2008. He wrote his dissertation on conceptualizations of the contemplative life as a form of political action in Ancient and Modern political thought. Recently, his work has focused on Gandhian political philosophy and, more broadly, on the tension between ideals of personal moral transformation and participatory democracy. He currently is Professor of Humanities and Philosophy at Oakton and previously taught humanities at Montreal's John Abbott College. Dr. Mehdi also has explored, through his involvement with the Kalmunity Collective in Montreal until 2008, different avenues for using music and the arts as vehicles for social change. In the last two years, Dr. Mehdi has developed close ties with Indian academic institutions, including the Forum on Contemporary Theory, based in Baroda, and the Alam Khundmiri Foundation and the English and Foreign Languages

University based in Hyderabad. He has been engaged in ongoing projects with these organizations which have included seminar series, publications of volumes, and conference presentations, collaborations which have involved academics and administrators from across India. Aside from his research in Indian political theory, Dr. Mehdi has personal ties to India, in particular in the city of Hyderabad. Fluent in Urdu and Hindi, he has traveled extensively in India, combining personal and family visits with academic work, and also gaining experience with non-governmental organizations, including Sahmat, the Safdar Hashmi Memorial Trust.

*Chief Executive Officer:* Margaret B. Lee has been Oakton's president since 1995. She also holds the rank of professor of English at Oakton, where she served as Academic Vice President from 1985 to 1995. President Lee received a Bachelor of Arts degree summa cum laude in English literature and intellectual history from Regis College in Massachusetts, and Master of Arts and doctoral degrees in English Language and Literature from the University of Chicago. She also earned certificates from Harvard University's Institute for Educational Management in 1992 and the Seminar for New Presidents in 1996. The recipient of many awards and honors, Dr. Lee received a four-year Ford Foundation Fellowship in the Humanities and a Woodrow Wilson Dissertation Fellowship in Women's Studies at the University of Chicago. She was a guest of the Republic of China's Ministry of Education on a study-tour of that country's postsecondary education system. Dr. Lee was invited to serve as a visiting lecturer for several institutions of higher education in the Netherlands and also has served as an advisor on community college development to the Ministry of Education in Thailand. Most recently, Dr. Lee was part of a diplomatic delegation to India, traveling with Under Secretary of State Karen Hughes and five other college and university presidents for the purpose of building bridges to American higher education through meetings with government, university and business leaders.

Dr. Lee has been involved with the North Central Association/Commission on Institutions of Higher Education, now the Higher Learning Commission, since 1982, serving as a consultant/evaluator; member of the Accreditation Review Council; member, vice-chair, and chair of the Board of Trustees of the Commission on Institutions of Higher Education. She also has served as president of the North Central Association of Colleges and Schools. Dr. Lee was awarded Honorary Membership in 2003 in recognition of her long and dedicated service to the North Central Association. She also has been a member of the Board of Directors of the American Association of Community Colleges and continues to serve on a number of educational and civic boards and commissions. Dr. Lee has taught throughout her career - even while a graduate student and administrator, including during her tenure as Oakton's president.

***External Evaluator:*** J. Mark Kenoyer is Professor and Chair of Anthropology and Director of Center for South Asia at University of Wisconsin - Madison since 1985. Dr. Kenoyer received his PhD from the University of California, Berkeley in 1983. Dr. Kenoyer's research interests include the archaeology of early urbanism and state level society, ethnoarchaeology, experimental archaeology, ancient technology and quantitative methods. Dr. Kenoyer has been excavating at Harappa, Pakistan since 1986. His main focus is on the Indus Valley civilization, and he has worked in both Pakistan and India since 1974. He has a special interest in ancient technologies and crafts, socio-economic and political organization, and religion. These interests have led him to study a broad range of cultural periods in South Asia as well as other regions of the world. His publications include monographs on the Indus civilization as well as numerous articles, a grade school book on ancient South Asia, and even a children's coloring book on the Indus cities. He was Guest Curator with the Asia Society for the exhibition on the Ancient Cities of the Indus Valley Civilization, which toured the U.S. in 1998-1999. He was a special

consultant for Art of the First Cities: The Third Millennium B.C. from the Mediterranean to the Indus exhibition at the Metropolitan Museum of Art, New York in 2002.

***Hindi/Urdu Language Development Consultant:*** Lalita du Perron is Associate Director, Center for South Asia, University of Wisconsin – Madison since the beginning of the Spring 2009 semester. She also has taught Hindi at SOAS in London for many years. She specializes in the study of South Asian vocal music called thumri. Her PhD dissertation focused on Indian vocal music, and she has published her research in the form of a book, "Hindi Poetry in a Musical Genre: Thumri Lyrics." She also has served as an Assistant Librarian at the Royal Asiatic Society and more recently has been working as a consultant for the UK business community in their efforts to develop contacts and establish branches in India. She also is experienced in writing proposals for external funding and administering major grants.

***Professional Development/Area Expert Consultant:*** Rachel Weiss, Assistant Director, Center for South Asia, University of Wisconsin – Madison, earned a BA in Art History and an MA in South Asian Studies, with primary focus on Religions of India, from the University of Wisconsin-Madison. Weiss also studied in Nepal for 6 months; and in South India for 4 years. Her work in support of the project will include coordinating the Center faculty who will act as area experts and advisers, and she will be available to consult with the Oakton curriculum developers on course content and sequence and strategies of pedagogy, and provide feedback to the Project Director and the External Evaluator on the curriculum development process and pre- and post-development syllabi evaluation tools.

**Non-Discriminatory Employment Practices.** Oakton is an affirmative action, equal opportunity employer. Oakton's hiring policy forbids discrimination on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or

veteran status. Two of Oakton’s strategic goals specifically address the inclusive culture Oakton strives to achieve: (1) “Model Work Environment. We will develop a model work environment to attract and retain a diverse work force that is best able to serve students and the community;” and (2) “Anti-Bias College. We will continue to transform our College’s practices, curricula and ways of engaging with one another in order to overcome racism and other forms of bias (and) expand outreach to underserved populations, and strengthen networking and support systems for Oakton students and employees.” Searches for faculty and administrators are conducted nationally, and ads are placed with organizations that promote minority employment and diverse workforces, in addition to the typical higher education sources. Speakers, presenters, area experts and other project consultants will be retained on the basis of their expertise and ability to contribute toward the integrity and success of the project.

### **3. BUDGET AND COST EFFECTIVENESS**

**Adequate support of project activities per year.** The budget and budget narrative that are integral to this proposal reflect a sound, collaborative approach to the development of topical curricula and activities that will empower Oakton faculty to teach, with authority and zeal, on issues and themes related to South Asia, as well as two major Indic languages. Students will benefit from the professional development opportunities available to faculty, and will have enriching learning opportunities in the classroom and in India.

**Cost effectiveness and relationship to project objectives.** Because there is an established Global Studies Program at Oakton, project funds can be devoted entirely to specific programmatic enhancements and build on the existing GS infrastructure. Dollars – and rupees – expended on the proposed project will be directly aligned with the project objectives, as described throughout this narrative and in the budget and budget narrative.

#### 4. ADEQUACY OF RESOURCES

*Facilities, equipment, supplies and other resources that will support proposed project.*

The College will provide assistance for administrative services, such as information technology, financial management of the grant, assessment design and institutional research as needed throughout the project. Oakton advisors and counselors will be available to assist students in course selection, transfer questions and career exploration. Students enrolled in Hindi/Urdu classes will be able to utilize the fully equipped and staffed language labs on either Oakton campus. All students have access to libraries on both campuses, staffed by research librarians available to assist students, as well as open computer labs, and tutoring services through the Oakton Learning Center. The project director is assigned a single office, ensuring privacy as necessary, and receives clerical and administrative assistance from the division office support staff. All other key personnel also have office space and access to support services.

#### 5. PLAN OF EVALUATION

Oakton's evaluation plan will adequately and effectively measure the project's activities and impact. The methods are appropriate and include both quantitative and qualitative measures. Formative data will allow for program improvements in the course of the grant, and summative data will provide concrete measures of success that will also be invaluable for future initiatives.

*External Evaluator.* J. Mark Kenoyer, PhD, Professor and Chair of Anthropology and Director of Center for South Asia at University of Wisconsin -Madison, will serve as external evaluator. His responsibilities will include: annual site visits to meet with the grant administrative team, curriculum development faculty members, students and others; creation of written evaluation tools for students and faculty to supplement his interviews of program participants; review of all assessment materials created and results gleaned by the grant

administrative team; review of all pre- and post-development syllabi produced by faculty members funded by the grant; and review of impact data, such as number of participants in professional development activities, number of students in new or modified courses, and number of outreach activities.

***Internal Ongoing Evaluation Plan.*** Katherine Schuster, PhD, Project Director, will work with the Grant Administrative Team to create, administer and respond to formative and summative evaluation tools associated with each grant initiative and activity. Assessment will be on-going and results will be used immediately to improve the grant project and the Global Studies Program at Oakton, as applicable. In curriculum-related assessment, Dr. Schuster also will collaborate with OPAL, which includes six faculty members from diverse fields, the Associate Dean for Student Learning, the Vice President of Academic Affairs, and the Executive Director for Institutional Research, Curriculum and Strategic Planning.<sup>1</sup>

**Table 3: Evaluation Methods, Tools & Timeline**

<b>OBJECTIVE ONE: DEVELOP BEGINNING, INTERMEDIATE AND CONVERSATIONAL HINDI &amp; URDU LANGUAGE OFFERINGS. THE FIRST YEAR HINDI/URDU WILL BE OFFERED (YEAR 2 OF GRANT) APPROXIMATELY 40 STUDENTS WILL TAKE ONE SEMESTER OF THE LANGUAGE.</b>	
<b>Activity</b>	<b>Evaluation Methods, Tools, Timeline</b>
Hire consultant to create curriculum for beginning, intermediate and conversational Hindi and Urdu	Fall 2009-Spring 2010 Curriculum will be reviewed by Oakton Curriculum Committee, Academic Council, and President’s Council prior to approval. External evaluator will review all curricula. Offer first level course within one year of development. Track enrollment data and student demographics.
Recruit and hire Hindi/Urdu instructor	Fall 2010-Spring 2011 and beyond All students will complete course evaluation forms.
Hindi/Urdu summer immersion program at Oakton for heritage speakers and other interested students (Conversational Hindi/Urdu)	Summer 2010 and Summer 2011 Track enrollment data and student demographics. All students will complete course evaluation forms. At least 20 students will take this course.
Develop on-line Hindi/Urdu classes	Fall 2010-Spring 2011

<sup>1</sup> OPAL Mission: OPAL is committed to improving student learning through support and guidance of the Oakton community in creating and sustaining a dynamic culture of assessment.

	Curriculum will be reviewed by Oakton Curriculum Committee, Academic Council, and President's Council prior to approval. External evaluator will review all curricula. Offer courses within one year of development. Number of students enrolled and successfully completing courses will be tracked.
Purchase Hindi and Urdu instructional materials and media resources for the language labs	Fall 2009-Spring 2010 Language consultant & faculty identify materials for purchase. Available to faculty and students by Fall 2010. Language lab tracks usage of materials.
Provide professional development opportunities for Hindi / Urdu instructor (esp. in the teaching of heritage speakers and evaluating less commonly-taught languages)	Spring and/or Summer 2010 Instructor enrolls in appropriate seminar/workshop.
Offer 4-course sequence instruction in Hindi and Urdu. At least 30 students will take one semester of Hindi/Urdu during Year 2 of the grant.	Track number of enrollments, number of courses actually offered, successful completions, comparisons to other modern language course enrollments.
<b>OBJECTIVE TWO: INCREASE FACULTY, ADMINISTRATOR AND STAFF KNOWLEDGE OF SOUTH ASIAN SOCIETIES AND CULTURES THROUGH VARIOUS PROFESSIONAL DEVELOPMENT OPPORTUNITIES. AT LEAST 75 FACULTY MEMBERS WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES DURING THE GRANT PERIOD.</b>	
<b>Activity</b>	<b>Evaluation Methods, Tools, Timeline</b>
Conduct four 4-hour "Pathways to South Asia" seminars open to all Oakton employees. Topics will be varied and will include cultural experiences, discussions and other learning.	Spring 2010 Seminar evaluation forms will be collected from all participants, which will assess quality of content and usefulness of information. Number of participants and their disciplines will be tracked.
Present professional development speakers series on South Asia (which also will be open to larger Oakton community, including students)	October 2009 & 2010; February 2010 & 2011 Workshop evaluation forms will be collected from all attendees to assess the speaker's quality of content and usefulness of information. Number of attendees, home institutions and their discipline will be tracked.
Offer faculty, administrator, staff Master Class in Hindi/Urdu	Fall 2010-Spring 2011 Course evaluation forms will be administered to all participants. Enrollment data and participants' disciplines/positions will be tracked.
Organize campus-wide presentation and dissemination of curriculum development faculty's work	April 2010 and 2011 Evaluation forms from presenters and participants.
Host culminating conference on South Asia	Spring 2011 Document attendance. Evaluation forms will be collected from all attendees to assess speakers'

	preparedness, quality of content, and usefulness of information.
Award professional development grants to faculty to attend conferences and workshops on South Asia.	Fall 2009-Spring 2010 Identify appropriate conferences and enroll 6 faculty. Awardees report on their experiences to grant participants.
<b>OBJECTIVE THREE: DEVELOP AT LEAST SIX NEW COURSES ON SOUTH ASIA, AND MODIFY 24 EXISTING COURSES BY INFUSING SOUTH ASIAN CONTENT THROUGH RECRUITMENT, SUPPORT AND DEVELOPMENT OF SELECTED CURRICULUM DEVELOPMENT FACULTY MEMBERS. NEW AND ENHANCED COURSES WILL REACH AT LEAST 500 STUDENTS.</b>	
<b>Activity</b>	<b>Evaluation Methods, Tools, Timeline</b>
Provide faculty members with stipends to develop appropriate new curriculum	Projects completed for review in Summer 2010 for Year One curriculum, Summer 2011 for Year Two curriculum. Recruit 25-30 faculty members to develop new courses and revise existing courses. New curricula reviewed by external evaluator and GS Advisory Committee based on an agreed-upon rubric developed with area experts.
Actively recruit and give priority to faculty in targeted disciplines for Year Two from academic areas not previously represented.	Summer 2010 Number of faculty and their disciplines who commit to curriculum development.
Connect faculty members with area experts who will consult on curriculum development	Summer 2010 for Year One curriculum, summer 2011 for Year Two curriculum Post-completion survey of participating faculty members to assess effectiveness of consultancies.
Organize symposium for curriculum developers and area experts (hosted by Center for South Asia at University of Wisconsin – Madison)	September 2009 & 2010 Survey of participants to assess effectiveness of symposium and impact on their curriculum development work.
Offer topical workshops for curriculum developers (open to other interested administrators, staff and faculty)	November 2009 & 2010, March 2010 & 2011 Survey participating faculty members to assess effectiveness of workshop and impact on their curriculum development work.
Increase library and video holdings related to South Asia	Ongoing Manifests of purchases, usage records
Offer the 14 modified & 4 new courses within one year of development.	Ongoing Track enrollments in South Asia infused courses, language courses, new courses; compare to prior year as possible, track increases in Global Studies enrollments.

<b>OBJECTIVE FOUR: ESTABLISH OPPORTUNITIES FOR STUDENTS AND FACULTY MEMBERS TO STUDY IN INDIA AND PARTICIPATE IN EXCHANGES.</b>	
<b>Activity</b>	<b>Evaluation Methods, Tools, Timeline</b>
Advance team works for one week in India to finalize student and faculty opportunities	Summer 2009 Finalized plans for study and exchange opportunities.
Host visiting scholar from India for a semester-long program	Spring 2011 Identify appropriate scholar to visit Oakton. Document programs and activities offered, survey participants.
Establish four-week study abroad opportunity with University of Hyderabad	Summer 2011 Track enrollment, assess quality and effectiveness of program and degree of student learning.
Offer two-week seminar in India for faculty members and administrators (also open to local high school teachers)	Summer 2011 Identify participating Oakton personnel. Survey faculty participants to assess impact of seminar on their curriculum projects.
<b>OBJECTIVE FIVE: INCREASE AWARENESS OF THE GLOBAL STUDIES PROGRAMS, SPECIFICALLY NEW COURSES OR SECTIONS ON HINDI, URDU AND SOUTH ASIA, AND STUDY ABROAD OPPORTUNITIES IN INDIA</b>	
<b>Activity</b>	<b>Evaluation Methods, Tools, Timeline</b>
Publicize new offerings, initiatives, and events to the community, Oakton employees and students	Fall 2009-Spring 2011 Develop print and electronic materials to inform and promote project activities. Distribute materials to students in at least 3 high school districts. Count number of students who receive materials.
Enhance Global Studies Program website	Fall 2009-Spring 2011 Post grant-related materials on the Global Studies Program website: curriculum project reports, participating faculty profiles, resource materials, special events. Track hits.
Produce informational DVD for students; stream on Global Studies Program website	Spring 2011 # of DVDs distributed and shown in classes. Distribute to at least 3 high school districts.
Offer scholarships to students in pilot summer study abroad opportunity in India.	Spring 2010 Develop procedures and criteria for scholarship. Select 6-12 students to receive funding to subsidize tuition.
Outreach to underrepresented student groups	Track number of underrepresented students who enroll in programs.
Actively recruit students from career programs, sciences, technology, and math, Education.	Track number of career, STEM and Education students who enroll in programs

**6. COMMITMENT TO INTERNATIONAL STUDIES**

**Current Strengths.** In addition to the courses listed below that deliver specific global studies content, other general education courses, or sections of general education courses, have been infused with global studies content, ranging from English Composition II to Contemporary Culture and the Arts, to Effective Speech. This approach to teaching global studies demonstrates Oakton’s understanding of transfer students’ need to take courses that will articulate to a four-year institution, and that career students’ acquisition of cultural competencies will be valuable to them in the world of work. In academic year 2008-2009, more than 3,900 students were enrolled in the GS-infused general education courses.

**Table 4: Enrollment in Global Studies Courses, Fall 2008 and Spring 2009**

Discipline	Course	Title	Enrollment	
			Fall 2008	Spring 2009
Anthro-pology	ANT202	Intro. to Social & Cultural Anthropology*	526	447
	ANT210	Archaeology and the Peoples of Latin America	0	0
Art	ART114	Art History: Art of the Non-Western World*	0	47
Business	GBS101	Intro. to Global Business	39	30
English	EGL230	Non-Western Literature in English*	0	0
Modern Languages	Arabic		54	57
	Chinese		17	0
	French		27	25
	German		19	13
	Hebrew		14	17
	Italian		22	25
	Japanese		65	51
	Korean		19	24
	Polish		30	31
	Russian		13	10
Geography	Spanish		264	276
	GEG120	World Regional Geography	150	154
	GEG130	Cultural Geography*	19	9
History	HIS140	History of Contemporary Non-Western Civilizations*	88	76
	HIS211	History of Modern Africa	26	14
	HIS216	History of Modern China*	0	10

	HIS226	History of the Islamic Middle East in Modern Times*	0	27
	HIS228	History of the Holocaust	26	59
	HIS260	History of Soviet Russia	0	0
Humanities	HUM165	Intro. to World Music*	47	54
	HUM220	Asian Humanities*	26	29
Philosophy	PHL205	World Religions*	389	361
	PHL215	Asian Philosophy*	29	0
Political Science	PSC201	Comparative Government*	0	14
	PSC202	International Relations*	33	44
Social Science	SSC201	Intro. to Global Studies	40	35
	SSC205	Latin American Civilization and Culture	0	0
	SSC206	Contemporary China and Japan	0	0
Speech	SPE115	Interpersonal Communications Across Cultures	0	0
Totals			1982	1939
*Course also fulfills a general education requirement for the Social and Behavioral Sciences or Humanities/ Fine Arts categories.				

***Institutional commitment to the establishment, operation and continuation of the project.*** Oakton has been involved in global education initiatives since the mid-1980s, when the commitment to transform its curriculum was formalized with the support of Title VI funds. The College has held leadership roles at both the national and state levels in the ensuing years. From 1993-2006, Oakton served as the Executive Secretariat for The American Council on International Intercultural Education (ACIIE), with Oakton’s Dean Linda Korbel serving as Executive Director, and two Oakton presidents, Thomas TenHoeve and Margaret Lee, elected to terms as chair of the organization. Following the merger of ACIIE with Community Colleges for International Development, a sixth Airlie conference was convened in 2008 on the theme of a position paper written by Dr. Lee, “Thinking Again, and Anew, about Global Education in the 21st Century.” Both Dr. Lee and Dean Korbel have been recognized for their work in the global arena; Dr. Lee was selected to participate in the Presidential Summit and Undersecretary of State Karen Hughes’ higher education delegation to India in 2007; Korbel was honored in 2007 with

CCID's Werner Kubsch Award for her achievements in global education for community colleges.

As a founding member of the Illinois Consortium for International Studies and Programs (ICISP), Oakton has actively worked to develop opportunities for faculty development and study abroad for students that have benefited community colleges across Illinois and in neighboring states. Oakton has been involved in the governance of ICISP and the supervision of several of its initiatives, and over the past two decades many Oakton faculty, students, staff and administrators have participated in those programs. In response to world events as well as to the needs of an increasingly culturally diverse student body, Oakton has taken important steps to expand and more fully develop its global education objectives, including the launching of the Global Studies Academic Concentration in 2006 and a Peace Studies academic concentration in 2009.

## **7. ELEMENTS OF THE PROPOSED INTERNATIONAL STUDIES PROGRAM**

*How proposed activities will contribute to the improvement of a program in international studies and foreign languages.* The proposed new coursework will enhance Oakton's existing GS Program and provide opportunities for study that are not available at any other community college in Illinois. The opportunity for community college students to study in India will provide unique insights into coursework, and may even accelerate and consolidate learning objectives. The participation of full- and part-time faculty from a variety of disciplines in the development of global studies curriculum will foster lively exchanges of ideas at the College and excitement in bringing additional international programming to the campus. This project will be a model for Oakton and other ICISP members to implement global studies and foreign language instruction in the two-year college community.

### **Linking Hindi and Urdu Language Instruction**



Although Hindi and Urdu are separate languages, they developed from the same “khari boli” dialect spoken in North India and share the same grammar and much basic vocabulary. Mahatma Gandhi wanted the two languages to merge as a subcontinent-wide “Hindustani”, but with the partition of India in 1947, Urdu became the national language of

Pakistan and Hindi the national language of India. The basic spoken languages remain the same, but in formal contexts, Hindi uses vocabulary from Sanskrit, while Urdu uses vocabulary from Arabic and Persian. In the movies, on cable TV, and on the street, though, there is very little difference between Hindi and Urdu. Hindi usually is ranked second among the world’s languages in terms of number of speakers; 40% of the population of India speaks Hindi natively with a considerable number using it as a second language, so that the total number of Hindi speakers is well over half a billion. Urdu has approximately 50 million native speakers in India; Pakistan has fewer native speakers, but almost the entire population of 175 million speaks Urdu as a second language. At the introductory level Hindi and Urdu can be taught together because basic vocabulary and grammar are virtually interchangeable.<sup>2</sup>

**Language Instructor Professional Development.** The instructor hired to teach Hindi/Urdu will be able to participate in a continuing education program offered by one of the major organizations for teachers of modern languages, including the American Council on the Teaching of Foreign Languages, the Center for Advanced Research on Language Acquisition (University of Minnesota), or the Center for Language Education and Research (Michigan State University). Depending on this instructor’s expertise and interest, professional development would focus on topics such as oral proficiency testing, immersion teaching, developing materials

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<sup>2</sup> Applicant acknowledges the resources of the Hindi Urdu Flagship at the University of Texas at Austin for this succinct explanation.

for teaching the less commonly taught languages, or assessment techniques. Some of these providers also offer on-site workshops, giving Oakton the option of bringing a presenter to campus to enable a larger number of modern language faculty to participate in a workshop.

**Faculty Commitment.** Applications were solicited among part- and full-time faculty at Oakton to participate in the grant project as Year One curriculum developers (CDs). A sub-committee of the GS Advisory Committee selected 18 participants for Year One (their biographical profiles appear in the Appendix); the same application process will be repeated in early Fall 2009 to identify Year Two CDs. All CDs have the support of their Chairs and Deans and signed a formal agreement committing to develop specific course content and attend required professional development activities. The CDs will meet as a group in the fall with area experts at the Center for South Asia at UW-Madison, and with the Project Director and other grant team administrators again in the fall and twice in the spring semesters. They also will attend at least one professional development workshop or seminar each semester and present the products of their work to the broader Oakton community in April. Year Two CDs will be recruited from academic areas not represented in the Year One pool.

**Table 5: Year One Curriculum Developers**

<b>Field / Course</b>	<b>Year One Curriculum Developer*</b>
ANT 202: Intro. to Social and Cultural Anthropology	Megan Klein
ECO 201: Principles of Macroeconomics	Elena Ermolenko-Fein
EGL 102: English Composition II	Brenna Stuart
EGL 102: English Composition II	Lynn Woodbury
EGL 230: Non-Western Literature in English	Donovan Braud
GBS 101: Introduction to Global Business	Sid Siddharth
HIS 2XX: History of South Asia I*	Kirsty Montgomery
HIS2XX: History of South Asia II*	Michael Mundt
HUM 122: Contemporary Culture and the Arts	Peter Hudis
HUM 140: Introduction to Women’s Studies	Holly Graff
HUM 220: Asian Humanities	Madhuri Deshmukh
HUM 260: Perspectives on Film	Laurence Knapp
HUM 290: South Asian Culture and the Arts	Anil Lal
LIB 201: South Asia: Research and Resources*	Swarna Wickremeratne

PHL 205: World Religions	Mohamed Mehdi
PHL 290: Gandhi's Relevance Today*	Mohamed Mehdi
PSC 201: Comparative Government	Michael Madill
SPE 103: Effective Speech	Paige Tracy
SSC 201: Introduction to Global Studies	Richard Stacewicz

*\*Indicates new curriculum; others are modified courses.*

**Professional Development Activities.** One professional development presentation and one curriculum development workshop will be offered each semester. The professional development presentation will be open to all faculty, staff and administrators at Oakton, as well as to interested students, community members, and local high school teachers. The curriculum development workshops will be open to all Oakton faculty and administrators. Curriculum development faculty are required to attend at least one of these events each semester.

The topics for Year One of the grant are:

- October: Professional Development Speaker – Modern Politics in India
- November: Curriculum Development Workshop – Pakistani / Bangladeshi Studies
- February: Professional Development Speaker – Buddhism in South Asia
- March: Curriculum Development Workshop – Sri Lankan Studies

The grant administrative team will work with the Curriculum Development faculty members to plan the topics for the speakers and workshops for Year Two of the grant. Oakton also will offer four “Pathways to South Asia” seminars in Spring 2010 open to all Oakton employees. Each 4-hour session will focus on a different topic, such as Islam in South Asia, Contemporary Arts and Culture of South Asia, Gender in South Asia, and Languages of South Asia.

**Delegation to and Professional Development Seminar in India.** In summer 2009, a two-person team will travel to Hyderabad, India, for one week to meet with University of Hyderabad officials and finalize details of the collaboration between the two institutions. In December 2009, a group of 6-8 faculty members and administrators from Oakton will travel to

Hyderabad, India in order to participate in a two-week professional development seminar at the University of Hyderabad, collect curriculum development materials, interview academic counterparts, and observe both an Indian university and Indian culture firsthand. Oakton’s December 2009 team will include Oakton President, Margaret B. Lee or her designee, Hyderabad Consultant and Guide Dr. Mohamed Mehdi, and 4-6 faculty members chosen from the Year One curriculum developers. The tentative two-week program is shown below:

**Table 6: Professional Development Seminar in India Tentative Schedule**

	<b>Morning activities</b>	<b>Afternoon/Evening activities</b>
Day One		Arrive in Hyderabad campus tour
Day Two	Morning: Formal program at University of Hyderabad.	Afternoon-Evening: Visit the “Old City” Charminar, Mecca Masjid and Laad Bazaar: The Muslim heritage of Hyderabad.
Day Three	Morning: Formal program at University of Hyderabad.	Afternoon: visit Tank Bund, Buddha Statue. Evening: Cultural evening at Necklace Road.
Day Four	Morning: Formal program at University of Hyderabad.	Afternoon: visit “Hi-Tech” city, the hub of Hyderabad’s new “cyber” economy; Geological tour of unique (and disappearing) Deccan rock formations. Late afternoon/evening: visit Qutb Shahi Tombs and Sound and Light show at Golconda Fort (the founding of Hyderabad in the 16th century)
Day Five	Morning: Formal program at University of Hyderabad.	Tour of commercial center of Hyderabad - Abid’s, Nampalli, Visit the annual Industrial Exhibition at the Exhibition Grounds – one of the largest such exhibitions in Asia, with garments, handicrafts and modern products and merchants and producers from all over India, and a vibrant fair.
Day Six	Morning: Formal program at University of Hyderabad.	Tour of Osmania University. Evening: dinner symposium – question and answer with Hyderabad artists, writers, academics and activists
Day Seven	Free	farewell lunch; meeting with Uzamma and activists from Andhra Dastkar, organization dedicated to preserving handloom traditions and economy in rural Andhra Pradesh
Day Eight	Departure to Delhi	Tour of New Delhi commercial center – Connaught Place, Jan Path.
Day Nine	Muslim history of New Delhi	Visits to Old Delhi, Red fort, Chandni Chowk, Humayun’s Tomb and Nizamuddin Durgah
Day 10	Tour and panel discussion at Delhi	National Museum; Cultural program (classical music concert).

	University	
Day 11	Tour and panel discussion at Jawaharlal Nehru University	Watch film at popular cinema
Day 12	Optional one-day trips to Agra or Jaipur	
Day 13	Visit Rejghat, Nehru Center, Parliament, India Gate.	
Day 14	Return to the United States	

The formal program at University of Hyderabad will include speakers, group discussions, meetings with University administrators, and interactions between faculty members in their respective areas of study. Details of these activities will be finalized during the planning meetings in July 2009 in Hyderabad; however, the program will be modeled on the successful professional development seminar conducted for American professors at the University last August. Topics and speakers within the model program included: Higher Education in India, Prof. B. P. Sanjay; Perspectives on the Making of Modern India, Dr. V. Rajagopal, Dept. of History; Indian Economy, Dr. Vamsi Charan, Dept. of Economics; World Food Crisis and Indian Scenario, Dr. Purendra Prasad, Dept of Sociology; Indian Political Scenario, Prof. Prakash Sarangi, Dept of Pol. Science; Urbanization and High-tech Spaces in India, Prof. Sheela Prasad, Center for Regional Studies; Gender Issues in India, Dr. Aparna Rayaprol, Dept of Sociology, Socio-Cultural Diversity in India: A Folklorist Perspective, Prof. Sudhakar Reddy, Center for Folk Culture Studies.

**Table 7: Cost of two-week faculty development program in India**

International Flight	\$2000
Flight from Hyderabad to Delhi	\$250
Speaker honoraria in Hyderabad	\$80 (shared cost based on 8 participants, \$100/speaker for 8 speakers)
Housing at University’s International House	\$180/week (double occupancy)
Meals in Hyderabad	\$100/week
Housing (inc. breakfast) in Hans Hotel, Delhi	\$600/week (double room)
Meals in Delhi	\$200/week
Tours, fees and tips in Hyderabad & Delhi	\$300
Total	\$3710 (+ optional day trip \$125)

**Student Study Abroad Plan** Oakton will offer students one month of classes at the University of Hyderabad with an optional one-week cultural field trip. The city of Hyderabad is the fifth largest city in India with a history dating from the 14th century. From the 17th through the 19th centuries it was one of the most opulent cities in Asia. Today it is pluralistic, with four official languages (Telugu, Hindi, Urdu, and English), and a microcosm of Indian religious and ethnic diversity. The city has a moderate climate and is home to five major universities and several research and cultural institutes.

Oakton will use the established Study in India Program (SIP) at the University of Hyderabad, which currently partners with: University of Pittsburgh; University of California's Education Abroad Program; Council on International Educational Exchange; University of Illinois, Urbana Champaign; South Dakota State University; University of North Carolina at Greensboro; Missouri Southern State University; American Institute for Foreign Study; International Student Exchange Program; and Miami University, Ohio. Dr. Aparna Rayaprol, an alumna of the University of Pittsburgh, is the SIP co-founder and coordinator. Housed on the University of Hyderabad's campus, SIP hosts students from around the world. Oakton's students will stay at the SIP guest house. Our four- week program will be modeled on the successful University of Pittsburgh program which offers two 3-credit courses, as follows:

- *Contemporary India*. An interdisciplinary course which introduces India in its multi-faceted dimensions. Part A presents an overview of the diversity that exists in India; part B focuses on selected issues of concern to India today.
- *Environmental Movements in India*. This course examines the ways in which humans interact with their myriad environments, exploring the relationship between human behavior (culture) and the environment. Students study two famous environmental movements in

India: the Chipko Movement in Uttarakhand, and the Narmada Andolan in Madhya Pradesh. They also consider the environmental dilemmas facing burgeoning urban centers such as Hyderabad, and the steps local residents may be taking to address safe water supplies, health, waste, etc.

Students will have the option to take a Hindi or Urdu language course in lieu of the environmental class. The estimated cost for the study abroad opportunity will be:

**Table 8: Cost of Student Study Abroad in Hyderabad**

University of Hyderabad Tuition (6 credits)	\$800
Housing and meals (4 weeks, double occupancy)	\$350
Field Trips / Entrance Fees	\$320
Airport transfer	\$100
Insurance	\$100
Shared cost of faculty (travel, room & board, field trips, fees, based on 10 participants)	\$810
Oakton Administrative Fee (Oakton charges no tuition for study abroad)	\$50
Total	\$2,530
Not included: Airfare approx. \$2000, personal expenses \$400, Visa fee \$50, optional one-week field trip to Delhi approx. \$800	

*Adequacy and Appropriateness of Interdisciplinary Aspects of the Program.* Oakton’s existing GS Program is inherently interdisciplinary. The core course, Introduction to Global Studies, addresses interdisciplinary themes and issues, and the GS Advisory Committee is made up of faculty, administrators and staff across disciplines and areas of service to students. The various viewpoints, interests, and passions of the advisory body foster an interdisciplinary approach to global studies. Because of the existing cross-curricular coursework, new programming naturally follows suit. The project team is actively recruiting faculty curriculum developers throughout the entire college, and year two of the grant will include special incentives for faculty from the two divisions that house STEM disciplines, seeking those who “think outside the box” about integrating South Asian content into their courses.

**Table 9. Year One Discipline Representation**

Division1	Science and Health Careers	0
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Division 2	Mathematics and Technology	0
Division 3	Languages, Humanities and the Arts	11
Division 4	Social Sciences and Business	7
Over 25% of Year One developers are faculty of color		
50% are women, 50% are men		
1 of 19 courses is in career area		

**Year Two Curriculum Development.** Based on the courses that will be developed in Year One of the grant, the call for proposals for Year Two curriculum development will be focused on filling subject area gaps. In addition to broadening the impact of the grant within the curriculum across the college, attempts will be made to attain a better balance among the four academic divisions, and between career and transfer programs. Twelve faculty members will be recruited to develop proposals for courses out of the following areas:

**Table 10: Year Two Target Disciplines**

Division One	Division Two	Division Three	Division Four
Nursing	Engineering	Art / Graphic	Early Childhood
Physical Therapy	Information	Design	Education
Natural Sciences	Technology	Music	Geography
Yoga / Meditation (PE)	Math	Theater	K-12 Education
Environmental Science	Green Technologies		Management
			Marketing
			Psychology
			Sociology

*How new and revised courses will be adequate to meet the programmatic needs.* Because Oakton’s Global Studies Program already is firmly established, this project is able to focus on the development of quality curriculum in the identified region and languages. Courses on South Asia will supplement existing GS curricula, but also will be sufficient in credit hours and requisites to allow interested students to earn an AA degree concentration in Global Studies with a South Asia emphasis. Refer to the listing of new and revised courses in Table 5.

*Adequacy of plans for improving and expanding language instruction.* Oakton’s experience in developing and delivering modern language curriculum is well-demonstrated. The college offers

complete two-year sequences of instruction in eleven languages. Dean Korbel's prior tenure as chair of Oakton's modern languages department ensures administrative understanding and support for implementing a sequence of Hindi/Urdu language instruction. The plan for adoption of Hindi and Urdu curriculum reflects best practices used by Oakton in the successful recent introduction of Arabic language instruction.

Lalita du Perron, Ph.D., Associate Director of the Center for South Asia at University of Wisconsin-Madison, will serve as consultant for the Hindi and Urdu language components of Oakton's project. The Center also will share its online curriculum with Oakton. The expertise and experience of Dr. du Perron and the Center staff will be invaluable to the success of the Oakton's Hindi/Urdu language curriculum.

Oakton anticipates that Hindi and Urdu language instruction will be popular among the student body and the significant South Asian population of heritage speakers residing in Oakton's district.

## **8. NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM**

*Why the proposed activities are needed.* During the development of Oakton's Global Studies Program, the Advisory Committee noted that, although Oakton enrolls a significant number of students of South-Asian heritage, the College's course offerings in that area were meager. In fact, a survey of ICISP member colleges revealed that few community colleges offer courses focusing on South Asia. None offers the Hindi language; none has South Asia-specific courses in the humanities, philosophy, history or related disciplines. Only one offers a two-week field study opportunity in India. Oakton committed to take the lead in correcting this gap. A survey of 201 Oakton students in Global Studies courses conducted in fall 2008 asked about interest in courses and other opportunities related to South Asia.

**Table 11: Student Interest Survey Results**

Item	% responding – 5 pt. Likert scale	
	“Extremely Interested” or “Very Interested”	“Somewhat Interested”
“I would be interested in taking a general education course that focused on South Asia...”	20.9%	33.8%
“I would be interested in taking a special topics course that focused on South Asia...”	19.9%	33.9%
“I think it would be valuable to have information about South Asia included in various courses at Oakton.”	35.0%	40.1%
“I would be interested in taking Hindi language courses.”	8.1%	11.9%
“I would be interested in a short-term (2 week) international field study course in India.”	27.9%	31.1%
“I would be interested in a month-long international field study course in India.”	23.3%	22.2%
“I would be interested in a semester-long international field study course in India.”	15.3%	19%

The importance of the South Asian region in the global economy is indisputable. In addition, immigration from South Asia continues to grow, as borne out by the demographics of Oakton’s district. Nine Indic languages are represented among the 47% of respondents to Oakton’s fall 2008 student survey who said that English is not their native language or the language mainly spoken at home.

*How the proposed use of Federal funds will improve Oakton’s Global Studies Program and foreign language offerings.* Funds from the Undergraduate International Studies and Foreign Language Program will enable Oakton to develop and deliver curricula on the South Asia region and on the acquisition of Hindi and Urdu language facility. This project will produce the following deliverables:

**Table 12: Federally-funded Project Deliverables**

<ol style="list-style-type: none"> <li>1. Four semesters of credit courses in Hindi and Urdu languages</li> <li>2. Six new, 24 modified courses incorporating themes and issues of South Asian studies</li> <li>3. Summer immersion program for heritage speakers.</li> <li>4. Professional development presentations on South Asia</li> </ol>
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5. Increased library and video holdings related to South Asia.
6. A culminating conference on South Asia
7. Partnership with University of Hyderabad that will extend beyond the grant
8. A four-session “Pathways to South Asia” series for Oakton employees
9. Four-week study abroad opportunity for students at University of Hyderabad
10. Visiting scholar from India for a semester-long program
11. Enhanced Global Studies Program website
12. Informational DVD that also will stream on the Global Studies Program website
13. Scholarships for students in the pilot summer study abroad opportunity in India.

*Criterion 9 is not applicable to Oakton, an institution of higher education.*

## **10. PROGRAM PRIORITIES**

**Competitive Preference Priority:** In addition to the eleven modern languages in the Oakton course catalog, the proposed project will develop and lead to the delivery of instruction in beginner, intermediate, and conversational Hindi and Urdu.

**Invitational Priority One:** K-12 teachers in foreign languages and international studies will benefit from the proposed project through (1) access to curriculum development outcomes at in-service trainings, (2) local high school superintendents will be invited to send international studies teachers on the professional development seminar in Hyderabad (funded by the local school districts), and (3) special marketing pieces will be created to recruit Education majors at Oakton to participate in the study abroad opportunity in India.

**Invitational Priority Two:** Oakton will work with the Hindi/Urdu Language Development Consultant from the Center for South Asia to develop a plan for assessment of language acquisition and competency. Oakton’s experience in delivering instruction in other priority languages will be invaluable in this initiative.

**Invitational Priority Three:** Oakton will recruit underrepresented minorities in foreign languages and area/international studies by (1) GS faculty members will identify, through surveys and personal contact, underrepresented students who are interested in international

studies and study abroad, but who believe that it is not possible for them, (2) the project director will collaborate with the Oakton Admission Office's initiative to recruit underrepresented student groups in order to identify potential students, (3) invitations will be sent to identified students to a special GS luncheon and information session held each semester; international study will be encouraged, special concerns will be addressed, the scholarships for studying abroad in India will be explained, and students will fill out a questionnaire that will allow for effective, personal follow-up, and (4) students will meet with the GS Coordinator or other designated GS faculty member to discuss steps they can take to be involved in the program.

**Invitational Priority Four:** Hindi and Urdu are among the 78 priority languages listed in the Notice Inviting Applications for New Awards.

#### **ADDITIONAL APPLICATION REQUIREMENTS**

**A. Evidence that the applicant has conducted extensive planning prior to submitting the application** is detailed in Section 1b, beginning on page 6.

**B. Assurance that the faculty and administrators of all relevant departments and programs are involved in ongoing collaboration** has been provided in Section 1b, beginning on page 5.

**C. Assurance that students at the applicant institution will have equal access to and derive benefits from the UISFL program** can be found in Section 1e, page 13.

**D. Assurance that Federal assistance provided under the UISFL program will supplement and not supplant non-federal funds.** Funds from the UISFL program will enable Oakton to develop and deliver new curricula on the South Asia region and Hindi and Urdu language facility. All of the components of this program are new to Oakton and are in addition to currently offered programs in Global Studies.

**E. Information regarding federally funded scholarships.** Scholarship information appears on the GS Program website, the Office of Financial Assistance, in informational flyers, on a centralized GS Program bulletin board, at study abroad information sessions held on campus at least once per semester, at study abroad fairs during International Education Week each November, and through dissemination of information to the instructors of all the GS courses that they can share with their students. We have found that direct, personal communication from faculty members has been the most effective and efficient strategy to reach students. During the 2008/09 academic year, nearly 4,000 students were enrolled in GS courses at Oakton.

**F. Diversity of perspectives and climate for debate on world regions and international affairs.** The range of disciplines among the Year One curriculum developers and multiple opportunities for faculty interaction through proposed professional development activities will ensure academic discourse. Oakton's diverse student body promotes lively exchange of ideas in the classroom and on campus, and several student organizations, such as Students for Social Justice, the Honors Student Organization, the Ecology Club, and others, offer educational programs that encourage debate.

**G. Encouraging service in areas of national need.** The GS Program uses methods listed in Section E. above to inform students of service opportunities. Oakton offers instruction in seven priority languages and supports the development of new language offerings and delivery methods, such as on-line classes. Oakton also encourages language acquisition by requiring at least one semester of a modern language as a core component of the GS academic concentration.

**PATHWAYS TO SOUTH ASIA: BUILDING GLOBAL STUDIES CAPACITIES AND  
OPPORTUNITIES RELATED TO SOUTH ASIA AND THE HINDI AND URDU  
LANGUAGES AT OAKTON COMMUNITY COLLEGE**

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# Project Narrative

## Other Narrative

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**Professor of Education**  
**Coordinator, K-12 Education Program; Coordinator, Global Studies Program**  
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**847-376-7118**  
**schuster@oakton.edu**

**EDUCATION**

Ph.D. Comparative Education Educational Leadership & Policy Studies Loyola University – Chicago	May 2001
Dissertation Topic: “Analysis Of The Implementation Of The Grundtvigian Folk Highschool Ideal Within Three Provincial Grundtvigian Finlandssvensk Folk Highschools In Pre- Independence Finland: 1889-1919”	Passed Comprehensive Examinations, March 1998 Passed oral defense of dissertation with distinction, April 2001
M. S. Counseling and Student Personnel Minnesota State University - Mankato	June 1993
Alternative Plan Paper, “Choice of Residency of International Students in the United States: Influential Factors and Significant Consequences”	
B. A. International Relations Gustavus Adolphus College	June 1991
Independent Major combining: Political Science, History, and Scandinavian Studies	

**ADDITIONAL EDUCATION**

Scandinavian Seminar Exchange Student Finns Folkhögskolan, Esbo, Finland Study of Finnish History at a Swedish- language college.	1989-90
Rotary Exchange Student Lyseo High School, Jyväskylä, Finland Study of Finnish culture at a Finnish-language school.	1985-86

**CERTIFICATION**

Teaching English as a Foreign Language American English Programs, Northampton, MA	September 1999
Pass Level A	

**TEACHING EXPERIENCE**

Professor, Education	Courses Taught:	Aug 2003 – present
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<p>Oakton Community College</p> <ul style="list-style-type: none"> <li>▪ Coordinator of the Education program</li> <li>▪ Coordinator of the Global Studies Program (June 2005 – present)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to Education</li> <li>▪ Diversity of Schools and Society</li> <li>▪ Technology in Education</li> <li>▪ Introduction to Psychology</li> <li>▪ Educational Psychology</li> <li>▪ College Success</li> </ul> <p>Faculty Seminars Taught: New Faculty Seminar Peace Studies Seminar</p>	<p>Aug 2007 – present Aug – Dec 2007</p>
<p>Adjunct Instructor Loyola University – Chicago</p>	<p>Courses Taught:</p> <ul style="list-style-type: none"> <li>▪ American School and Social Policy ELPS 444 specially adapted for the Jewish Educational Leadership Institute</li> </ul>	<p>Summer 2002 – 2006</p>
<p>Visiting Lecturer Full-time position Northeastern Illinois University, Chicago</p>	<p>Courses Taught:</p> <ul style="list-style-type: none"> <li>▪ Philosophical and Historical Foundations of Public Education</li> <li>▪ Education and Individual Differences</li> <li>▪ Psychology of Instruction and Learning</li> <li>▪ Development of Educational Thought</li> <li>▪ Human Development and Learning</li> <li>▪ Human Relations and Leadership</li> </ul>	<p>Jan 2001 - May 2003</p>
<p>Adjunct Instructor Loyola University – Chicago</p>	<p>Courses Taught:</p> <ul style="list-style-type: none"> <li>▪ Introduction to American Education</li> <li>▪ Philosophy of Education</li> <li>▪ Introduction to Research Methodologies</li> <li>▪ Sociology of Education</li> <li>▪ American School and Social Policy</li> </ul>	<p>Jan 1999 - Aug 2004</p>
<p>Adjunct Instructor Northeastern Illinois University, Chicago</p>	<p>Courses Taught:</p> <ul style="list-style-type: none"> <li>▪ Education and Individual Differences</li> <li>▪ Development of Educational Thought</li> </ul>	<p>Jan - Aug 2000</p>
<p>Adjunct Instructor Roosevelt University, Chicago</p>	<p>Courses Taught:</p> <ul style="list-style-type: none"> <li>▪ American Education</li> </ul>	<p>Jan – May 2000</p>

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SELECTED PUBLICATIONS

- *Language of the Land: Policy, Politics, Identity*, Studies in the History of Education, Volume 2, with David Witkosky, co-editor and co-author of Introduction, Information Age Publishing, 2007.
- “Comparative Connections: Educational History within a Global Context,” Presidential Address, American Educational History Journal, 34 (2007).
- “The Education Department of the Israeli Defense Forces, 1948-1975: An Adult Common School” with F. Michael Perko, S.J., Journal of the Midwest History of Education Society, 25 (1998): 141-148.

SELECTED PRESENTATIONS

- “In Search of Gandhi’s India: Development and Impact of Oakton Community College’s Fulbright Hays Group Projects Abroad Grant,” co-presenter, CCID Annual Conference, Orlando, FL, March 3, 2009.
- “Faculty Global Opportunities,” Orientation Week Professional Development presentation, Oakton Community College, January 15, 2009.
- CCID International Resource Development Workshop, co-facilitator, 2-day workshop, Washington, DC, November 6-7, 2008.
- “Global Planning in Community Colleges: Managing Chaos & Change,” co-facilitator, ½ day workshop, CCID, Long Beach, CA, February 2008.
- “Global Education in a Flat World,” invited keynote speaker, Bellevue Community College, Bellevue, WA, October 2007.
- “Global Education at Community Colleges: Ethics of Knowledge, Questions of Purpose,” World Congress of Comparative Education Societies, Sarajevo, Bosnia-Herzegovina, September 3-9, 2007.
- “Infusing Global Studies at Oakton,” Oakton Conference for Teaching Excellence, Des Plaines, IL, August 2007.
- Presidential Address: “Comparative Connections: Educational History within a Global Context,” Midwest History of Education Society Annual Conference, Chicago, IL, October 2006
- “Global Studies Across the Curriculum,” Oakton Conference for Teaching Excellence, Des Plaines, IL, August 2006.
- “International Opportunities for Faculty and Students: Expanding Local Dialogue,” Oakton Conference for Teaching Excellence, Des Plaines, IL, August 2005.
- “The Marvelous Mind: How You Remember,” Oakton Futures Conference 2004, Des Plaines, IL, May 2004.
- “Constructing Meanings within a Global Context,” organized and chaired panel, Midwest Regional Comparative and International Education Society Conference, Kalamazoo, MI, November 2001.

SELECTED HONORS & AWARDS

Exemplary Leader Award, Chairs Academy	March 2007
Outstanding Domestic Student Award	April 2001
Phi Beta Delta Honor Society for International Scholars	February 2001
Schmitt Dissertation Fellowship Highly competitive \$10,000 award to support full-time writing Loyola University - Chicago	1999-2000

Doctoral Candidate Travel Grant Competitive award for pre-conference dissertation workshop Comparative and International Education Society	Spring 1999
--	-------------

#### SELECTED PROFESSIONAL SERVICE

Seville Exchange Program Coordinator, Illinois Consortium for International Studies and Programs	Jul 2006 - present
Oakton Representative to Governing Board, Illinois Consortium for International Studies and Programs	Jul 2005 - present
President, Midwest History of Education Society	Oct 2005 – Oct 2006
Editorial Board member, American Educational History Journal	Oct 2003 – Oct 2004
Comparative Education Review Editorial Search Committee, Comparative and International Education Society	Mar 2002 – 03
Co-Chair, Taskforce on Educational Outreach Regarding the September 11th Tragedy and Subsequent Events, Comparative and International Education Society	Oct 2001- Mar 2003
Chair, Subcommittee on Member Services within the Conference Organization and Planning Advisory Committee, Comparative and International Education Society	Sep 2001- Mar 2003
Conference Coordinator Midwest Regional Comparative and International Education Society Conference, November 1999, Chicago	Spring-Fall 1999
Screening Panelist Fulbright Memorial Fund Teachers Program in Japan	Spring 1999

#### SELECTED COLLEGE / UNIVERSITY SERVICE

Advisor, Global Citizens Club	Sep 2007 - present
Advisor, GLBT Co-op Student Organization	Sep 2005 - present
Senator, Oakton Community College Faculty Senate	2004 – 2005 2007 - present
Faculty Development Committee, Oakton Community College	Oct 2004 - present
Member, Next Step Anti-Racism Committee, Oakton Community College	Aug 2004 - present
Member, Annual Mankato International Festival Planning Committee	1991-93

#### GRANTS

Co-wrote, was awarded, and served as PI for Fulbright Hays Group Projects Abroad Grant, co-led 5 ½ week Seminar in India.	Jul 2008 – Jun 2009
Co-wrote, was awarded, and served as PI for NAFSA: Association of Int'l Educators Collaborative Training Grant.	Oct 2005 – Oct 2006
Co-wrote, was awarded, and served as PI for 2 Paraprofessional Test Preparation Course Delivery Support Grants, awarded by the Illinois Community College Board & Illinois State Board of Education	Aug 2005 – Jul 2006 Aug 2004 – Jul 2005

#### PROFESSIONAL ASSOCIATIONS

- American Association of Community Colleges
- Community Colleges for International Development
- Comparative and International Education Society
- Midwest History of Education Society
- National Association of Community College Teacher Education Programs

***Madhuri H. Deshmukh***

Oakton Community College  
Department of English  
1600 E. Golf Ave.  
Des Plaines, IL 60018

Email: [mdeshmuk@oakton.edu](mailto:mdeshmuk@oakton.edu)

**Education**

- Ph.D. (Distinction), English, Loyola University Chicago, 1999
- M.A., English, Loyola University Chicago, 1993
- B.A., English, Loyola University Chicago, 1991

**Dissertation**

“Modernism and the Black Diaspora: The International Contours of the Harlem Renaissance.” Distinction. Loyola University Chicago, 1999.

**Research Interests**

Indian vernacular poetry and literature, African-American literature, South Asian English literature, Gandhian Studies, critical theory

**Awards and Honors**

- Senior Fellowship, American Institute of Indian Studies, 2005-2006
- Professional Development Grant for International Language Studies in India, Oakton Community College, 2003
- 2004 Alpha Sigma Nu, National Jesuit Honor Society, 1997
- Schmitt Dissertation Fellowship, 1997
- Loyola Teaching Fellowship, 1997
- Stanley Claves Memorial Essay Award, First Place, 1995
- Edward L. Surtz Award for Excellence in Literary Studies, 1991

**Academic Employment**

- 1999- Present: Associate Professor of English (Tenure granted, 2002), Department of English, Oakton College, Des Plaines, IL
- 1998-1999: Full-Time Instructor, Department of English, Chicago State University, Chicago, IL
- Teaching Assistant/Adjunct Faculty, Loyola University Chicago, 1995-1998

**Publications**

- Review *Inheritance of Loss* by Kiran Desai. *New Quest: A Quarterly Journal of Participative Inquiry*. Issue 168. April-June, 2007.

- “Langston Hughes as Black Pierrot: A Transatlantic Game of Masks.” *Langston Hughes Review*, Fall 2004, Volume 18.
- Review *Feminist Genealogies, Colonial Legacies, Democratic Futures* edited by Chandra Talpade Mohanty and M. Jacqui Alexander, *National Women’s Studies Association Journal*, 10:2, Summer 1998.

### **Conferences, Lectures**

- “Longing for Home: Pandharpur and the Leela of Mother-Love.” Thirty-Seventh Annual Conference on South Asia. University of Wisconsin-Madison, October 17-19, 2008
- “Tirthakshetra of the Self: Pandharpur and Vitthal’s Leela of Love.” Tenth International Conference of the Forum on Contemporary Theory. “Thinking Territory: Affect and Attachment towards Land in South Asia.” Goa, India. Dec. 16-19, 2007
- “Taramati’s Satyagraha: The Radical Feminine in Janabai’s *Harischandra Akhyana*.” Thirty-Fifth Annual Conference on South Asia. University of Wisconsin-Madison, Concourse Hotel. Oct 19-22, 2006
- “Subaltern Bhakti and the Feminine Presence in Janabai.” Interdisciplinary Discussion Group. University of Pune. June 7, 2006.
- “Marx, Hegel, India.” Socialist Scholars Conference, New York, Cooper’s Union, March 2004.
- “Rise of the Hindu Right: New Challenges for the Women’s Movement.” *Women in the Middle: Borders, Barriers, Intersections*, Conference of the National Women’s Studies Association, University of Wisconsin-Milwaukee, Center for Women's Studies, June 17-20, 2004.
- “Claude McKay and the Harlem Renaissance.” Beautiful Minds Lecture Series, , Oakton College, February, 2003
- “Women and Religious Fundamentalism.” International Women’s Day Conference, Roosevelt University, Chicago, IL, March, 2002
- “Fundamentalism and the South Asian Women’s Movement.” Harold Washington Library, Chicago, IL, January, 2002
- “Feminism and the Third World.” Socialist Scholars Conference, Cooper’s Union, New York, Spring, 2001
- “Marxist Philosophy and Feminism.” Rethinking Marxism Conference, University of Massachusetts, Amherst, MA, Fall, 2000

### **Recent Professional Activities**

- Coordinator, Peace and Social Justice Studies, Oakton College, Fall 2009
- Global Studies Advisory Committee, Oakton College, 2008-2009
- Organizer and Academic Director, Fulbright-Hayes Group Studies Abroad Grant on Gandhi, Summer 2008
- Professor, Faculty Development Seminar, “India: Legacies and Futures,” Oakton College, Spring 2005

# Donovan S. Braud

[dbraud@luc.edu](mailto:dbraud@luc.edu)

## Education

- PhD, English, December, 2009 (expected)
  - Exam Fields, April 2006, pass with distinction
    - Classical Rhetoric, Dr. James Biester
    - Marxist Theory, Dr. Christopher Kendrick
    - Contemporary Global Fiction in English, Dr. Paul Jay
- Master of Arts, English, [Loyola University Chicago](#), 2000.
- Bachelor of Arts, English Literature; Classical Languages and Civilizations minor, *magna cum laude*, [Loyola University New Orleans](#), 1997.

## Conference Presentations

- “*House of Leaves* and the Rhetoric of Textual Failure,” Midwest Modern Language Association [Convention](#), 2003.
- “Gender and the Beats: *On the Road* as Critique of the Family Wage,” Southwest Popular Culture Association / American Culture Association [Convention](#), 2004.
- “King Me! Or, How to Make Your Politics Sexy Again,” Co-authored with Elizabeth Ricks.
  - Midwest Popular Culture Association [Conference](#), 2004.
  - [IDKE 6](#), 2004.
- “Michelle Cliff and the Acteon Myth,” Southwest / Texas Popular Culture Association Convention, 2005.
- “Reading and Misreading the Popular,” Moderator, Midwest Modern Language Association Convention, 2006.
- “*Topoi*, *Enthymemes*, and Ideology in First-Year Composition,” Conference on College Composition and Communication, 2008.
- “Leveraging TeamSpot for Collaborative Editing,” Educause Learning Initiative, 2009.
- “Reconciling Jamaica’s Missing Past” Southwest / Texas Popular Culture Association Convention, 2009.

## Publications

- “Swimming in the Deep End: Graduate Students and Basic Writers,” [Teaching Basic Writing](#) September 2003.
- “Mohsin Hamid.” *South Asian Literature in English: An Encyclopedia*. Jaina C. Sanga, ed. Westport, CT: Greenwood Press, 2004.
- “*Moth Smoke*.” *South Asian Literature in English: An Encyclopedia*.
- “Ken Kesey,” “*Sometimes a Great Notion*,” and “*One Flew over the Cuckoo’s Nest*,” *The Encyclopedia of Beat Literature*. Kurt Hemmer, ed. (forthcoming).

## **Professional History**

- [Loyola University Chicago](#)
  - 2007-2009, Adjunct Instructor, “College Writing Seminar,” “Women in literature,” and “Chief American Writers 1865 – Present”
  - 2002-2005, Instructor, “Chief American Writers, 1900 – Present” and “Writing II”
  - 2004-2005, [Loyola University Chicago Teaching Fellow](#)
  - Spring 2004, Instructor, English 287, “Chief American Writers, 1900 – Present.”
  - Fall 2003, TA, English 254, “Contemporary Critical Theory”
  - January-May 2003, On-line writing tutor, “[Ethics for Today’s World](#)” [Teleconference](#), Loyola [Philosophy Department](#) and [Tecnologico de Monterrey](#).
  - 2002-2003, Director, [Writing Centers](#).
  - Fall 2001, TA, English 105 (Writing I).
  - 2001-2002, University Ad Hoc Committee on Plagiarism.
  - 2001-2004, [English Graduate Assistant](#).
  - 2000-2003, Graduate Reference Assistant, [Cudahy Library](#).
- [Oakton Community College \(Des Plaines, IL\)](#)
  - 2004 - 2009, Instructor, “Non-Western Literature in English,” “Composition I,” “Composition II,”

## **Professional and Academic Organizations**

- [Modern Language Association](#)
- [Sigma Tau Delta](#)
- [Alpha Sigma Nu](#)
- Loyola University Chicago [English Graduate Student Association](#), board member, 2002-2003.
- Loyola University Chicago [Campus Greens](#)
  - Treasurer 2002-2003.

## **Non-academic Organizations**

- [XXX/Athletico Racing](#), team member (road racing and time trials).
- Loyola University Chicago Bicycle and Triathlon Club.

## **Awards and Honors**

- Loyola University Chicago, College of Arts and Sciences, English Department Graduate Assistant, Fall 2001 - Spring 2004.
- Loyola University Chicago, College of Arts and Sciences, Teaching Fellowship, 2004-2005 academic year.
- Loyola University Chicago, Department of English, Gravett Tuma Graduate Book Scholarship in English, 2004.
- Oakton Community College, Excellence in Teaching Award nominee, 2007-2008.

**Elena Ermolenko-Fein**  
ermolen@oakton.edu

## **EDUCATION**

---

**University of Wisconsin-Milwaukee** Milwaukee, Wisconsin

M.S. in Economics; August 2003  
Specialization: International Finance  
ABD in Economics; Coursework, Exams completed.

**State University of Economics and Law** Khabarovsk, Russia  
B.S. in Accounting; May 1996

## **QUALIFICATION SUMMARY**

- Five years of research experience. Proficient with literature reviews and gathering other information through various sources.
- Knowledgeable in theory and implementation of statistical principles including linear, non-linear regression, time series, cross-section and panel data analysis.
- Experienced in using STATA and SAS statistical packages.
- Skilled in Microsoft Word, PowerPoint, Excel, and Maple. Adept at learning new software program.
- Four years of accounting experience including general ledger, trial balance preparation, accounts reconciliation. Knowledge of GAP, accounting principles, income tax, familiarity with SAP.
- Seven years of teaching experience.

## **TEACHING EXPERIENCE**

**Oakton Community College** Des Plaines, Illinois  
Economics Instructor (full-time, tenure track) 2006 - present

**Harper College** Palatine, Illinois  
Economics Instructor 2006 - present

**University of Wisconsin-Milwaukee** Milwaukee, Wisconsin  
Economics Instructor 2002-2006

Taught Principles of Economics for two semesters,  
Principles of Macroeconomics for one semester,  
Principles of Microeconomics for three semesters.  
Provided course lectures and syllabus. Wrote and evaluated examinations.

**University of Wisconsin-Milwaukee** Milwaukee, Wisconsin  
Teaching Assistant 2002-2006

Courses included: Survey of Economics, and Principles of Microeconomics.  
Responsible for quizzes and examinations. Held office hours.  
Supervised more than 100 students each semester.

## **ACCOUNTING EXPERIENCE**

**Nevada, Ltd.**

Khabarovsk, Russia

Accountant

1996-2000

- Maintained and reconciled general ledger accounts.
- Examined and analyzed journal and ledger entries, bank statements, inventories and other accounting and financial records.
- Insured accuracy of financial records and compliance with established standards and procedures. Prepared internal and external financial reports

## **RESEARCH EXPERIENCE**

- Work on the project of international mergers, and development of international financial markets – Spring 2006.
- Examined regional market stability and money demand in Russia with assistance of Professor Swarnjit Aurora. Conducted literature reviews, data gathering and analyzing data applying error-correction model – Spring 2005.
- Performed research about home equity bias paradox – Fall 2004.
- Assisted Professor Keith Bender on research in labor economics – Summer 2003.
- Explored mechanism and the results of privatization in Russia – Summer 2003.

## **TEACHING AND RESEARCH INTERESTS**

- Areas of research specialization include recent development in the international financial markets.
- In addition to Principles of Micro and Macroeconomics I would embrace opportunities for teaching International Trade and Finance and Industrial Organization.
- I wish to keep up with the most effective teaching methods, attend workshops and interact with other teachers for advice and to learn new ideas.

# Hollace Graff

hgraff@oakton.edu  
<http://www.oakton.edu/~hgraff>  
Office....(847) 376-7033

## Education

Ph.D. in Philosophy, University of Illinois Chicago (Dissertation: *Moral Ideology and Revolution*)  
M.A. in Philosophy, University of Illinois Chicago  
B.A. in Philosophy, Michigan State University

## Areas of Specialization

Ethics, Social and Political Philosophy, 19th and 20th Century Continental Philosophy, Inter-disciplinary  
Women's Studies

## Employment History

1998 through the present.....

- Professor of Philosophy at Oakton Community College
- Participant in Fulbright-Hays Study Abroad in India
- Chair of the Humanities and Philosophy Department
- Chair of the Council of Chairs and Coordinators
- Member of 2012 Strategic Planning Committee
- Member of the Global Studies Advisory Committee
- Member of the Women's Studies Advisory Committee
- Co-Instructor in a Faculty Seminar on Peace Studies
- Co-Instructor in an Honors Core Seminar entitled "The Construction of the West: History, Power, and Philosophy"
- Co-instructor of an Honors Core Seminar on Ethics and Globalization
- Co-instructor of a Faculty Seminar on Ethics in Higher Education
- Recipient of three grants from the Illinois Community College Board for work in ethics in higher education
- Participant in faculty development seminars on India and on the Middle East
- Other classes taught: Introduction to Philosophy, Ethics, Logic, Medical Ethics, Business Ethics, Women's Studies, Western Culture and the Arts 1 and 2

1997-1998.....

- Adjunct faculty member at Northeastern University, Loyola University, and Oakton Community College

1990-1996.....

- Visiting Assistant Professor at Loyola University Chicago
- Classes taught: health care ethics, feminist theory, introduction to philosophy, ethics, social and political society, Hegel and Marx, Nietzsche
- Graduate seminars: Philosophy of Nursing for the Graduate School of Nursing
- Advisor for the Philosophy Department's Generations Fund Fellowship winners

Four-time recipient of an award as one of Loyola's most effective teachers as designated by graduating seniors  
Presenter on the ethics of care for the Faculty Fellows workshops sponsored by Loyola's Ethics Center

1986-1989.....Adjunct faculty member at Roosevelt University and Loyola University

1980-1984.....

Educational Director of the New American Research Institute and Program Director of the Institute for Democratic Socialism  
Editor and co-author of a number of educational pamphlets  
Organizer of conferences and seminars on political theory for political activists  
Coordinator of a number of research projects  
Public speaker on issues of special concern to women

1974-1980.....

Assistant Professor of Philosophy at the University of Pittsburgh . . . . .  
Courses taught: introductory philosophy, ethics, philosophy and public affairs, existentialism, social and political philosophy, Marxism, feminist theory, 19th-century philosophy, philosophy and literature, and Nietzsche  
Graduate seminars taught: Frankfurt School, Lukacs, Western Marxism  
Recipient of grant to develop and teach a special course on philosophical, anthropological, and historical perspectives on morality  
Undergraduate advisor for philosophy majors,  
Chair of the Graduate Admissions Committee

1969-1974.....

Teaching Assistant at the University of Illinois Chicago  
One of the initial founders of the Women's Studies Program  
One of the initial developers of an interdisciplinary women's studies class

### **Some Recent Presentations**

“Teaching Portfolios for Philosophers”..... American Philosophical Association Central Division Conference, 2007  
“Confronting Racism While Teaching Western Humanities”..... Teaching Excellence Conference at Oakton, 2006  
“Democracy and Displacement: The Cultural Significance of New Orleans”....Presentation at Oakton Public Forum, 2005  
“Teaching Humanities at the Community College as a Political Act”.....World Humanities Conference, Cambridge, U.K., 2005  
“Environmental Ethics and Intrinsic Value”....American Philosophical Association Central Division Conference, 2004  
“Speaking Out on Global Issues: Students as Public Intellectuals” ....ICCB Conference on Leadership and Core Values in Springfield, 2003 (Presentation done with students)  
“Philosophy and the Discussion of Ethics in Higher Education”..... Keynote Address at Illinois Community College Board's Leadership and Core Values Conference, 2001  
“Just War Theory and War with Afghanistan”..... Public Forum at Oakton Community College, 2001  
“The Use of Journals in Courses on Feminist Theory”....American Philosophical Association Central Division Conference, 2000

## Curriculum Vitae

**Peter Hudis**

[phudis@luc.edu](mailto:phudis@luc.edu)

### Education

- B.A. — 1976      English and History  
Queens College, City University of New York
- M.A. — 1987      Latin American Studies  
California State University, Los Angeles  
Thesis Topic: Dialectics of Revolution in Bolivia, 1952-64
- M.A. — 2008      Masters Program in Philosophy, Loyola University, Chicago
- 2008 —            Ph.D Program in Philosophy, Loyola University, Chicago

### Teaching Experience

Lecturer, Philosophy and Humanities, Oakton Community College, Des Plaines, IL  
Fall 2003 to present

Lecturer in Philosophy, Loyola University, Chicago, IL  
Spring 2008 to present

Lecturer in Philosophy, Lewis University, Romeoville, IL  
Fall 2008 to present

Lecturer in the Social Sciences, Roosevelt University, Chicago, IL  
2006 to 2007

### Selected Major Publications

#### *a) Books*

Editor (with Kevin B. Anderson) of *The Rosa Luxemburg Reader*, translated by Hassan Mortazavi (Tehran, Iran: Nika Publishing, 2007), 361 pages [in Persian].

Editor and Co-Author of Introduction (with Kevin Anderson) of *The Power of Negativity: Selected Writings on the Dialectic in Hegel and Marx*, by Raya Dunayevskaya (Lexington Books, 2002), 386 pages.

#### *b) Essays and Encyclopedia Entries*

“The Modern Development of Rosa Luxemburg’s Thought,” *China Academic Monthly*, No. 8, 2006, pp. 5-14 [in Chinese].

“Review: ‘Change the World Without Seizing Power,’” *Herramienta* (Buenos Aires, Argentina, 2004) [in Spanish].

"Marx in the Mirror of Globalization," *Britannica.net* (Chicago: Encyclopedia Britannica, October 2000).

“Marx and the Third World: New Perspectives on Writings from his Last Decade,” *South Asia Bulletin*, Vol. 3, No. 1, Spring 1983, pp. 38-52.

### **Selected Papers at Major Conferences**

Keynote Address, Conference on “The State, Political Power and Democracy,” Cape Town, South Africa, March 1, 2007. Sponsored by the International Labour Research and Information Group.

“Philosophic Approaches to Understanding Globalization.” Presented at Khanya College, Johannesburg, South Africa, March 7, 2007.

“Towards a New Ecology.” Presented at Conference on “Ecology and Society,” Nagpur, India, January 16, 2005.

“Democracy in the Age of Globalization.” Presented at panel of the International Rosa Luxemburg Society, World Social Forum, Porte Alegre, Brazil, January 30, 2005.

“Dialectics of Globalization.” Presented at the Graduate School of Education, University of California at Los Angeles, April 17, 2001.

“Rethinking Globalization: Beyond ‘The Lexus and the Olive Tree.’” Presented at Beloit College, Beloit, Wisconsin, October, 31, 2000

“Immigration and Globalization.” Presented at Conference on Immigration, Lewis University, Romeoville, Illinois, October 20, 1997.

### **Language Ability**

German; Spanish

### **Awards**

Recipient of Ray Hartstein Award for Academic Excellence, Oakton Community College, 2006

Recipient of Hubert Herring Award for best Thesis in Latin American Studies, 1987, from Pacific Coast Council on Latin American Studies.

# Megan Klein

Department of Anthropology  
University of Illinois at Chicago  
1007 West Harrison  
Chicago, Illinois 60607

[mklein5@uic.edu](mailto:mklein5@uic.edu)

---

## EDUCATION

Ph.D. Anthropology (in progress), University of Illinois-Chicago  
GPA: 4.0

Areas of Specialization: Gender, race, migration, modernization and urbanization, political economy, language, and performance, Aymara communities (Latin America/Andes/Bolivia)

M.A. Spanish Literature (concentration in Women's Studies), Loyola University Chicago, Chicago, IL, April 2004  
GPA: 3.83

B.A., B.B.A. Spanish, Management & Organizations (certificate in International Business), with Honors, University of Iowa, Iowa City, IA, May 2001  
Overall GPA: 3.64

## PUBLICATIONS

Johnson, Erin C., Kristof-Brown, Amy, Van Vianen, Annelies, De Pater, Irene E., and Klein, Megan R.  
2003 Expatriate Social Ties: Personality Antecedents and Consequences for Adjustment. *International Journal of Selection and Assessment* 11(4):277-288.

## PRESENTATIONS

Gomberg, Ruth and Megan Klein (March 2007). Organizations and Objectives: Participant Perceptions of the Immigrants Rights Marches. Paper presented at The University of Illinois at Chicago's Conference on the Immigrants Rights Movement.

Gomberg, Ruth and Megan Klein (April 2007). Organizations and Objectives: Participant Perceptions of the Immigrants Rights Marches. Paper presented at the Midwest Sociological Society's Annual meeting.

## TEACHING EXPERIENCE

Instructor, Oakton Community College, Skokie, IL

Taught "Introduction to Sociocultural Anthropology", "Spanish 101", and "Spanish 102" (2006-present)

Held full responsibility for all instruction and grading.

Participated in faculty seminars on the Indian economy and Latin American short stories

Teaching Assistant, University of Illinois at Chicago, Chicago, IL

- "Human Evolution", Spring 2008
- "Introduction to Sociocultural Anthropology", Fall 2007
- "Cultural Geography", Spring 2007
- "Concepts in Geography", Fall 2006

Instructor, Loyola University Chicago, Chicago, IL

Taught "Spanish 101" and "Spanish 250- Conversation and Composition", Fall 2002-Fall 2003

Held full responsibility for all instruction and grading.

## OTHER EXPERIENCE

Completed all Spanish-English translations for *The Silent Sentinel* by James Cleland (published 2008)

## AWARDS AND HONORS

Awarded the Charles Reed Grant for pre-dissertation research, 2008

Awarded a teaching assistantship at the University of Illinois-Chicago, 2006.

Awarded teaching fellowship to Loyola University Chicago, 2002-2004.

Awarded three scholarships for excellence in business at the University of Iowa, 1998-2001.

Dean's List at the University of Iowa, 1997-2001.

## LANGUAGES

Fluent Spanish, knowledge of Aymara, knowledge of French

## REFERENCES

Dr. Bob Frank, Oakton Community College Department Chair (Behavioral and Social Sciences)

Dr. Marguerite Solari, Oakton Community College Department Chair (Modern Languages)

Mary Anne Quinlan, Loyola Academy Department Chair (Modern Languages)

## DR. LAURENCE F. KNAPP

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**EDUCATION**    **Northwestern University, School of Communication**, Evanston, IL  
Ph.D. in Film Studies, June 2005

**Boston University, College of Communications**, Boston, MA  
M.S. in Film Studies, May 1995

**University of Virginia**, Charlottesville, VA  
B.A. in History, January 1989

**PUBLISHED WORK**    **Book Reviewer**  
*The Historical Journal of Film, Radio and Television*  
Freelancer since August 2007

**Author, "Say Hello (and Goodbye) to the Postclassical: Tony Scott and *Domino*"**  
*Jump Cut*  
Published in May 2008

**Editor, *Ridley Scott: Interviews***  
University Press of Mississippi, Jackson, MS  
Published in March 2005

**Editor, *Brian De Palma: Interviews***  
University Press of Mississippi, Jackson, MS  
Published in January 2003

**Author, *Directed by Clint Eastwood***  
McFarland & Company, Inc., Publishers, Jefferson, NC  
Published in November 1996  
Second edition slated for publication in 2010

**FILM TEACHING EXPERIENCE**    **Columbia College Chicago**, Chicago, IL  
Adjunct Professor, Spring 2007 to present

**Oakton Community College**, Des Plaines, IL  
Adjunct Professor, Fall 2005 to present

**Northwestern University School of Continuing Studies**, Evanston, IL  
Instructor, 2000-2004

**Northwestern University**, Evanston, IL  
Instructor, 2000-2003

**The School of the Art Institute of Chicago**, Chicago, IL  
Visiting Instructor, Fall 2002

**Facets**, Chicago, IL  
Instructor, Summer 2001

ANIL LAL

[alal@roosevelt.edu](mailto:alal@roosevelt.edu); [alal@oakton.edu](mailto:alal@oakton.edu)

**CURRENT POSITION**

- Instructor, Bachelor of Professional Studies (BPS) Program  
Evelyn T. Stone College of Professional Studies, Roosevelt University, Chicago 2001 -
- Instructor, Department of Humanities, Oakton Community College 2008 -

**PAST POSITIONS**

- Examiner, ETS (Educational Testing Service) 1997-2008
- Instructor, Political Economy and Liberal Arts, School of Policy Studies  
Roosevelt University 1997 - 2000
- Instructor, English, Truman College, Chicago 1995 - 2001
- Manager, New World Resource Center, Chicago 1991 - 1995  
Independent bookstore (specializing in academic and social change literature)  
Organizer, open classes
- Freelance copy editor, International Survey Research, Chicago 1989 - 1991
- Instructor, Economics, Radford University, Virginia 1988
- Instructor, Economics, Virginia Polytechnic Institute and State University 1979 - 1983

**TEACHING EXPERIENCE**

- Roosevelt University
  - The American Prospect: Precariousness of Modern Life 2008 - 2009
  - An Inquiry into the American Dream 2005 - 2007
  - Self, Family and Community in the City Sum 2005
  - Human Rights in a Climate of Fear and Violence Winter 2005
  - From the Violence of Everyday Life to Collective and State Violence Fall 2005
  - Peregrinations in the City Sum 2004
  - Modernity and Its Discontents Winter 2004
  - Uses of Philosophy and Social Thought in Everyday Life 2002 - 2003
  - Political Economy and Culture 2001
  - City and Citizenship (LIBS/SOC/POS 245) 1999 - 2000
  - Modern Political Economy (ECON 405; upper-level; graduate) 1998
  - Economics of Public Sector (ECON/PBAD 370; upper-level; graduate) 1997 - 1999
- Oakton Community College
  - Asian Humanities 2008 - 2009
  - Contemporary Arts and Cultures 2008 - 2009
- Truman College
  - Advanced ESL 1995 - 1999
- Virginia Polytechnic Institute and State University, and Radford University
  - Managerial Economics (upper level) 1979 - 1983
  - Microeconomics. Macroeconomics 1979 - 1983

## EDUCATION

- ABD (All But Dissertation) 1982
- M.A., Economics 1982  
Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- Research Assistantship 1978 - 1982  
Fellowship, Center for the Study of Public Choice 1983  
Additional work in Philosophy
- Georgetown University Summer School Scholarship 1978
- B.A. (Honors), Economics, University of Delhi 1977  
Minors in English Literature, Politics and Mathematics

## SELECT PUBLICATIONS

- Review of Vijay Prashad, *The Karma of Brown Folk*  
University of Chicago South Asia Newsletter, Volume 24 (3) 2000
- Review of Matthew Edney *Mapping and Empire: The Geographical Construction of British India*  
University of Chicago South Asia Newsletter, Volume 23 (2) 1999
- "India," Main Entry (co-authored with Vinay Lal)  
*World Book Encyclopedia*, Chicago 1997
- "In Search of the Golden Mountain: Asian-American Immigration to the U.S.,"  
*The Asian-American Experience*, Multimedia CD-ROM, Primary Source Media 1996
- Review of *Whose India? Daedalus:*  
*Journal of the American Academy of Arts and Sciences* (Special Issue), in  
*Indian Literature*, 163-69 1991

## SELECT CONFERENCE PRESENTATIONS

- "Non-violence, Revolution and Political Theory,"  
The Past and Future(s) of Revolutions: A Global Exploration,  
Northeastern Illinois University 2009
- "Questions of Responsibility and Response to Violence"  
South Asian Studies Conference, Madison 2002
- "Imaginative Economies in Thoreau, Gandhi and Ruskin:  
Readings via Marx and Derrida," South Asian Studies Conference, Madison 1998
- "Construction in the Social Sciences"  
Invited Lecture, Conference on Postmodernism and the Sciences  
Sophia College, University of Bombay 1996
- "The Scare of Scarcity," The Other Economic Summit Conference (TOES)  
Houston, Texas 1990

## LANGUAGES

- Bilingual in English and Hindi (Written and Spoken)

**Michael Bradford Madill**  
mmadill@oakton.edu

- Publications** “Opinion” column, *The Daily Monitor Newspaper*, [www.monitor.co.ug](http://www.monitor.co.ug)  
“Opinion” column, *The Independent Newspaper*, [www.independent.co.ug](http://www.independent.co.ug)  
“Features” column, *The Urban Coaster Newspaper*, <http://theurbancoaster.com>  
“Panning for Gold on the Slave Coast,” *African Review of Books*, Winter 2005,

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[www.africanreviewofbooks.com](http://www.africanreviewofbooks.com)

“The learner centered classroom,” *NEA Higher Education Advocate*, April 2009  
[forthcoming]

- Dissertations** “Democracy in Uganda: Participation, Representation and Accountability Under the NRM”, Partial Draft, Not Submitted, SOAS, London, 1999  
“Strasser and Reform in Sierra Leone,” SOAS, London, 1994  
“The Heart of the Matter: Transaction Costs and Economic Organization in the Former Soviet Union,” University of Michigan, Ann Arbor, 1988

**Education**

- 1994-1999 **Research in Politics**, School of Oriental and African Studies, London
- Research pursuant to PhD, completed all requirements but dissertation
  - Analyzed shifting local authority structures and their effects on local government resource allocation in Uganda under the leadership of Yoweri Museveni
  - Conducted field research in Kampala, Tororo, and Masindi districts of Uganda in 1995-1996
  - Research Advisor: Dr Richard Jeffries
- 1993-1994 **MSc in Politics of Asia and Africa**, School of Oriental and African Studies, London
- Investigated the effects of the 1992 military coup in Sierra Leone and the political response to bureaucratic resistance to radical populist mobilization
  - Research Advisor: Dr Donal Cruise O'Brien
- 1988-1992 **BA with Honors in Political Science**, University of Michigan, Ann Arbor
- Studied the effects of economic decentralization on asset valuation and state bureaucracies in the former Soviet Union
  - Research Advisor: Dr Matthew Evangelista

**Experience**

- 2005-Present **Adjunct Professor of Political Science**, Department of Historical and Policy Studies, Oakton Community College, Des Plaines, IL
- Taught History and Political Science and Geography courses on-line and in the classroom, including:
    - American Government
    - US History to 1877
    - US History Since 1945
    - History of Modern Africa
    - History of Contemporary World Civilizations
    - History of World Civilizations From 1650
    - World Regional Geography
  - Developed courses for future delivery on-line and in the classroom, including:
    - Comparative Government
    - Government in Africa
    - Government in India
    - Government in Brazil
    - Introduction to African Culture

- Politics of Africa and the Afro-Caribbean Areas
- Presented special lectures, including:
  - Child Labor in the Philippines
  - Poverty and Conflict in Africa
  - The Israel Policies of Barack Obama and John McCain
  - Constitutional Conundrums Make Political Paradoxes
  - Violence in Africa
  - The Invisible Children of Sudan
  - Getting and Retaining Students
- Department Chair: Dr Erick Mann

Dr. Mohamed Mehdi

[mmehdi@oakton.edu](mailto:mmehdi@oakton.edu)

## **Employment**

August 2008 -

Professor of Philosophy and Humanities  
Oakton Community College, Des Plaines, IL

Courses Taught:

- World Religions:
- Ethics:
- Introduction to Philosophy:

2007 – 2008:

Instructor in Humanities, Philosophy and Religion Department  
John Abbott College, St. Anne de Bellevue, Quebec

Courses taught:

- Social Issues: Ethical Questions About Racism
- World Views: Views on Order and Freedom
- Knowledge: Communication, Self and Society
- Quantitative Methods in the Social Sciences

2004 – 2006

Fay Sawyer Teaching Fellow, Lewis Department of Humanities,  
Illinois Institute of Technology, Chicago, Illinois

Courses Taught:

- Industrial Culture:
- Ancient Philosophy:
- Great Philosophers: Plato:

## **Education**

2008

PhD, Philosophy Department, McGill University  
Dissertation title: *The Political Dimension of the  
Contemplative Life: Engagement and Disengagement in  
Plato, Seneca and Gandhi*

1997

University of Toronto, Honours B.A. with High  
Distinction, Specialist degree in philosophy

### **Selected Awards and Honours**

- 2004 – 2006                      Fay Horton Sawyier Pre-Doctoral Teaching Fellowship, IIT
- 2000 –2003                      Doctoral fellowship, Social Sciences and Humanities Research Council of Canada
- 1997                                George Kennedy Prize in Philosophy, University of Toronto
- 1996                                Thomas A. Goudge Scholarship in Philosophy

### **Selected Conference Presentations**

- December 2008                      “Moral Perfection and the Indian Millions in Gandhi’s *Hind Swaraj*” Forum on Contemporary Theory, Varanasi, India
- June 2008                              “Gandhi’s Cosmopolitanism”, Panel on Cosmopolitanism, Canadian Political Science Association, Vancouver, B.C.
- January 2006                        Panel member with Professor Akeel Bilgrami and Professor Vivek Dhareshwar at the Alam Khundmiri Foundation conference on “Gandhi: The Philosophical Debates”, Central Institute for English and Foreign Languages, Hyderabad, India
- September 2005                      “Why Socrates Was the Best Politician in Athens”, paper delivered at IIT Humanities Colloquium, Chicago

### **Selected Publications**

- “Bearing the Name of the Prophet” in *Belonging and Banishment: Being Muslim in Canada* ed. Natasha Bakht (Toronto: TSAR Publications, 2008)
- “Kalmunication is the Key” in *Talking Book* ed. Kaie Kellough, Jason Selman (Montreal: Cumulus Press, 2006)

### **Community Involvement**

Head and Hands, Montreal, an organization dedicated to the mental and physical well-being of adolescents and young adults

Musician and organizer with Kalmunity artistic collective.

### **Languages**

Fluent in English, French, Hindi

## **KIRSTY A. MONTGOMERY**

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kmontgomery@uchicago.edu • (1) 847-730-3462

### **EDUCATION**

Ph.D in History, The University of Chicago – to be completed

M.A. in Social Sciences (History), The University of Chicago, Chicago, Illinois, 2008:

Thesis advisor: Dr. Fredrik Albritton Jonsson.

BPhil in History and Political Science, Northwestern University, Evanston, Illinois, 2007.

BTEC Diploma in Photography (Scientific & Technical), Berkshire College of Art & Design, Reading, Berkshire, UK, 1987.

### **PUBLICATIONS**

*Middle East Wars Encyclopedia*: ABC-Clio Publishing. Eight entries, 2008 – 2009.

“Through the Keyhole: New Voices in Medical Illustration” *The Journal of Audiovisual Media in Medicine*, Vol. 20, No. 1, pp. 28-29, 1997.

Numerous photographs published in medical journals, annual reports, brochures and medical textbooks, 1989-2000.

### **CONFERENCES & SPEAKING EXPERIENCE**

Presented paper, “An analysis of the role of gender in the historiography of the Napoleonic Wars” Society for Military History Conference, Murfreesboro, TN, April 2-5<sup>th</sup>, 2009.

Presented paper, ““Tutelary Saint of the World” or “Lobster-looking Son of a B\*tch”:  
Wellington, Radicalism and Public Opinion, 1809-1815.” The Consortium on the Revolutionary Era, Savannah, Georgia, February 19<sup>th</sup>-21<sup>st</sup>, 2009.

Presented paper, “Wellington and Public Opinion; the Paradoxes of Patriotism and Radicalism, 1809-1815.” Society for Military History, Ogden, Utah, April 17<sup>th</sup>-20<sup>th</sup>, 2008.

Delivered student commencement address, Northwestern University, June 2006.

Presented paper, “Through the Keyhole”. European Federation of the Scientific Image, Canterbury, UK, September 11-13<sup>th</sup>, 1996.

Presented paper, “Starting from Scratch”. Royal Photographic Society Medical Group, Joint Papers Evening, London, UK, February 2<sup>nd</sup>, 1995.

### **HONORS AND AWARDS**

The University of Chicago, Division of Social Sciences Scholarship, academic year 2007-2008.

Graduated Magna Cum Laude, Northwestern University, 2007.

Otto W. Lehmann Scholarship, Northwestern University, summer 2006.

Otto W. Lehmann Scholarship, Northwestern University, academic year 2005-2006.

Northwestern University Dean’s List: 13 quarters

Alpha Sigma Lambda Honor Society.

### **ORGANIZATIONS**

American Historical Association, 2005 – present

Society for Military History, 2006 – present

The North American Conference on British Studies (NACBS), 2008-present

**POSITIONS HELD**

Adjunct History Faculty, Oakton Community College, June 2008 – present

Classes taught – Western Civilization Since 1650, Non-Western History to 1900,

Western Civilization prior to 1650, Non-Western History: India & Iran

Research Assistant to Dr. Mike Leggiere, September - December 2008

Department Head, Department of Medical Illustration, and Operating Department

Practitioner, Frimley Park Hospital, Frimley, Surrey, UK, 1994-2000.

**Linda A. Korbel**  
**Oakton Community College**  
**1600 E. Golf Road, Des Plaines, Illinois 60016**  
**847.635.1952 ♦ Fax: 847.635.1764**  
**lkorbel@oakton.edu**

2000 – Present	Dean, Division of Languages, Humanities, and the Arts
1985 – 2000	Chair, Department of Modern Languages Coordinator of International Programs
1971 – 2000	Professor of Modern Languages
1993 – 2006	Executive Director, American Council on International Intercultural Education

**Education:**

Rosary College (now Dominican University), River Forest, Illinois, May 1971.  
Bachelor of Arts and Master of Arts degrees, *magna cum laude*, in French.  
Minors: Spanish and English.

**Selected Honors/Awards:**

Excellence Award, Institute for Organizational Development, Community College Leadership Program, 1994  
Faculty of the Year, Illinois Community College Trustees Association, 1993  
Ray Hartstein Award for outstanding teacher effectiveness, 1992.  
Oakton Community College Presidential Citation in recognition of excellence in professional achievement, 1982, 1986, 1988, 1990.

**Selected Professional Service:**

2004	Review panel member, Benjamin Gilman Scholarship Program
2000	Consortium for International Studies and Programs (ICISP), Executive Chair of ICISP, and Chair of Faculty Development and Conference Planning Committees
1999	Review panel member, Fulbright Scholar in Residence Program
1998	Review panel member, AACC/ALO/USAID grant program
1994	External evaluator for Title VI-A grant, North Hennepin Community College, Brooklyn Park, MN

**Professional Affiliations:**

American Association of Teachers of French  
American Council on International Intercultural Education  
American Council on the Teaching of Foreign Languages  
Illinois Council on the Teaching of Foreign Languages  
Illinois Consortium for International Studies and Programs  
Chicago Council on Global Affairs

**Selected Publications/Curriculum Development:**

“Thinking Again, and Anew, about Global Education in the 21<sup>st</sup> Century.” The report of proceedings of a retreat sponsored by CCID, 2008.

“In Union There is Strength: The Role of State Global Education Consortia in Expanding Community College Involvement in Global Education.” In *International Reform Efforts and Challenges in Community Colleges*. New Directions for Community Colleges, no. 138. San Francisco: Jossey-Bass, 2007.

*The Intercultural Connection: Global Education in Community Colleges*. Working paper of a conference sponsored by ACIIE and the Stanley Foundation, 2002.

“Small Projects That Promote an International Culture.” in *Internationalizing the Community College*. Washington, DC: Community College Press, 2002.

“Libraries: The Gateway to Essential Resources for Global Education.” *Community and Junior College Libraries*, Vol. 8(2) 1999.

*New Expeditions: Charting the Future of Global Education in Community Colleges*. The report of a conference sponsored by ACIIE, CCID, and the Stanley Foundation, 1999.

”Building Constituencies for US and Community College Involvement in the Global Arena.” Working paper of a conference sponsored by ACIIE and the Stanley Foundation, 1997.

*Educating for the Global Community: A Framework for Community Colleges*, co-authored with Jack Smith. The report of a conference sponsored by ACIIE and the Stanley Foundation, 1997.

“Becoming Full Partners in the Global Community,” in *Community Colleges: A Vital Resource or a Communitarian Society*. A Communitarian Position Paper, 1996.

*Building the Global Community: The Next Step*, co-authored with Jack Smith. The report of a conference sponsored by ACIIE and the Stanley Foundation, 1995.

**Grant Awarded:**

1992 "Spreading the Word," a project of the American Council on Education for the improvement of postsecondary foreign language instruction.

# Michael H. Mundt, MA

Michael Mundt

## Education

**Master of Arts**, University of South Florida, 1995

*Major Field:*

**U.S. History**

*Minor Field:*

**Latin American History**

*Additional Coursework:*

**Southeast Asian History, Modern European History**

**Bachelor of Arts**, University of South Florida, 1991

*Major:*

**History**

*Minor:*

**Political Science**

**Beginning Mandarin Chinese**, University of Chicago Graham School, Fall 2008

## Teaching Experience (classroom and online)

*Oakton Community College, Des Plaines, IL*

Spring 2008 -

*Columbia College, Columbia, MO*

Spring 2008 - Summer 2009

*Morton College, Cicero, IL*

Spring & Summer 2008

*Truman College, Chicago, IL*

Spring & Summer, 2008

*Wright College, Chicago, IL*

Spring 2008

*Aurora University, Aurora, IL*

Fall 2006, Spring 2007

*Harold Washington College, Chicago, IL*

Spring 2005, Fall 2008

*Aurora University, Aurora, IL*

Fall 2006

*Waubensee Community College, Sugar Grove, IL*

Fall 2002, 2004

*Adult and Community Education, Tampa, FL*

1994—1997

## Curriculum Development and Assessment

- Developed an online course in Latin American History for upper-level university history majors. Functions included selection of textbooks and supplemental reading, creating bi-weekly discussion topics, and developing weekly writing assignments and assessment instruments.
- Developed an online course in U.S. History to 1877 for community college students. Functions included selection of textbooks and supplemental reading, creating weekly discussion topics, and developing writing assignments and assessment instruments.
- Administered assessment, compiled data, and composed summary departmental reports for HIS 111 assessment projects.
- Created curricula to meet the needs of learners from ABE through university levels.
- Developed curricula to meet institutional requirements and county and state accreditation requirements.
- Developed course materials to meet National Council of Social Studies (NCSS) Themes and Guidelines.

**Student Service**

- Served as **Academic Advisor**, Wright College, Chicago, IL (May—August 2008)
- Selected to serve as **Lead Coach** for the City Colleges of Chicago’s Championship Hispanic College Quiz Show team (March—April 2008)
- Selected to serve as **Coach** for Wright College’s Hispanic College Quiz Show team (March 2008)

**Classroom Approach**

- Integrate technology into the classroom through multimedia presentations and online course management systems including Blackboard, Moodle, WebCT and Desire2Learn.
- Engage students through independent work, group discussion, historical analysis activities, role play activities, and the use of case studies to apply theory.
- Led learners in conducting interviews and developing oral history projects that encouraged them to place members of the local community within the larger context of U.S. History.

**Additional Professional Experience**

**Editor**, *Quarasan Educational Development Services, Chicago, IL* **1997—1999**

**Historian / Editor**, *University of South Florida, Tampa, FL* **1994—1995**

**Archival Assistant**, *City Archives, Tampa, FL* **1993—1994**

**Publications: Selected Articles**

“**The Ku Klux Klan’s 1926 Assault on the Democratic Party in Hillsborough County,**” *Tampa Bay History*, Tampa, FL, Spring/Summer 1997.

“**Justice is Only a Name in this City: Tampa Confronts the Roaring Twenties,**” *Gulf Coast Historical Review*, Pensacola, FL, Fall 1996.

*Encyclopedia of Modern Slavery*, entries for “Human Rights Commission of Pakistan,” “International Organization for Migration (IOM),” “International Work Group for Indigenous Affairs,” and “NAACP Anti-Slavery Resolution.” Santa Barbara, CA, 2007:

**Selected Papers Presented and Invited Lectures**

“**American Minorities, Women, and Affirmative Action,**” Exploring Diversity in the United States, Harper College, Palatine, Illinois, March 2006

“**A History of Affirmative Action,**” Exploring Diversity in the United States, Harper College, Palatine, Illinois, October 2005

“**True Democrats or Klan Tyranny? The Ku Klux Klan’s Assault on Hillsborough County’s Democratic Party, 1926,**” Phi Alpha Theta Regional Historical Conference, Florida Atlantic University, Boca Raton, March 1995

**Professional Affiliations**

Organization of American Historians	Since 1993
Conference on Latin American History	Since 2000
Association for the Study of African American Life and History	Since 2004
Illinois State Historical Society	Since 2003
Illinois Historic Preservation Agency	Since 2003

## **EDUCATIONAL WORK EXPERIENCE**

- Adjunct professor, teaching college-level courses at Harper College and Oakton Community College
  - Management Statistics and business simulation classes at Harper
  - Principles of Marketing and International Business at Oakton
- Substitute teacher in District 15 (elementary and junior high school) and District 211 (high school) school districts in Palatine and nearby suburbs
- Teacher and facilitator of workshops for major corporations like Motorola, Mercury Marine, IBM and others in Supply Chain Management and formula-based costing
  - Two day workshops that included a first day of traditional lecture, with a second day of smaller cross-functional teams involved in analyzing costs for components and sub-assemblies, with a view to reducing costs using the formula-based costing technique
  - Results typically involved hundreds of thousands of dollars in cost savings, that more than paid for the cost of the seminars

## **CORPORATE WORK EXPERIENCE**

- Own and operate a consulting practice focused on strategic marketing and business planning: 1992 – Present.
  - Client base in the building materials, food ingredients, chemicals, plastics, metals, automotive and a variety of other end-use markets, both domestic and international clients and projects
  - Consulting assignments designed to assist clients in acquisition analysis, new product planning, competitive benchmarking, channel analysis, market segmentation and other related marketing issues
  - Direct relationship with general manager, vice president of marketing and/or strategic planning, and acting as an adviser, external resource and facilitator in internal company discussions/meetings prior to critical executive-level decision-making
  - Routinely completed between \$ 100-200K of consulting on an annual basis
  - Major accomplishments included assisting clients in cutting costs, increasing market share and profit margins, and being an advisor to client management in making key decisions regarding new products, rationalizing manufacturing operations and prospective acquisitions
- **Ten years with Technomic Consultants International, Chicago, IL: 1983-92**
  - Progressive experience from an entry-level analyst to a Principal/Partner in the company.
  - Responsible for building materials, metals and plastics practice, from client development to closing five-figure consulting projects.
  - Coaching, mentoring and developing entry-level consultants directly from college or with modest work experience.
  - Annually sold and executed over \$ 300 thousand of consulting work, and managed a staff of 3-5 junior consultants.

## **EDUCATIONAL BACKGROUND**

- MBA in Marketing and Finance, Lehigh University, Bethlehem, PA. 1982
- M.S., Structural Engineering, Vanderbilt University, Nashville, TN. 1980
- B.Tech, Civil Engineering, IIT Madras, Chennai, India. 1978

## **OTHER RELATED SKILLS AND CAPABILITIES**

- Taught freshman/sophomore economics class at Lehigh University during MBA program as a teaching assistant
- Tutored students in finance, marketing, mathematics and applied mechanics/structures at both Vanderbilt and Lehigh Universities
- Experience with Microsoft Word, Excel and PowerPoint.
- Actively participated in debate teams and drama in school and college

## **INTERESTS**

- Active in pick-up basketball games at the local YMCA;
- Organizer of an informal tennis league consisting of an international group of Asian, European and American players
- Currently teach tennis to youth and adults in the Palatine Park District
- Participant in a monthly book club at the Wheeling library for over 15 years
- Avidly follow professional sports teams in Chicago

## **RICHARD STACEWICZ**

### **EDUCATION**

Ph.D. 1997 History, University of Illinois at Chicago  
M.A. 1989 History, University of Illinois at Chicago  
Teacher Certification  
1982 School of Education, University of Michigan  
B.A. 1980 Psychology, University of Michigan

### **DISSERTATION**

Title: "Winter Soldiers: An Oral History of the Vietnam Veterans Against the War"

### **AWARDS**

Michigan Competitive Scholarship, 1976-1980  
University of Illinois Graduate Fellowship, 1992-93, 1994-1995  
Roosevelt University 1998 Samuel Ostrowsky Humanities Award for best book published by a faculty author, May 1998,  
Faculty Advisor of the Year, awarded by the Oakton Board of Student Affairs, 2004.  
Chair Academy, Leadership Award, 2005

### **AREAS OF SPECIALIZATION**

♦19th and 20th century US history♦American cultural and social history, with particular interest in social movements♦American immigration history♦US foreign policy♦History of the Vietnam War♦Modern Latin America, specializing in the Caribbean and Central America♦World History, with emphasis on imperialism, decolonization, and modern warfare

### **PUBLICATIONS**

Winter Soldiers: An Oral History of the Vietnam Veterans Against the War  
New York: Twayne Publishers, November, 1997, republished by Haymarket Books, October, 2008.

### **PROFESSIONAL EXPERIENCE**

**9/98 - Present**      **Professor of Social Sciences and History**  
Oakton Community College, Des Plaines, IL

Develop and implement interdisciplinary social science courses which focus on the history of globalization and its current incarnation as well as courses focusing on the Modern America. Courses also developed in 20th century American history. Duties also include advising students, participating in extracurricular activities, and working with colleagues on several academic and policy-setting committees.

**9/01 – Present**      **Coordinator of Honors Program at Oakton**  
Oakton Community College, Des Plaines, IL

Oversee all aspects of the program including, recruitment of new students and tracking student success, development of Honors curricula with colleagues in the program, creation of Honors program outreach materials for the local high schools, development and participation in extracurricular activities for students, and stewardship of the program budget.

**1/98 - 5/98**

**Visiting Assistant Professor**

Evelyn T. Stone University College and Department of History, Roosevelt University, Chicago, IL

**9/97 - 12/97**

**Visiting Associate Professor**

Department of History, University of Illinois at Chicago, Chicago, IL

**9/90 - 12/97**

**Lecturer in Advanced Social Science Seminars**

Evelyn T. Stone University College, Roosevelt University Chicago, IL

**8/96 – 5/98**

**Adjunct Faculty Member**

Liberal Education Department, Columbia College, Chicago, IL

**9/89 – 5/98**

**Adjunct Faculty Member**

Department of History, Roosevelt University, Chicago, IL

**6/93 - 12/95**

**Visiting Associate Professor**

Department of History and Philosophy, Indiana University Northwest Gary, IN

**1/88 - 6/91**

**Teaching Assistant**

Department of History, University of Illinois at Chicago, Chicago, IL

**5/84 - 4/89**

**Instructor**

City Colleges of Chicago, Department of Adult and Continuing Education, Truman, Kennedy-King, and Daley Colleges, Chicago, IL.

**RESEARCH EXPERIENCE**

**9/92 - 6/93**

**Researcher**

Chicago Fact Book Consortium Supervisor: Professor Christopher Reed, Department of History, Roosevelt University, Chicago, IL

Responsibilities included gathering historical data on various Chicago communities to be included in the 1990 Chicago Fact Book, finding contributing writers, and writing a history of the Uptown region of Chicago for the Fact Book.

# Brenna J. Stuart

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## EDUCATION

**Master of Arts** in English, 2007; Ph.D. Candidate, Comparative Literary Studies (ABD)  
Northwestern University, Evanston, Illinois

**Exam Areas:** Victorian Literature; Literature and Medical Discourse

**Select Coursework:** Victorian Literature, American and British Modernism, Literature and Psychoanalysis, Postcolonial/Diaspora Literature, Introduction to Graduate Studies, Seminar in Pedagogy (Teaching Composition)

**Bachelor of Arts** in English, 2003, *Phi Beta Kappa*

Reed College, Portland, Oregon

**Senior Thesis:** "After-Words: Temporality, Narrative, and Historical Knowledge in Three Don DeLillo Novels"

## COLLEGE TEACHING EXPERIENCE

**Instructor**, Oakton Community College, Fall 2008-Spring 2009

**Courses taught:** Composition I: Writing for an Audience, Composition I for Non-Native Speakers, Composition II: Academic Research (Theme: The American Suburbs)

**Instructor**, Northwestern University, Winter-Spring 2008

**Courses taught:** Expository Writing (Theme: Writing Animals), English 390: Directed Research Tutorial for English Majors

**Teaching Assistant**, Northwestern University, Fall 2005-Fall 2007

**Courses taught:** Introduction to Fiction, British Literature from 1800-1920, American Literature from 1850-1950, Introduction to Critical Theory, Introduction to World Literature: *Anna Karenina* and *Brothers Karamazov*

## PROFESSIONAL EXPERIENCE

- Tutor and Curriculum Writer, Nurturing Wisdom Tutoring, Winter 2008-present
- Copy-Editor, *Africa Writes Back to Self: Metafiction, Gender, Sexuality* by Evan Mwangi (forthcoming monograph from SUNY Press)
- Literature and Composition Instructor, Upward Bound Program, Columbia College Chicago, Summer 2008

## COMMUNITY INVOLVEMENT

- Volunteer Field Trip Assistant, 826 Chicago, Fall 2007-present
- ESL Instructor, Indo-American Center, Fall 2007-Spring 2008
- Judge, Chicago Poetry Out Loud Competition, Spring 2008

### **TEACHING COMPETENCIES**

- Teaching Non-Native speakers (ESL and Non-Native sections of transfer-level English)
- Developmental reading (co-designed curriculum for developmental high school readers)

### **PROFESSIONAL SERVICE**

- Facilitator, Comp Talk, Oakton Community College, Spring 2009
- Member, College Writing Working Group, Oakton Community College, Spring 2009
- Co-Chair, Comparative Literary Studies' Graduate Student Organization, 2005-2007

### **PROFESSIONAL MEMBERSHIPS**

- Conference on College Composition and Communication (CCCC)
- Two Year College Association (TYCA)– Midwest

### **AWARDS AND HONORS**

- Jacques Derrida Prize for Best Essay in Critical Theory, Northwestern University, 2007 (Paper title: “The Politics of Deconstruction as Hyperanalysis: Reading Freud and Derrida”)
- French Interdisciplinary Group Travel Grant, Northwestern University, 2007
- University Fellowship, Northwestern University, 2005
- Phi Beta Kappa Honor Society Inductee, 2003
- Solomon Scholarship, Reed College, 2002-2003

### **REFERENCES**

Prof. Lynn Woodbury  
English Department Chair  
Oakton Community College  
1600 East Golf Road  
Des Plaines, IL 60016  
[woodbury@oakton.edu](mailto:woodbury@oakton.edu)  
847-635-1953

Prof. Jules Law  
Associate Professor of English  
Northwestern University  
215 University Hall  
Evanston, IL 60208  
[jlaw@northwestern.edu](mailto:jlaw@northwestern.edu)  
847-491-7294

Prof. Robert Gundlach  
Writing Program Director  
Northwestern University  
1680 Campus Dr.  
Evanston, IL 60208  
[r-gundlach@northwestern.edu](mailto:r-gundlach@northwestern.edu)  
847-491-7414

Craig Kirsch  
Director, Upward Bound Program  
Columbia College Chicago  
600 S. Michigan Avenue  
Chicago, IL 60605  
[ckirsch@popmail.colum.edu](mailto:ckirsch@popmail.colum.edu)  
312-369-8830

Amanda Vogel  
Vice President of Curriculum and Training  
Nurturing Wisdom Tutoring  
[amanda@nurturingwisdom.com](mailto:amanda@nurturingwisdom.com)  
312-260-7945 x5

## EDUCATION

- May 2008      M.A. Communication  
Baylor University, Waco, Texas  
-Includes International emphasis in London  
-Thesis presented at the National Communication Association conference in San Diego
- May 2006      B.F.A. Theatre Performance  
-Graduated *cum laude*, GPA:3.89/4.0  
-Attended Yale University

## ACADEMIC APPOINTMENTS

- Present        **Speech Instructor:** Oakton Community College, Des Plaines, Illinois  
Courses taught: *Effective Speech, Global Studies Speech*
- Present        **Speech Instructor:** Triton College, River Grove, Illinois  
Courses taught: *Principles of Effective Speaking*
- Present        **Speech Instructor:** DeVry University, Chicago, Illinois  
Courses taught: *Online & Hybrid Professional Communication, Critical Thinking & Group Problem Solving*
- Present        **Speech Instructor:** Elgin Community College, Elgin, Illinois  
Courses taught: *Fundamentals of Speech*
- Present        **Speech Instructor and Speech Forensics Coach:** College of DuPage, Glen Ellyn, Illinois  
Courses taught: *Fundamentals of Public Speaking*
- 2007           **Graduate Assistant Instructor:** Baylor University, Waco, Texas  
Responsibilities:  
Prepared and delivering lectures to undergraduate students  
Evaluated and graded 500 students' public speeches, class work, and examinations
- 2007           **Research Assistant:** Baylor University, Waco, Texas  
Responsibilities:  
Researched and wrote accurate module type curriculum for at-risk students across Texas.

## ACHIEVEMENTS

- Speech Forensics coach of Phi Ro Pi national champions
- Performance (Detailed resume on request)  
Plays, independent films, television commercials
- Baylor University leadership conference  
Selected out of 15,000 individuals to be one of 22 chosen to participate

EDUCATION

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**Simmons College, Graduate School of Library  
and Information Science, Boston**

*Masters in Library and Information Science.*

**Department of Education, Oxford University, Oxford**

*Masters in the Theory and Practice of Education*

**Institute of Education, Oxford**

*Diploma in teaching*

**University of Ceylon, Peradeniya, Ceylon**

*Bachelor of Art with Honors*

PROFESSIONAL EXPERIENCE

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**Adjunct Professor, Oakton Community College Library** 2005-

- Provide research, reference, and instructional services to the college community.
- Create original catalog records for books, media, periodicals, electronic resources, and special collections.
- Assist copy catalogers in resolving cataloging problems.
- Train staff members in copy cataloging.

**Original Cataloger, Loyola University Chicago Libraries** 1986-2004

- Cataloged monographs, serials and audio-visual materials according to AACR 2R, Library of Congress Rule Interpretations and Library of Congress Subject Headings and classification system. Cataloged materials in English, German, French, Italian and Latin.
- Created and verified online authority records for personal, corporate, conference, uniform titles, names and series headings.
- Kept abreast of the latest developments in the standards of cataloging through professional publications, seminars, colleagues, online resources, OLAC meetings and the annual ALA conference.
- Assisted copy catalogers in resolving cataloging problems.
- Responsible for resolving cataloging and classification problems for the Library in Rome.

**Special Achievements:**

- Served as Administrative Head of Cataloging Department for one year.
- Ensured the smooth operation and efficient workflow of the Original Cataloging Unit while also training new and temporary catalogers.
- Participated in the library's automation project and continued to
- Evaluated updates and testing programs for its online system, Voyager.

- Wrote policy and procedure for the Original Cataloging Department and for the Rome Center Library in Rome.
- Created a database of over 7000 audio-visual items about 30 percent of which required original cataloging.
- Chaired the Audio-Visual Catalogers Interest Group meetings in Chicago for over 4 years.
- Volunteered cataloging assistance for foreign materials and Asian language expertise for the Chicago Public Library, some suburban libraries and the Newberry Library.
- Served on the Task Force for Reorganization of Loyola's Technical Services.
- Worked as part-time Reference Librarian for five years, conducted workshops and instruction classes for both faculty and students.

**Project Indexer, Africana Library, Northwestern University, Evanston. IL. 1985-1986**

- Created bibliographic records in standard MARC format in NOTIS for over 12,000 items in the Africana Vertical Files.
- Wrote training manual for project assistants.
- Hired, trained and supervised 3 full-time staff members and 2 student workers.
- Increased efficiency by preparing written progress and statistical reports.

**Head of Cataloging/Processing, Sangamon State University, Springfield. IL. 1984-1985**

- Administered the Cataloging Unit by planning, organizing and evaluating its processes.
- Trained and supervised staff of 6 catalogers.
- Prepared and conducted in-house workshops.
- Administered the Processing Unit with a staff of 3 full-time and 3 part-time staff workers.

**Cataloger, Center for Research Libraries, Chicago 1982-1983**

- Responsible for the original cataloging of serials and monographs. Maintained the Center's manual authority file.
- Trained and familiarized non-cataloging staff with OCLC and changes caused by the adoption of AACR2.

**Cataloging Assistant, Systems Office, Widener Library, Harvard University 1979-1981**

- Responsible for copy cataloging serials and monographs.
- Inputted records for most of the libraries in the Harvard University Library complex.

**OTHER PROFESSIONAL EXPERIENCE**

---

**Chicago Public Library 1988-1998**

- Worked as a consultant on several projects in the cataloging of foreign language materials.

**C. Berger and Company 1992-1995**

- Baker and McKenzie's Library Automation Project
- Harza Engineering's Library Automation Project

**Chair, Chicago Area Audio-Visual Catalogers Interest Group 1994-1998**

**LYNN F. WOODBURY**  
**English Department Chair**  
**Oakton Community College**  
**1600 East Golf Road**  
**Des Plaines, IL 60016**

**EDUCATION**

B.A. San Jose State University, English (June, 1971)  
Ph.D. University of California, Santa Cruz, Literature (March, 1983)  
Doctoral Dissertation: "Elizabeth Gaskell and the Victorian Outsider"

**TEACHING EXPERIENCE**

Oakton Community College (1991-current), Professor  
Developmental Composition, Composition, Introduction to Fiction,  
various special topics in literature, honors research paper special topics  
courses

Northeastern Illinois University (1989-1991), Visiting Lecturer  
Language Competence Skills, ESL, Academic Skills

Loyola University (1986-1989), Instructor  
Society in Literature, Women in Literature (WI), Shakespeare, Human  
Values in Literature

Illinois Institute of Technology (1985-1986), Visiting Lecturer  
English 101, American Literature Before 1900, Contemporary American  
Novel

University of Hartford (Spring, 1985), Instructor  
English 101 (Foreign Students)

Yale University (Fall, 1984), Instructor  
English 101 (Principles of Writing)

Brown University (Fall, 1983), Adjunct Assistant Professor  
English 2 (Research in Critical and Scholarly Writing)

**PRESENTATIONS**

"An Ethical Program for Evaluating Adjunct Faculty," Chair Academy 11<sup>th</sup>  
International Conference for Community College Leaders, February, 2002

"Reaffirming First Year Writing Courses," Half Day Workshop presenter, CCCC  
Convention, March 1996

"Teaching English at a Community College," Loyola University Graduate  
Students in English invited presenter, Spring 1995

Panelist, "Other Choices, Other Voices from Women in the Academy," CCCC  
Convention, March 1994

"What's Wrong with Freshman Composition: the Need for Role Models," Penn  
State Conference on Rhetoric and Composition, July 1990

"Identity and the Voice/Void of Writing;" Conference on College Composition  
and Communication, March 1990

"Professing Composition: Creating Standards, Loosening Canons" Modern Language Association Annual Convention, Deborah H. Holdstein, co-author, December 1988

"What Can Writing Do: Elizabeth Gaskell's Therapeutic Use of Writing" Women's Studies Program, University of Wisconsin, Madison, April 1987

### **ACADEMIC SERVICE (sample)**

2000-current

English Department Chair

2004-current

Next Step anti-racism organizing group

2004-2005; 1997-1998

OCCFA Negotiations Committee

2004-2005

Academic Policies and Procedures Task Force

1995-2000

Senate Secretary

1996-1997

NCA Steering Committee

1990

Conference on College Composition and Communication, Local Committee Member

1988-1990

Director, Newberry Library Feminist Critics

### **PROFESSIONAL DEVELOPMENT (recent)**

2006 Philosophy of Race Student-Faculty Seminar

2003 Faculty Seminar on the Middle East

2001 Ethics in Higher Education Seminar

### **ACADEMIC MEMBERSHIP**

The Modern Language Association

Conference on College Composition and Communication

**Linda A. Korbel**  
**Oakton Community College**

**Selected Conference Presentations**

March 2009. Orlando, Florida: Community Colleges for International Development Conference. "In Search of Gandhi's India: Development and Impact of Oakton Community College's Fulbright Hays Group Projects Abroad Grant." Co-presented.

October 2006. Orlando, Florida: Association of Community College Trustees Congress. "Thinking Again, and Anew, about Global Education for the 21<sup>st</sup> Century." Co-presented.

September 2005. Seattle, Washington: Association of Community College Trustees Congress. "Preparing Students to be Competent Players in the Global Economy." Co-presented.

April 2005. Boston, Massachusetts: American Association of Community Colleges Annual Convention. "Leadership for Global Education: The View from the President's Chair." Co-presented.

April 2004. Minneapolis, Minnesota: American Association of Community Colleges Annual Convention. "State Global Education Consortia: A Model for Sharing Resources and Programs." Co-presented

April 2003. Dallas, Texas: American Association of Community Colleges Annual Convention. "The Intercultural Connection." Co-presented.

October 2002. Okmulgee, Oklahoma: Oklahoma Global Education Conference. "L'Union Fait la Force!" Keynote address.

September 2002. Philadelphia, Pennsylvania: Association of Community College Trustees Annual Convention. "The Intercultural Connection."

October 2001. San Diego, California: Association of Community College Trustees Annual Convention. "Community Colleges Go Global!"

April 2001. Chicago, Illinois: American Association of Community Colleges Annual Convention. "Assessing Your College's Global Education Program." Co-presented.

October 2000. Nashville, Tennessee: Association of Community College Trustees Annual Convention. "Beyond Airlie: Working with Community Colleges to Educate Globally Competent Learners." Co-presented.

October 1999. Atlanta, Georgia: Association of Community College Trustees. "*New Expeditions: Charting the Future of Global Education in Community Colleges.*" Co-presented.

February 1999. Huntington Beach, California: Community Colleges for International Development. "Resources and Support Organizations for Internationalizing Curriculum."

November 1998. Boston, Massachusetts: Council on International Educational Exchange Conference. "Educating for the Global Community: A Framework for Community Colleges." Co-presented with Frank Falcetta.

October 1998. St. Paul, Minnesota: Revisioning Global Education for the Millennium Conference. "Internationalizing the Curriculum."

June 1998. Wisconsin Dells, Wisconsin: Summer Institute on International Education. "Global Education in Two-Year Colleges: A Progress Report." Co-presented with Jack Smith.

April 1998. Miami Beach, Florida: American Association of Community Colleges Convention. "Global Education: A Choice or an Imperative?" Co-presented with Michael Murphy.

September 1997. Tulsa, Oklahoma: Global Education in Oklahoma Community Colleges. "Globalizing Curriculum and Programs through Collaborative Efforts." Co-presented with Laura Walker.

April 1997. Anaheim, California: American Association of Community Colleges Convention. "Educating for the Global Community: A Framework for Community Colleges." Co-presented with Jack Smith.

March 1997. Normal, Illinois: Illinois Consortium for International Education/Illinois NAFSA Conference. "Building International Education through Consortia.

September 1994. Vail, Colorado: Colorado Consortium of for International Programming Conference. "Internationalizing Community Colleges."

May 1993. Des Plaines, Illinois: Sister Cities International Conference. "Making the Most of Your World: Collegiate International Networking."

April 1992. Phoenix, Arizona: American Council on International Intercultural Education Annual Conference. "Internationalizing Ourselves: A Project in Building Multicultural Awareness, Linguistic Ability, and Community." Co-presented with Dr. Thomas TenHoeve and Dr. Margaret B. Lee.

October 1991. St. Charles, Illinois: Illinois Council on the Teaching of Foreign Languages Annual Conference. "How Foreign Languages Can Help Internationalize Your Campus." Co-presented with Eiko Fricke and Dr. Marguerite Solari.

October 1988, Rosemont, Illinois: Annual Conference of the Illinois Council on the Teaching of Foreign Languages: "Using Authentic Audio and Video Materials in the Foreign Language Classroom."

**CURRICULUM VITAE**  
JONATHAN MARK KENOYER

**Address:** Department of Anthropology  
5402 Social Science Bldg.  
University of Wisconsin, Madison  
Tel. (608) 262-5696, 262-2866  
FAX (608) 265-4216  
Website: www.harappa.com  
Email: jkenoyer@wisc.edu

**ACADEMIC BACKGROUND**

1983 Ph.D., University of California, Berkeley  
Dept. of South and Southeast Asian Studies,  
Doctoral Dissertation: *Shell Working Industries of the Indus Civilization:  
An Archaeological and Ethnographic Perspective*. Advisor Dr. George F. Dales

**LANGUAGES:** Urdu, Hindi, Bengali (fluent) French, Italian (reading)

**RECENT AWARDS**

2005-08 Global Heritage Fund: Harappa conservation and Museum Development  
2005-09 Global Heritage Fund: Indus-Saraswati Heritage Center Museum Development  
1999-2009 Annual donations from HARAPPA.COM for ongoing research at Harappa  
1999-2009 Harappa Project Support, Peabody Museum of Anthropology, Harvard University  
1998-2001 National Endowment for the Humanities: Excavations at Harappa

**ADMINISTRATIVE OFFICES**

2005-11 American Institute of Pakistan Studies, President  
2008-10 Council of American Overseas Research Centers- Executive Committee  
2000-04, 2007-09 Dept of Anthropology, U of Wisconsin-Madison, Department Chair  
2007-09 American Institute of Bangladesh Studies, Treasurer  
2004-08 Center for South Asia, University of Wisconsin, Madison, Director  
2004-08 South Asia Summer Language Institute (held at U. W. Madison), Director,

**RECENT PUBLICATIONS****Monographs**

2009 *Ancient Cities of the Indus Valley Civilization, 2<sup>nd</sup>, Revised Edition*, Oxford University Press and American Institute of Pakistan Studies, Karachi (**In Preparation**).  
2009 *Ancient India: From the Indus Valley to The Gupta Period*. Facts on File, New York. (**In Preparation**)  
2005 *The Ancient South Asian World*, J. M. Kenoyer and Kimberly Heuston. Oxford University Press, New York. (for 6<sup>th</sup> Grade World History)  
2004 *Sarang and Jeevai: A coloring book story of the ancient Indus Valley*. (Published in Urdu) Oxford University Press, Karachi. (for children)

**Edited volumes**

- 2009 *Indus Valley Archaeology: Recent Research and New Directions*. Wisconsin Archaeology Reports, Volume 4. Department of Anthropology, U. W. Madison. **(In Press)**
- 1994 *From Sumer to Meluhha: Contributions to the Archaeology of South and West Asia in Memory of George F. Dales, Jr.* Wisconsin Archaeology Reports, Volume 3. Department of Anthropology, U. W. Madison.
- 1989 *Old Problems and New Perspectives in the Archaeology of South Asia*. Wisconsin Archaeology Reports, Volume 2. Department of Anthropology, U. W. Madison.

**Recent Articles in Journals**

- 2008 Collaborative Archaeological Research in Pakistan and India: Patterns and Processes. *The SAA Archaeological Record*:
- 2008 What is it, Reading the Clues, What's New, Face to Face with History (4 articles) In *Ingenuity along the Indus: Birth of a Civilization*, edited by Rosalie F. Baker and Charles F. Baker. *Calliope* 18(5).
- 2005 Steatite and Faience Manufacturing at Harappa: New Evidence from Mound E Excavations 2000-2001. *Museum Journal* (National Museum of Pakistan) Vol. III & IV (Jan – Dec 2002): 43-56.

**Recent Articles in edited volumes**

- 2009 Graphic Design of Indus Seals: Geometric, Naturalistic and Narrative Motifs. In *Visual Culture in Pakistan*, edited by Saima Zaidi, pp. (In press). Prince Claus Funds Library, The Hague: Den Haag, Netherlands.
- 2008 Marine and Riverine Trade of the Indus Cities: Strategies for Research and Interpretation. In *Proceedings of the International Seminar on Marine Archaeology -3*, 23-24 Aug 2007, edited by Alok Tripathi. pp (In Press) Archaeological Survey of India: New Delhi
- 2008 Measuring the Harappan World: Insights into Indus Order and Cosmology. In *Measuring the World and Beyond: The genesis of quantification and cosmology*, edited by Iain Morley and Colin Renfrew, pp. (In press). McDonald Institute for Archaeological Research, Cambridge. Cambridge University Press: Cambridge.
- 2008 The Origin and Character of Indus Urbanism: New Perspectives and Challenges. In *Ancient City: New Perspectives on Urbanism in the Old and New World*. Edited by J. Marcus and J. A. Sabloff: pp. 183-208. Sante Fe, SAR Press/National Academy of Sciences.
- 2008 The Early Indus Script at Harappa: Origins and Development, by J. M. Kenoyer and R. H. Meadow. In *Intercultural Relations between South and Southwest Asia. Studies in Commemoration of E.C. L. During-Caspers (1934-1996)*, edited by E. Olijdam and R. H. Spoor, pp. 124-131. *BAR International Series 1826*. Oxford: Archaeopress.
- 2008 Indus and Mesopotamian Trade Networks: New Insights from Shell and Carnelian Artifacts, In *Intercultural Relations between South and Southwest Asia. Studies in Commemoration of E.C. L. During-Caspers (1934-1996)*, pp. 19-28. edited by E. Olijdam and R. H. Spoor. *BAR International Series 1826*. Oxford: Archaeopress.
- 2008 Harappa Excavations 1998-1999: New evidence for the development and manifestation of the Harappan phenomenon. by R. H. Meadow and J. M. Kenoyer. In *South Asian Archaeology 1999*, pp. 85-109. edited by E. M. Raven, Egbert Forsten: Groningen.

## **CURRICULUM VITAE Addendum**

JONATHAN MARK KENOYER

### **Language / Culture related projects**

**LANGUAGES:** Urdu, Hindi, Bengali (fluent) French, Italian (reading)

### **AWARDS**

2006-2010 Center For South Asia – Title VI including Language training

2006-2010 American Institute of Pakistan Studies – Title VI – includes Urdu language pedagogy and materials development

### **ADMINISTRATIVE OFFICE**

2005-11 American Institute of Pakistan Studies, President

- includes work on Urdu teaching materials, collaboration with Urdu On-line project with the Language Institute (Diana Murphy)

2008-10 Council of American Overseas Research Centers- Executive Committee

- includes consultation on Language Programs

2000-04, 2007-09 Dept of Anthropology, U of Wisconsin-Madison, Department Chair

2007-09 American Institute of Bangladesh Studies, Treasurer

2004-09 Center for South Asia, University of Wisconsin, Madison, Director

- includes work on Hindi and Urdu teaching materials, Urdu On-line project with the Language Institute (Diana Murphy)

2004-09 South Asia Summer Language Institute (held at U. W. Madison), Director,

### **OTHER POSITIONS**

2006 Guest Presenter for Pakistani Truck Artists at the *40<sup>th</sup> Annual Smithsonian Folklife Festival*. June 30 - July 11, Smithsonian Institution, Office of Folklife Programs, Washington, D.C.

2002 Presenter for Afghan Bead Makers and Gandhara Stone Carvers at the *36th Annual Smithsonian Folklife Festival: The Silkroad - Connecting Cultures, Creating Trust*, June 23-July7, Smithsonian Institution, Office of Folklife Programs, Washington, D.C.

1986 April to August: Program Assistant, Smithsonian Institution, Office of Folklife Programs, Washington, D.C.

1985 February to August: Program Assistant, Smithsonian Institution, Office of Folklife Programs, Washington, D.C. Coordinate and supervise the participants for the *Aditi Exhibition*, edit the Aditi Catalogue, museum texts, photo documentation and recording, prepare press releases and escort VIPs through the exhibition.

### **FIELDWORK AND PROJECTS**

2005-09 Indus Heritage Centre Development and Planning: M. S. University Baroda, India and Global Heritage Fund, Palo Alto, CA, USA.

### **VIDEOS / FILMS / WEB**

Consultant 2007: *The Secret World of Wellness – Ancient India*, TV Mini-Series Produced

- by Peter Bardehle, Kurt Langbein, and Wolfgang Thaler, VIDICOM, Hamburg, Germany.
- Consultant 1994-95: Silent Walls of the Indus - Marathon Productions, The Learning Channel
- Consultant 1994-95: The Indus Story - Educational Program developed by The Ohio State University, ACCAD. <http://www.cgrg.ohiostate.edu/~waynec/Indus.html>

#### **OTHER DISPLAYS / EXHIBITIONS**

- 2004 Gandhara Stone Carving: A living Art of Pakistan. UW Campus, Elvehjem Museum of Art, Global View, Wisconsin, Madison Area Technical College/South Asia Conference, and Asian Art Museum.
- 2002 Truck Painters of Pakistan and Stone Carvers of Pakistan at the Smithsonian Silk road Festival. Dept. of Anthropology, U.W. Madison.
- 2002 Presenter for Afghan Bead Makers and Gandhara Stone Carvers at the *36th Annual Smithsonian Folklife Festival: The Silkroad - Connecting Cultures, Creating Trust*, June 23-July7, Washington, DC.
- 1994 *Agate Bead Industries of Gujarat*, The Bead Museum, Prescott, Az.
- 1992-93 *Native North American Basketry*, (with B. Gebauer) and *Native North American Beadwork*, (with B. Gebauer). Dept. of Anthropology, U.W. Madison.
- 1991-92 *Style, Status, and States: The Ethnology of Beads (Agate Bead Industries of Gujarat: An Ethnoarchaeological Approach)*. The Tozzer Library and the Peabody Museum of Archaeology and Ethnology, Harvard University
- 1990-91 *Agate Bead Industries of Gujarat: An Ethnoarchaeological Approach*. Dept. of Anthropology, U.W. Madison.
- 1990-91 *Agate Bead Industries of Gujarat: An Ethnoarchaeological Approach*. Dept. of Archaeology and Ancient History Museum, M. S. University, Baroda, India.
- 1985 *Aditi: A Celebration of Life*. Assisted the designer, Rajeev Sethi in setting up displays and maintaining them over the course of the two month exhibition. Assisted in the editing of the text panels and also the exhibition catalogue.
- 1980 *Shell Industries of South Asia: Past and Present The Conch Shell Industry of Bengal*, exhibited at U. C. Berkeley, U. of Chicago, and U. of Wisconsin. by J. M. Kenoyer and A. N. Sarkar

**Lalita du Perron**  
*Curriculum Vitae*

**e-mail** duperron@southasia.wisc.edu

**Nationality** Dutch

**Languages** Dutch, English, Hindi, German (fluent)  
French (good reading knowledge)  
Arabic (Egyptian dialect), basic knowledge  
Urdu, Sanskrit, classical Greek, Latin

**Affiliations** Fellow, Royal Asiatic Society  
Reviews Editor, *South Asia Research*

**Education**

**BA** BA (Hons) Class I, awarded 1993  
Religious Studies with Linguistics  
SOAS, University of London

**PhD** Awarded 2000  
Department of the Cultures and Languages of  
South Asia at SOAS, thesis: *The Lyrics of Thumri:  
Hindi Poetry in a Musical Genre*

**Professional Experience**

**2009-present** Associate Director, Center for South Asia, UW-Madison

**2000 - present** Hindi Examiner, International Baccalaureate Organization (Higher and Standard Levels)

**2008 – 2009** Consultant, Indialink Culture & Language Training

**2002-2006** Researcher ('The songs of North Indian art music')  
Department of Music, SOAS

**2001 - 2008** Hindi Examiner, King's College and The London Business School

**2000-2002** Assistant Librarian, The Royal Asiatic Society

**1997 - 2006** Hindi Teacher, SOAS, University of London  
(Beginners', Intermediate and Advanced Hindi, Modern Hindi Texts, Intro to South Asian Studies)

**Publications**

**Monograph**

*Hindi Poetry in a Musical Genre: Thumri Lyrics*, Oxford: Routledge (Curzon/Royal Asiatic Society series), 2007.

**Articles:**

'The role of aesthetic theory in the interpretation and performance of a modern genre', *SOAS Literary Review*, Autumn 2000.

'Thumri: A discussion of the female voice of Hindustani music', *Modern Asian Studies* 35/2,

2001.

‘The lyrics of *thumri*’, in *Devotional Literature in South Asia : Current Research 1997-2000 : Proceedings of the Eighth International Conference on Early Literature in New Indo-Aryan Languages*, ed. Winand M. Callewaert and Dieter Taillieu. New Delhi, Manohar, 2002.

‘Shellac, bakelite, vinyl and paper: Artefacts and representations of North Indian art music’, (co-written with Nicolas Magriel), in *Oral Tradition: Performance Literature*, vol. 20, no.1, March, 2005.

‘Bhakti texts in the °yāl songs of North India’, in *Bhakti in Current Research, 2001-2003*, ed. Monika Boehm-Tettelbach, Delhi: Manohar, 2005.

‘Tawāyaf’, in *Keywords in South Asian Studies*, 2006, online:  
<http://www.soas.ac.uk/centres/centreinfo.cfm?navid=912>

#### Contributions

Song text transcriptions and translations for *The Raga Guide*, ed. Joep Bor, Nimbus Records, UK 1999.

#### In Press

‘Sadarang, Adarang, Sabrang: Colourful Poetry in Hindustani Music, in *Before the Divide: Intermediary genres in Hindi/Urdu*, ed. Francesca Orsini, Delhi: Orient Longman, 2008.

‘The language of seduction in courtesan performance’, in *Music, Dance and The Art of Seduction*, ed. Frank Kouwenhoven and James Kippen, Leiden: CHIME, 2008.

#### Forthcoming

*Khyal: Songs of North Indian Art Music*, co-written with Nicolas Magriel, Delhi: Manohar, 2010

1999-2001      **Associate Student Services Specialist**  
Office of International Studies and Programs University of Wisconsin-Madison

Administered the College Year in India—Madurai Program, in Tamilnadu, for 2 consecutive years.

Organized a 7-day orientation to program site. Presented lectures on culture shock and reverse culture shock. Coordinated 1-week long architectural tour, 9 fieldtrips, 10+ cultural events and weekly lecture series. Constructed a 5-day fieldwork methodology curriculum during a village stay. Developed questionnaire in Tamil for students to use during the village stay.

Facilitated communication between the on-site staff, administration, and students. Wrote 3 program reports per year. Updated handbooks and site-specific information for program brochures. Supervised local program staff and Resident Coordinator. Arranged public functions to promote program on site.

Summer 2001      **Project Assistant**      College Year in India and Nepal Program Orientation  
Office of International Studies and Programs University of Wisconsin-Madison

Summer 1998      **Project Assistant**      College Year in India and Nepal Program Orientation  
Office of International Studies and Programs University of Wisconsin-Madison

Spring 1998      **Project Assistant**  
Center for South Asia University of Wisconsin-Madison

Summer 1997      **Project Assistant**      College Year in India and Nepal Program Orientation  
Office of International Studies and Programs University of Wisconsin-Madison

## PROGRAM DEVELOPMENT

Winter 07—Winter 08 ***Co-leader, Wisconsin Rural Leadership Program (UW-Extension) study program to India.*** Pre-planning for the trip included a 2-week planning trip in India with the Executive Director. Duties included: contacting and collaborating with businesses, colleges, NGOs and government organizations (including USEFI, American Center (American Consulate), USAID, as well as Indian government agencies and board); creating itinerary for in-country program; collaborate with co-leader on academic seminar themes and reading packets; providing pre-departure orientation; as well as in-country guidance.

Spring 2007— Co-organized ***“Doing Business in India,” seminar*** for a group of executives from Manitowoc Crane Company with representative from the Office of Corporate Relations, Division of International Studies, CIBER (Center for International Business for Education and Research), and members of the CSA Faculty.

Fall 06— Spring 2007 ***“Behind the Headlines”*** 25 teachers participated in the Fall 2006 series; and 30 teachers participated in the Spring 2007 series. Collaborated with other Title VI centers on campus. Offered input in course syllabus, reading questions, facilitated discussion, and reviewed final projects for UW credit. Gave a presentation on: ***“India: Democracy in the age of Globalization.”***

Fall 06—Coordinated the ***5<sup>th</sup> Annual International Children’s and Young Adult Literature Celebration*** (November 2006). Invited and coordinated the travel and participation of 4 award-winning authors for an all-day workshop for K12 teachers, librarians, college professors, and children’s literature enthusiasts.

Fall 06—Organized teacher’s workshop ***“Asia in Your Community,”*** an all-day workshop for K-12 teachers. Explored local resources for teachers and students in the Madison area: community and religious centers, restaurants, museums, dance and martial arts centers. Co-sponsored by the Center for Southeast Asian Studies, and the Center for East Asian Studies.



University of Wisconsin-Madison  
**CENTER FOR SOUTH ASIA**  
*A Title VI National Resource Center*  
203 Ingraham Hall, 1155 Observatory Drive  
Madison, WI 53706  
Telephone: 608/262-4884  
Fax: 608/265-3062  
<http://southasia.wisc.edu>

Prof. Katherine Schuster  
Coordinator, Global Studies Program  
Oakton Community College  
1900 E. Golf Rd.  
Des Plaines, IL 60640

April 14<sup>th</sup>, 2009

Dear Professor Schuster,

**Re: Title 6a Collaboration – Oakton College and University of Wisconsin - Madison**

I am delighted to offer the Center for South Asia's support for the proposed collaboration between our Center and Oakton Community College.

As discussed in our meeting, I am willing to serve as the External Evaluator of the Oakton Community College South Asian Studies program. Dr. Lalita du Perron, our Associate Director, is happy to oversee the implementation of a Hindi/Urdu program, and collaborate with you on the development of an online Hindi course using materials already developed by the Center for South Asia. Rachel Weiss, our Assistant Director and Outreach Specialist, will be able to assist you with developing your faculty professional development plans.

In addition, we are happy to recommend and help recruit relevant Faculty to serve as area expert consultants and to help you with your Lecture Series. The Center for South Asia is willing to host and help plan a one-day symposium / retreat for the area experts and Oakton curriculum development faculty in the Fall semesters of year one and two of the grant. Oakton Community College will cover the transportation, food and lodging costs of the Oakton faculty members.

Please contact me if you require further information.

Sincerely,

J. Mark Kenoyer  
Director

***Prakash C. Sarangi***

Ph. D. (Rochester)

Professor of Political Science  
& Director, International Affairs



**University of Hyderabad**  
Hyderabad 500046 (India)  
Email: [international@uohyd.ernet.in](mailto:international@uohyd.ernet.in)  
Tel: +91-40-23132100

If funded, this grant will allow us to plan, develop, and carry out programs with Oakton Community College that will both strengthen and improve undergraduate instruction in Global Studies, specifically increasing capacity to infuse content on India, South Asia, and the Hindi and Urdu languages at Oakton Community College; and, provide interesting and meaningful international opportunities in the United States for our faculty members.

We look forward to meeting with the two-person team from Oakton in July 2009 to work out the details of a program in which our institution will collaborate with Oakton in order to develop:

- A two-week faculty exchange program between Oakton and our institution
- A study abroad opportunity for Oakton students to attend our institution in India
- A two week professional development opportunity at our institution for Oakton faculty members
- A semester-long teaching opportunity for Oakton to host a visiting scholar from our institution

If you need any further information, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Prakash Sarangi'.

Prakash Sarangi

***Prakash C. Sarangi***  
Ph. D. (Rochester)  
Professor of Political Science  
& Director, International Affairs



**University of Hyderabad**  
Hyderabad 500046 (India)  
Email: [international@uohyd.ernet.in](mailto:international@uohyd.ernet.in)  
Tel: +91-40-23132100

April 20, 2009

Dr. Katherine Schuster  
Global Studies Coordinator  
Oakton Community College  
1600 E. Golf Rd.  
Des Plaines, Illinois 60016  
USA

Dear Dr. Schuster,

I am pleased to write this Letter of Support for "Building Global Studies Capacities and Opportunities Related to India, South Asia, and the Urdu and Hindi Languages" Undergraduate International Studies and Foreign Language Grant Proposal Submitted by Oakton Community College, April 2009.

Created by an Act of the Indian Parliament, the University of Hyderabad, has, over three decades, distinguished itself as one of the best in the country as a centre for teaching, research and innovations. With a highly qualified and internationally renowned faculty, motivated students, scholars, and support staff, it has carried out cutting edge research in disciplines such as the sciences, social sciences, humanities, technology, visual arts, communication, management and continuing education.

Right from its inception, the University has pioneered teaching, research and extension activities in the best possible manner, keeping with the mandate given to it by the nation. It has vigorously sought interdisciplinary and interface studies in frontier areas across disciplines. It has hired high quality faculty, and the admission of outstanding students, at the national and international level, while keeping its commitment to the important goal of social justice. Today, it has a thriving undergraduate program of the integrated kind, and its post-graduate studies and research programs rival some of the best in the country. It has broken fresh ground in the Study in India (SIP) program involving international students.

We, at the University of Hyderabad, are interested and willing to collaborate with Oakton Community College on their Undergraduate International Studies and Foreign Language Grant, awarded by the U.S. Department of Education.

A handwritten signature in black ink, appearing to read "Prakash C. Sarangi".

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Final Budget.pdf**

## Pathways to South Asia: Building Global Studies Capacities And Opportunities Related To South Asia And The Hindi And Urdu Languages

### LINE-ITEM BUDGET AND NARRATIVE

Personnel	Year 1: Grant Funded	Year 1: OCC Match	Year 2: Grant Funded	Year 2: OCC Match	Total
<p><i>The Personnel Section includes release time for Project Director, Associate Director, student study abroad supervisor, and Administrative Supervisor, who will manage the grant and oversee curriculum development, study abroad, faculty professional development and all other facets of the grant project. This section also includes payment to the Hindi-Urdu instructor, which directly references Objective One in the grant project. In addition, it includes payment for class instruction to a visiting scholar from the University of Hyderabad, referenced in Objective Four. Personnel costs at Oakton are calculated using Lecture Hour Equivalents. Faculty annual salary is based on full-load of 30 LHEs per Year, or 15 LHEs per semester of 16 weeks. To calculate the in-kind match, Oakton calculates the per-LHE rate of each faculty member, multiplies it by the number of LHEs release time granted, and subtracts the cost of a replacement faculty member from that cost. Standard rate for a replacement adjunct faculty member is \$800/LHE.</i></p>					
Project Director, Dr. Katherine Schuster. Manages grant, oversees program, budget, curriculum development, special events, recruitment, liaises with Dept. of Ed, works with University of Hyderabad.					
In-kind. $\$69,102/\text{Year}/30 \text{ LHEs} = \$2303/\text{LHE} \times 6 = \$13,820 - \$4,800 = 9020$ Year 1 ; $71,866/30 = \$2396 \times 6 = \$14373 - \$4,800 = \$9573$ Year 2		\$ 9,020		\$ 9,573	\$ 18,593
In-kind. .5 LHE from Global Studies release time @ 2302/LHE Year 1 = 1151; @2396/LHE Year 2 = 1198.		\$ 1,151		\$ 1,198	\$ 2,349
Adjunct replacement faculty @ 6 LHEs/Year x \$2400/course	\$ 4,800		\$ 4,800		\$ 9,600
Associate Director Dr. Madhuri Deshmukh. Manages curriculum development and India-based initiatives					



Student study abroad supervisor @ 14%				\$ 518	\$ 518
GS Administrator @ 28%		\$ 1,596		\$ 996	\$ 2,592
Sub-total Fringe Benefits = \$8,775		\$ 4,480		\$ 4,554	\$ 9,034
<b>Travel</b>		<b>Year 1: Grant Funded</b>	<b>Year 1: OCC Match</b>	<b>Year 2: Grant Funded</b>	<b>Year 2: OCC Match</b>
<p><i>The travel opportunities listed below directly relate to Objective Four - establish opportunities for students and faculty members to study in India and participate in exchanges. Funds are provided in this section for two-week faculty seminar in India, preliminary advance team contractual visit to India to set up the faculty and student programs and the visiting scholar. The travel also includes the faculty professional development workshops at the Center for South Asia, Madison, WI, referenced in Objective Three, and faculty attendance at area workshops, referenced in Objective Two. The budget also includes the required annual attendance at the grant conference for each Year for two individuals.</i></p>					
Two-week faculty seminar at the University of Hyderabad, winter or summer 2010	\$ 14,778	\$ 7,800			\$ 22,578
6 representatives x \$3763/ person = 22,578:					
Airfare: Chicago-Hyderabad (includes 15% contingency) =\$2,000					
Airfare Hyderabad to Delhi = \$250					
Lodging at University's International House @ \$180/week double occupancy					
Meals in Hyderabad = \$100/week					
Housing (inc. breakfast) in Hans Hotel, Delhi @ \$600/week (double room)					
Meals in Delhi = \$200/week					
Tours, entrance fees and tips in Hyderabad & Delhi = \$300					
Speaker honoraria in Hyderabad = \$133 (shared cost based on 6 participants, 8 speakers @ \$100/speaker)					
<b>OCC Cash = \$1,000 professional development funds = \$6,000;</b>					
\$300 individual contribution = \$1800					

Symposium to UW-Madison for curriculum developers Sept. Year 1&2 Oakton travel funds					
2 Oakton buses (135 miles x .56/mile x 4= \$302)		\$ 302		\$ 302	\$ 604
One night lodging at \$50 per person, double occupancy, x 12		\$ 600		\$ 600	\$ 1,200
Per diem = \$35 per day x 2 days x 12 = 840		\$ 840		\$ 840	\$ 1,680
1-week visit to Hyderabad by 2 OCC employees, including 1 authorized to sign contracts for study abroad arrangements & 1 curriculum specialist. Total \$3,498/person	\$ 3,498	\$ 3,498			\$ 6,996
Airfare - \$2,000					
Lodging @ 1/2 DoS rate Hyderabad = 1/2 \$297x7= \$1,043					
M&I Hyderabad @ 1/2 DoS rate x 7 = \$315					
Local travel = \$100					
Visa = \$40					
OCC match = Administrative travel.					
Host visiting scholar from University of Hyderabad for one semester					
Per diem @ \$125/day x 120 days (salary, travel paid by University)			\$ 15,000		\$ 15,000
Project Director and Supervising Administrator or Associate Director to attend annual federal conference @ \$1500 each	\$ 3,000		\$ 3,000		\$ 6,000
Tuition and/or fees for OCC faculty to attend professional workshops & seminars in Chicago area					
Six \$500 scholarships will be awarded to faculty on a competitive basis each year for attendance at professional development events.	\$ 3,000		\$ 3,000		\$ 6,000
<b>Total Travel: \$59,436</b>	<b>\$ 24,276</b>	<b>\$ 13,040</b>	<b>\$ 21,000</b>	<b>\$ 1,742</b>	<b>\$ 60,058</b>
<b>Supplies</b>	<b>Year 1: Grant Funded</b>	<b>Year 1: OCC Match</b>	<b>Year 2: Grant Funded</b>	<b>Year 2: OCC Match</b>	<b>Total</b>
<i>Supplies and materials referenced in this section primarily provide for additional library materials, referenced in Objective Two, and provide additional software language programs for the Oakton language laboratories, listed in Objective One.</i>					

Library and curriculum materials = books, journal subscriptions, DVDs, etc.	\$ 1,000		\$ 500		\$ 1,500
Software, language laboratory and other	\$ 2,500		\$ -		\$ 2,500
Office supplies = in-kind OCC Division contribution, Expendable supplies = pens, paper, etc.		\$ 300		\$ 300	\$ 600
Total Contributions Supplies: \$4,432	\$ 3,500	\$ 300	\$ 500	\$ 300	\$ 4,600
<b>Contractual Services</b>					
	<b>Year 1: Grant Funded</b>	<b>Year 1: OCC Match</b>	<b>Year 2: Grant Funded</b>	<b>Year 2: OCC Match</b>	
<i>Contractual services include costs of curriculum development for both foreign language and South Asia courses, which references Objective Three, professional development and cultural competency for Oakton employees which refers to Objective Two, and support for students learning Hindi/Urdu, which tracks to Objective One.</i>					
External Evaluator: Dr. J. Mark Kenoyer, Director of the Center for South Asia, from University of Wisconsin, Madison.					
3 days/Year @ \$500/day, Years 1 and 2	\$ 1,500		\$ 1,500		\$ 3,000
Consultant to create curriculum for four semesters of Hindi-Urdu (Oakton negotiated rate)	\$ 3,000				\$ 3,000
"Pathways to South Asia" Employee Learning Cohort: Series of four 4-hour topical sessions for Oakton staff, administrators and faculty over 16-week period in Spring of Year 1 to generate interest in and celebrate the advent of South Asia curriculum at Oakton.					
4 speakers at \$500/speaker, plus \$200 materials and expenses for sessions.	\$ 2,800				\$ 2,800
Facility @ \$296, transportation, refreshments and audio-visual equipment /computer use @ \$242 in kind/cash @ 588/session session		\$ 2,352			\$ 2,352
Curriculum development: Stipends to faculty to develop appropriate new curriculum. \$700 to supplement existing course; \$1,500 to develop new course. 14 supplemented, 4 new classes Year 1. 12 supplemented, 2 new Year 2.					

Develop 4 new courses in Year 1, 2 new courses in Year 2, @ \$1500 each.	\$ 6,000		\$ 3,000		\$ 9,000
Develop supplemental curriculum for 14 existing courses in Year 1, 10 existing courses in Year 2, @ \$680/course (amount is equivalent to 1 hour overload)	\$ 9,520		\$ 6,800		\$ 16,320
Honoraria for visiting University of Hyderabad faculty member, Spring 2011					
Scholar will design programs and speak at faculty development workshop, speakers series at OCC and elsewhere			\$ 2,400		\$ 2,400
IT Support for conversion of UW-Madison online Hindi course (120 hours @ \$50/hour)		\$ 6,000			\$ 6,000
Professional development opportunities for Hindi-Urdu instructor, especially in teaching of heritage speakers) OCC match through Center for Professional Development	\$ 500	\$ 500			\$ 1,000
Campus-wide speakers series' on South Asia - Oct. and February Yr 1 and Yrs 2. Average \$500 per speaker (includes travel), OCC match from Honors Program, Global Studies program, Global Business program, Center for Professional Development, student organizations		\$ 1,000		\$ 1,000	\$ 2,000
Student tutor, weekly Hindi-Urdu language corner in Oakton Learning Center					
1 x \$10/hr x 1 hr/wk x 15 wks x 2 semesters/Year 1; 2 hr/wk Year 2	\$ 300		\$ 600		\$ 900
<b>Total Contractual</b>	<b>\$ 23,620</b>	<b>\$ 9,852</b>	<b>\$ 14,300</b>	<b>\$ 1,000</b>	<b>\$ 48,772</b>
<b>Other</b>	<b>Year 1: Grant Funded</b>	<b>Year 1: OCC Match</b>	<b>Year 2: Grant Funded</b>	<b>Year 2: OCC Match</b>	<b>Total</b>
<i>Expenses in this section focus primarily on Objective Five, which deals with dissemination of information regarding South Asia initiatives. It also provides partial cost of academic program for students in Hyderabad (Objective Four) and tuition waivers for faculty, staff and students taking the Master Class in Hindi/Urdu (Objective One).</i>					

Meeting expense: Community-wide presentation and dissemination of work of curriculum development of faculty members, April Year 1 OCC in-kind match for poster presentations, facilities, marketing and incidental expenses		\$ 250		\$ 250	\$ 500
Meeting expense: Culminating conference on South Asia project, April Year 2. Invitations will be issues to ICISP members, Fulbright-Hays Group Projects Abroad participants, UW-Madison Center for South Asia faculty, the community, Oakton students and employees. Invitations and postage @ 500x .42 postage + .68 printing= \$550, speaker fees @ 8 speakers (3 panelists, 4 sessions, 1 keynote) @ avg. \$350 = \$2800; food at \$16.50x50= \$825; program, handouts @ \$2/attendee = \$100			\$ 4,275		\$ 4,275
Business Conference Center room rental (dining room @ \$480/day, 3 conference rooms at \$814/day)				\$ 1,294	
Audio-visual equipment (3 LCD projectors @ \$242, 3 laptops @ 151; 12x12 projector at \$85; 2 wireless microphones at \$72; table microphone at \$14, lavalier microphone @ 19).				\$ 1,441	
Master Class: OCC tuition waivers for 10 employees to attend Hindi/Urdu class each semester @ \$285/3 credit class.					
\$285/3-hour course tuition waiver, 2 courses, 10 students per course.				\$ 5,700	\$ 5,700
Marketing for program: includes \$1000 (10 hours @ \$100/hour) in kind staff time for design of brochures and other materials for program, \$500 printing costs for brochures and copying & materials for DVDs for distribution, \$500 for advertising and \$500 for staff time inkind for creating publicity materials for area media.	\$ 500	\$ 2,000	\$ 500	\$ 2,000	\$ 5,000
Scholarships to students who take part in the pilot summer study abroad opportunity in India.			\$ 11,000		\$ 11,000
Indirect Costs @ 8% (CFR 76.564(c)(2))		\$ 4,727		\$ 5,278	\$ 10,005
Subtotal other	\$ 500	\$ 6,977	\$ 15,775	\$ 15,963	\$ 39,215
<b>TOTAL</b>	<b>\$ 59,096</b>	<b>\$ 68,150</b>	<b>\$ 65,975</b>	<b>\$ 69,327</b>	<b>\$ 262,549</b>

Project Costs	Year 1	Year 2	Total
TOTAL DIRECT:	\$ 59,096	\$ 65,975	\$ 125,071
TOTAL CONTRIBUTIONS:	\$ 68,150	\$ 69,327	\$ 137,478
TOTAL Project:	\$ 127,246	\$ 135,302	\$ 262,549