

Fulbright Scholar Programs

2010–2011 SCHOLAR-IN-RESIDENCE PROGRAM

Fulbright Scholar-in-Residence Program

Application Deadline: October 15, 2009

OVERVIEW AND PURPOSE

The worldwide Fulbright Scholar-in-Residence (SIR) Program brings Visiting Scholars from abroad to lecture at U.S. colleges and universities to significantly internationalize host institution campuses and curricula.

U.S. institutions of higher education submit proposals to the Council for International Exchange of Scholars (CIES) to request scholars for one or both semesters of the 2010-2011 academic year to teach (primarily at the undergraduate level) and consult in world area studies programs, interdisciplinary programs that focus on global issues or courses where participation of a Visiting Scholar can provide a cross-cultural or international perspective.

Scholars-in-Residence participate in a variety of campus and community activities aimed at strengthening the international resources and programs of their institution and community.

Proposals from all academic disciplines with an international perspective are welcome.

Institutions may suggest suitable candidates or have CIES work with Fulbright commissions and U.S. embassies abroad to recruit a scholar from a particular country or geographic region.

ELIGIBILITY

Proposals are welcome from any individual accredited institution of higher education or consortium of two or more such institutions. Preference is given to institutions that infrequently or have not hosted Visiting Scholars, that serve student populations underrepresented in international exchange programs or serve minority students. This program is particularly appropriate for small liberal arts colleges, minority serving institutions and community colleges. Visiting Scholars must participate in lecturing activities while serving as Fulbright Scholars.

FINANCIAL SUPPORT

Fulbright Scholar-in-Residence grant benefits include: round-trip international air travel, a monthly stipend ranging from \$2,500 to \$2,900, an allowance for up to two dependents and insurance for the scholar. Host institutions generally propose some cost-sharing, such as a salary supplement for the scholar and/or in-kind support such as housing, meals and travel.

Proposal guidelines and application materials are available at www.cies.org/sir/application.htm.

EXAMPLES OF INSTITUTIONS HOSTING SCHOLARS-IN-RESIDENCE

(1) Community Colleges

Bellevue Community College, WA hosted a scholar from Brazil to add a Latin American perspective to its international studies program and social sciences division. The SIR taught interdisciplinary courses in Latin American history, political science, economics and international affairs.

(2) Historically Black Colleges and Universities

Saint Paul's College, VA hosted a scholar from Nigeria. The SIR taught courses in Islamic studies, helped develop the new concentration in religious and philosophical studies, served as a resource to faculty and gave guest lectures in the local community.

(3) Hispanic Serving Institutions

Whittier College, CA hosted an SIR from China who brought first-hand knowledge and awareness of Asian culture and traditions. The SIR taught courses and contributed to the development of a new major in International and Cross-Cultural Studies.

(4) Small Liberal Arts Institutions

Bucknell University, PA hosted a Scholar-in-Residence from the West Bank who enhanced their political science curriculum, teaching two courses on Middle Eastern politics and developing and teaching a new one. The SIR gave guest lectures at numerous neighboring institutions of higher education, religious organizations and civic groups.

(5) State/Regional Universities

State University of New York at Oswego hosted a professor from Calcutta University, India. The Scholar's background in feminist literature and film, women's studies, creative writing and literature in translation qualified her to teach interdisciplinary courses that enriched the university's programs and to lecture widely on campus and in the community.

(6) Major Research Institutions

Indiana University–Purdue University hosted a doctor of philosophy from Uganda. A particular emphasis was given to lecture in various courses of education and social disciplines, aiming at identifying racism, colonialism and poverty in Africa and Uganda as influencing problems in the contemporary life of this region.

FOR ADDITIONAL EXAMPLES, VISIT WWW.CIES.ORG/SIR/STORIES

For more information, contact Program Officer Alma Ford at 202.686.6252 or e-mail SIApps@cies.iie.org

FOR MORE INFORMATION, VISIT WWW.CIES.ORG/SIR

The Fulbright Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is the U.S. government's flagship international exchange program and is supported by the people of the United States and partner countries around the world. For more information, visit fulbright.state.gov.

The Fulbright Scholar Program is administered by CIES. CIES is a division of the Institute of International Education.

E-mail: scholars@cies.iie.org Telephone: 202.686.7877 Web site: www.cies.org



INSTITUTIONAL PROPOSAL SUMMARY COVER SHEET

FULBRIGHT SCHOLAR-IN-RESIDENCE PROGRAM, 2010–2011

Proposals are due by close of business on October 15, 2009.

In addition to submitting your proposal by regular mail, we encourage you to also send an electronic copy to SIRapps@cies.iie.org.

If your institution is designated as a Minority Serving Institution, check the box that applies:

- ☐ Historically Black College or University ☐ Hispanic-Serving Institution ☐ Tribal College or University
☐ Other Minority Serving Institution*

1. U.S. institution and responsible administrative official: (*The responsible administrative official is the person who will confirm the institutional support and authorize the scholar's affiliation if an SIR grant is awarded to the institution. For joint proposals, provide this information for each institution.*)

Name of Institution _____

Responsible Administrative Official

Name and Position (indicate Dr./Mr./Ms. etc.) _____

Office/Department _____

Address/City/State _____

Telephone _____ Fax _____ E-mail _____

By my signature, I confirm the institutional support and authorize the submission of this proposal.

Signature _____ Date _____

If this is a joint proposal, provide the following information for the second institution.

Name of Institution _____

Responsible Administrative Official

Name and Position (indicate Dr./Mr./Ms. etc.) _____

Office/Department _____

Address/City/State _____

Telephone _____ Fax _____ E-mail _____

By my signature, I confirm the institutional support and authorize the submission of this proposal.

Signature _____ Date _____

2. Nearest commercial airport _____

3. Proposed project dates (must fall within 2009-10 academic year, but may begin two weeks before the start of the term) _____

Academic term start date: From: / / (mo/day/year) to: / / (mo/day/year)

4. Financial support: List total support the institution proposes to provide scholar.

a. \$ _____ Salary supplement for the duration of affiliation period listed above

b. \$ _____ In-kind support (housing, meals, car, travel to professional meetings, etc. List each item and estimate the value. Do not include office, library access, secretarial support, computer, books or medical insurance.)

5. Institution's approximate salary ranges

Professor \$ _____ Associate professor \$ _____ Assistant professor \$ _____ Instructor \$ _____

* An institution whose composite student enrollment is at least 50% racial and/or ethnic minority

6. Principal contact for academic arrangements:

Name and Position (indicate Dr./Mr./Ms.) _____
 Department/School/College _____
 Institution _____
 Address _____
 Telephone _____ Fax _____ E-mail Address _____

If this is a joint proposal, provide the following information for the second institution.

Principal contact for academic arrangements:

Name and Position (indicate Dr./Mr./Ms.) _____
 Department/School/College _____
 Institution _____
 Address _____
 Telephone _____ Fax _____ E-mail Address _____

7. Scholar Information (*Complete one column only.*)

If Scholar Is Named:

List the scholar(s) in order of priority, whom you would like to name for this proposal, their academic disciplines, and country of nationality:

Name _____
 Discipline _____
 Country _____
 Name _____
 Discipline _____
 Country _____

If Scholar Is To Be Recruited:

List up to two countries within ONE geographic region (see *list of eligible countries and world regions in Appendix B*) in order of priority:

1. _____
 2. _____
 Preferred academic discipline/field *in order of priority*:
 1. _____
 2. _____

8. List any previous **Fulbright Scholar-in-Residence Program** awards your institution has received since 2005,

Year of previous SIR award _____ Scholar's country of citizenship _____
 Year of previous SIR award _____ Scholar's country of citizenship _____

9. In the space below or on a separate page, write a 50-word summary of your proposal for use by Fulbright review committee and agencies abroad:

PROPOSAL TABLE OF CONTENTS

Fulbright Scholar-in-Residence Program, 2010-2011

	Pages
Part I	
Institutional Profile (Not to exceed three, double-spaced pages using font size 11 for institutions applying alone or five, double-spaced pages for joint proposals)	
A. Information About Institution	_____
B. Institution's current and previous experience with international or area studies programs	_____
Part II-IV	
<i>(Not to exceed 12, double-spaced pages using font size 11 for institutions applying alone or 18, double-spaced pages for joint proposals)</i>	
Part II	
Proposed Program	
(A) Oversight	_____
(B) Academic Program of Scholar	_____
(C) Plans for Other Campus Activities	_____
(D) Community Outreach	_____
(E) Professional Enrichment	_____
(F) Sustainability	_____
(G) Duration of Grant	_____
Part III	
The Scholar	_____
Part IV	
Grant Benefits and Cost-Sharing	_____
Part V	
Attachments	_____
(A) For institutions naming scholars, attach completed Information on Requested Scholar for each scholar (primary and alternate/s) and include curriculum vitae for each scholar	_____
(B) Letters of interest in sharing the scholar from other departments, administrators, institutions, consortium members (if applicable) and community organizations	_____
(C) Sample syllabi or course outlines	_____

Name of institution _____

INFORMATION ON NAMED SCHOLAR

Name and title (*indicate Dr./Mr./Ms.*) _____

Gender: Male _____ Female _____ Marital status: Single _____ Married _____

Position title _____

Department and/or division _____ Telephone _____

Institution _____ City _____

Home address _____ Telephone _____

City and Country _____ E-mail _____

Place of birth (*city and country*) _____

Date of birth (*month/day/year*) _____

Country of citizenship (*and/or permanent residence*) _____

Number of dependents who will probably accompany scholar _____

Academic and professional qualifications (*include highest degree and attach curriculum vitae, if available*)

If the candidate previously taught, studied or undertook research in the United States, please give dates, institutions and purpose.

If scholar was a Fulbright lecturer or research grantee, please indicate year and host institution.

English language competency: Limited _____ Good _____ Fluent _____

Is the candidate available for this appointment, if selected? Yes _____ No _____

Please indicate how your institution knows this scholar. Additional comments welcome:

Fulbright Scholar-in-Residence Program
Council for International Exchange of Scholars
3007 Tilden Street, NW, Suite 5L
Washington, DC 20008-3009

Sample Proposal #1

Fulbright Scholar in Residence proposal 2007-2008

Narrative

Part I. Institutional Profile

A. Information about Roanoke College.

1. Roanoke College, founded in 1842, currently enrolls 1,905 full time undergraduate students (43% male, 57% female). Approximately 64% of students live on campus in traditional dormitories and other residences. Roanoke has 120 full time faculty, 95% of whom have the terminal degree in their academic fields. The student population is predominantly one of West and Central European ancestry (92% white) and there are no students from India or South Asia.

2. Roanoke College is located in a metropolitan area of 250,000 persons, surrounded by the scenic Blue Ridge Mountains of Southwestern Virginia. The college is situated one block from Main Street in historic Salem, a town established in 1802 (population: 26,000). Salem shares the valley with the city of Roanoke (pop: 96,000) and Roanoke County (pop: 86,000); the region is located about 3.5 hours southwest of Washington, DC. The Appalachian Trail and the Blue Ridge Parkway are within 20 minutes' drive of the campus and the college is located only 40 minutes from Virginia's largest public university, Virginia Tech.

3. The historic mission of Roanoke College as an international institution dates from the enrollment of its first Korean and Japanese students in the 1890s. The new president of Roanoke College is a native of Germany who earned her advanced degrees from Göttingen Universität. Dr. Sabine O'Hara is a strong supporter of transdisciplinary and international education and she has led the current initiative to re-define the mission of the college and to establish a new general education curriculum. While unveiling the new strategic plan in 2005, Dr. O'Hara said, "The world is complex and interconnected, and we want to prepare our students to meet the challenges they encounter in effective and creative ways."

4. Academic offerings at Roanoke College include 34 majors and 28 minors. The Foreign Languages faculty requires all majors to study outside the U.S., while the multidisciplinary International Relations major recommends that its candidates for the degree study abroad.

5. Roanoke College is closely linked to its wider community, providing on its campus the Center for Community Research, the Center for Religion and Society, and the Center for International Poverty and Resource Studies. The college provides Elderscholar programs to older adults throughout the year, hosts meetings of the Roanoke Valley Sister Cities (six of them) and offers a speaker series to clubs, churches, schools and civic groups. The Business Administration department operates the well-regarded Management Institute, a professional development program for upper management in local companies that runs for ten weeks each year. Despite its reputation as a welcoming destination for people of all races and religions, the cities of Salem and Roanoke are primarily white, middle-class communities which do not routinely conduct business outside the United States.

B. Previous experience with international programs

1. Courses, seminars and workshops. Roanoke requires intermediate language proficiency for all its graduates and provides study in six foreign languages, including majors in French and Spanish; minor in German; and intermediate study in Italian, Japanese, and Russian. Courses in Latin, Greek and Hebrew are offered on demand. Roanoke offers majors in the international disciplines of history, sociology, business, international relations and political science (including a minor in Foreign Politics), along with concentrations in Africa and the African Diaspora, East Asian Studies, Global Business and Latin American Studies. The core Humanities sequence (two courses) incorporates non-western topics each semester, chosen by each instructor. A complete listing of international courses is appended to this application.

2. Foreign study programs at Roanoke College include formal agreements with the International Student Exchange Program (ISEP), a multilateral exchange linked to over 100 foreign universities (Hong Kong, Ghana, Argentina, Finland, etc); University of Ulster; University of East Anglia; Regent's College (London); Zhejiang University (Hangzhou); Kansai Gaidai University (Japan); the CREPUQ consortium of 7 major Quebec universities (McGill, Concordia, U Montreal); Australearn (30 major Australian and New Zealand universities) and the Umbra Institute (Perugia, Italy). In addition, short term courses are offered each May for the Intensive Learning Program (India, England, Peru, Tanzania, Germany, Greece,

Bahamas, Mexico, Japan, Russia and many others). Each summer the Virginia Program in Oxford sends Roanoke students to a history and literature program at St. Anne's College. The Wittenberg (Germany) semester was launched in 2006. Approximately 190 students study abroad each year, but the college has no continuing or affiliated programs in India or South Asia at present.

3. Roanoke College offers an exceptional annual lecture series, the Fowler Program, each year. Lectures have been given by Lech Walesa (2006), Benazir Bhutto, Edward Said, Oscar Arias, Henry Kissinger and Jimmy Carter. Roanoke hosted a national conference on international education in November 2001, titled: "Globalizing Education at Liberal Arts Colleges: Best Practices, Models for the Future". A distinguished historian, Dr. Mohamed El Mansour of Morocco, was the first Fulbright Scholar in Residence at Roanoke in 2003. Dr. El Mansour gave eloquent lectures to campus-wide audiences, made presentations on Islam to local churches and conducted on campus a successful workshop on the teaching of Islam. Also, Dr. Omer Genckaya of Turkey recently lectured at Roanoke as Fulbright Visiting Specialist from the Muslim World in Fall 2005, speaking with groups on campus and in the community in the field of political science (he was made an honorary citizen of Roanoke in a special ceremony at the mayor's office). Invited specialists from Comenius University's Evangelical Theological Faculty in Slovakia have come to the campus in each of the past five years for a year of teaching and/or research. Notably absent from this list are scholars from India and South Asia, despite the importance of the subcontinent to the study of contemporary trade and communications.

4. Foreign students and faculty. Roanoke College welcomes about 48 international students each year, of whom approximately 17 are on exchanges. They come from Bolivia, Pakistan, England, Bulgaria, Nigeria, Canada, Japan, Peru, Costa Rica and many other countries, but the college has not had a student from India in the past seven years. The faculty of 120 includes 12 scholars who were born in other countries (India, Iran, Canada, Spain, Mexico, Venezuela, Japan, China, France, Uganda). Roanoke College and the Hope Fund currently support two Palestinian students at the college each year.

5. Cultural events at the college include the annual International Festival (cultural entertainment) in Spring; International Education Week (luncheon lectures) in Fall; the Faculty's International Cluster; the

International Club; sponsored events by French, Spanish (HOLA, Hispanic Organization for Leadership and Achievement), International Relations (Model UN), Business Clubs; Society of All Religions (SOAR); and the Multicultural Center (Kwanzaa, Ramadan, etc).

C. Objectives of Roanoke College international programs

1. Short term goals (one to five years). Roanoke College intends to increase the enrollment of international students at the college, including students from South Asia, particularly India. The total number of students enrolling in study abroad is expected to increase from 10% of the student body (currently 190 each year) to 15% (or about 300 students annually). New initiatives include a spring break volunteer program that was inaugurated in 2006 with visits to an orphanage in San Salvador, and an indigenous community in Lake Managua. Faculty-led programs such as the new semester in Wittenberg, Germany (inaugurated in 2006) are under consideration for both full term and short terms, and there is strong interest in locating such a program in India.

2. Long term goals (five to ten years)

During the past year, Roanoke College has revised its Strategic Plan for 2015. Among its primary goals, the college is committed to “prepare students to be resourceful, informed and responsible citizens who make a difference in the world.” The Fulbright Scholar will be invited to add his/her insight and experience to the long-range planning for internationalizing the campus and the curriculum.

Part II

A. Oversight

1. Fulbright Steering Committee. The committee will direct the program of the scholar, using the resources of its individual members to orchestrate and manage the scheduling of activities.

a. Dr. Jon Crawford, Director of International Education (Principal Contact with CIES, who will oversee the program). Dr. Crawford is a historian who specializes in early modern Ireland, as well as the campus international officer with responsibility for study abroad and international student services. He has participated in numerous grant activities including National Endowment for the Humanities support for building a Humanities curriculum and Department of Education support for international studies and

area programs. He won a Fulbright award to Germany in Fall 2005 for international education administrators, and he has written two successful grants for Fulbright scholars to teach at Roanoke College.

b. Dr. Larry Lynch, Professor and Chairperson of the Business Administration/Economics Department, will be the academic liaison and will organize the teaching schedule of the Scholar. Dr. Lynch has an engineering background as well as an MBA and the Ph.D. from Virginia Tech, and he is past president of the Association of Collegiate Business Schools and Programs, the Business Department's accrediting body. During the Spring term 2006, Dr. Lynch taught a course in Paris on human behavior in business while on sabbatical leave.

c. Dr. Ali Nazemi, Coordinator of the Computer Information Systems major (Resource Person for Scholar, assistance with campus issues, such as committees, meetings, taxes, etc.). Dr. Nazemi is a native of Iran, knowledgeable about the Middle East and very well-traveled. He possesses degrees in Engineering and Business and is former Faculty Moderator at Roanoke College. He is currently president of the Eastern Region of ACBSP.

d. Dr. Howard Warshawsky, chair of the Public Affairs Department, and Coordinator of the International Relations major (Professional association contact for academic organizations, external meetings, panels). Dr. Warshawsky has taught International Relations at Roanoke College for 30 years, was formerly a Director of International Programs. He is past president of the International Studies Association/South and program coordinator of the Matsushita Foundation grant to support curriculum development in International Relations.

e. Dr. Meeta Mehrotra, Assistant Professor of Sociology (Community Resource person, liaison with public schools, civic organizations, etc.). Dr. Mehrotra is a native of Calcutta, India, who teaches comparative sociology, including the sociology of gender. She is very well connected with the varied ethnic communities in the greater Roanoke area and will introduce the scholar to cohorts at her alma mater, Virginia Tech.

f. Dr. Edward Nik-Khah, Assistant Professor of Economics (Liaison with RC economics faculty members, hold regular meetings with the Scholar, networking with regional economists for both research and discussion, attending annual meetings, etc). Dr. Nik-Khah recently completed the Ph.D. in Economics at the University of Notre Dame; he has also studied at the Erasmus Institute for Philosophy and Economics (EIPE) in Rotterdam. His thesis examines the use of economics in the US electromagnetic spectrum auctions. He is currently researching the emerging consensus around the implementation of public policy through the reengineering of markets.

B. Academic Program of Scholar

1. The Fulbright Scholar will teach a number of courses that draw upon his or her expertise in the field of economics. During the fall semester, the Fulbright Scholar will teach one section of Economics 122 (Macro Economics) and one section of Economics 247 (International Trade and Finance). The exposure of our freshman and sophomore students in the Macroeconomics course to an Indian economist with specialized training in the field of international trade will provide valuable insight to new aspects of the discipline such as development economics and mixed-market economic principles. National income accounting, aggregate supply and demand, fiscal policy, monetary policy and banking are all considered within the framework of achieving the goals of full employment, price stability and growth. The unique conditions of the Indian economy in this regard, with its dynamic entrepreneurs and increasingly educated work force operating within a larger context of rural poverty and illiteracy, should make a fascinating case study. Roanoke College students at the junior and senior level will receive a first hand perspective on International Trade from the Indian economist. The purpose of the International Trade and Finance course is to address trade and globalization from an Indian perspective, including the relationship between economic performance and human welfare. The course will also focus on integrating the foreign trade sector into macroeconomic models which will allow students to consider the dynamic role of contemporary India in the new "Knowledge Economy". India's rather large informal sector will be examined in relation to the performance of its domestic market, strongly influenced by cultural and structural constraints.

During the second semester, the Scholar will repeat the Macro Economics course and will teach one section of Economics 237 (Comparative Economic Systems). The purpose of the Comparative Systems course is to gain insight and understanding regarding the structure and performance of major economic systems and their philosophical and institutional differences. Students will have the opportunity to learn about and discuss the distinctive features of Indian commerce, from its colonial past, through Gandhi's exhortation to return to village economies, to Nehru's experiments with a statist system, and finally to the risk-taking entrepreneurial present with its high-tech sectors in Bangalore and Hyderabad and its financial center in Mumbai (Bombay). In the Macroeconomics course, the scholar will have an enrollment of approximately 25 students (the maximum) in each section, while approximately 15-20 students are expected to enroll in the Trade and Systems courses. Each course will be taught three hours per week for a 13 week semester, using appropriate media and related resources in the classroom. Teaching economics from an Indian perspective will provide Roanoke students with a challenge to their assumptions about the performance of the classical capitalist model in the developing world. The Indian economy is both remarkably dynamic and, in vast sections of the rural hinterland, remarkably underdeveloped in areas where underprivileged populations are prone to mass demonstrations, general strikes and sectarian violence. The scholar will also give students a first-hand review of the practical, in-country performance of the World Bank and the International Monetary Fund. It is anticipated that students from International Relations and other majors are likely to enroll in the upper level courses.

The scholar will work with Dr. Edward Nik-Kah to locate and register for professional conferences, to find appropriate research libraries and to connect him or her with professional colleagues in the region. The Fulbright Scholar will offer a seminar/workshop for the benefit of economics and business faculty during the year (up to 20 persons may attend). The workshop will take place on a weekday afternoon and the provisional topic is the perennial question of globalization, from the perspective of India and South Asia. The Scholar will lead discussion of the work of Tom Friedman, [The World is Flat](#), particularly his chapter on 'The Untouchables' and his concept of 'triple convergence' and offer an Indian perspective on outsourcing, risk-taking, venture capital, interface with local and regional government, etc. Faculty will

also read selections from *Globalization and Its Discontents* and *Making Globalization Work*, both by the Nobel Laureate Joseph Stiglitz; and from Nobel winner Amartya Sen's *Identity and Violence*.

Faculty would respond from the perspective of their own training, then teach the information as a comparative dimension in some of the fundamental courses in both Business Administration and Economics. The goal is to help faculty and students become more familiar with the new business models in the rapidly changing era "beyond globalization", which is about to add roughly 3 billion more people (primarily from India and China) to the global marketplace.

The ultimate aim in all these courses is to introduce American students to another perspective on the world, to include topics frequently omitted in discussions of economic models (the role of the caste system, the impact of religious and cultural tradition on consumer behavior, the coexistence of a statist bureaucratic model and a dynamic entrepreneurial marketplace). It is imperative that Roanoke College students understand the role of India in the new world order, featured recently in the work of Friedman (cited above), *Foreign Affairs* ("The Rise of India") and *TIME* magazine ("India, Inc."). The deep penetration of Indian outsourcing companies into the American economy is merely the harbinger of new phases of growth in the bilateral exchange of goods and services. The goal of the Fulbright Scholar in Residence will be to lead discussion of the role of India and South Asia in the new 'Knowledge Economy', while gaining an appreciation of its distinctive character, its massive domestic markets and its internal contradictions. Learning about the religions of Hinduism, Buddhism, Islam and many others in relation to the economic performance of contemporary Indian society will help American students and members of the larger community to understand how religion, politics and society are closely connected in the Indian sub-continent.

2. The Fulbright Scholar will additionally act as resource person for the campus in the area of general education. The College is currently developing a new general education curriculum with a focus on integrative teaching and learning that will encourage faculty to use core courses to make connections between disciplines, across cultures, and to current world issues. This curriculum will be supported by a major faculty development initiative, consisting in part of seminars and workshops in which over half the

faculty are expected to participate in 2007-2008. Dr. Adrienne Bloss, Assistant Dean for Curricular and Faculty Development will invite the scholar to play a significant role in these workshops, providing insight and leadership in areas as varied as globalization, Indian cultural perspectives, and dealing with the management of change while preserving the traditions of an ancient society. In the current general education curriculum, “Values and the Responsible Life” examines moral and ethical issues “expressed in various traditions of religious, moral and intellectual thought.” The Fulbright Scholar will address the faculty in this general education course on the subject of the role of the individual, rational choice, religious tradition and the legacy of the caste system in contemporary India. Finally, the Fulbright Scholar will offer guest lectures to the sophomore classes in the Humanities curriculum, particularly those in Humanities II which focuses on the modern world since 1815. Topics will include imperialism and decolonization, rival religions in Indian cultures, and the origins of the movement for nonviolent political change through civil disobedience. Invitations from other faculty departments (sociology, public affairs, English, history, religion, etc) in addition to student groups (International Club, Honors, Shades of Maroon [a campus multicultural group], History Society, etc) guarantee that the scholar will have the widest possible circulation of his or her ideas throughout the period of the grant. [See Appendix]

C. Other campus activities

The Fulbright Scholar will be invited to join numerous campus colloquia for discussions and presentations during the academic year. [See Appendix] The Scholar will begin the academic year with a formal Fulbright Lecture to the full campus in Wortmann Ballroom. The provisional title is “India in the Modern World Economy”. The International Cluster, currently chaired by Dr. Rob Willingham (History), is a faculty group that meets monthly to discuss international issues. The Fulbright Scholar will be invited to lecture on regional tensions in South Asia or the legacy of British imperialism, for example. The History Department Colloquium Series, led by Dr. Mark Miller, plans to invite the Fulbright Scholar to lecture in the Spring term on the topic of “Modern Indias: the growth of a nation from disparate origins”, focusing on the distinctive religious, cultural, linguistic and geographical features of the Indian subcontinent. During International Education Week, the Fulbright Scholar will address a coterie of

faculty and students on contemporary India in early November 2007. Suggested topics for these events are “Indian diplomatic relations with the US since 1945” and “The Indian Marketplace: domestic consumption in a changing India, 2007.” In spring 2008 the Fulbright Scholar will be invited to participate in the International Festival, a celebration of world cultures and cuisines, with dancing, music, games and other activities. Traditional Indian dance and Henna hand painting will be featured activities. The International Club has invited the Fulbright Scholar to be an honorary member during his/her visit to campus, and he/she will be included on its monthly outings (visits to Monticello, Washington DC, etc. The Director of the Honors Program, Dr. Michael Hakkenberg, has invited the Fulbright Scholar to address this group of the college’s most promising young intellectuals. There will be a formal lecture in the Fall term, and in spring term an informal Honors discussion will allow students to question the scholar on topics of general interest. Dr. Joshua Rubongoya will invite the Scholar to International Relations classes in both semesters, and to speak to active student societies such as Model United Nations and Amnesty International. Professor Mehrotra of Sociology has invited the Fulbright Scholar to speak to her classes on interdisciplinary issues that connect the fields of economics and sociology. Ms. Helen Diamond-Steele, Director of Multicultural Affairs, will invite the Scholar to address issues of diversity in contemporary India, focusing on religious pluralism, the evolving caste system and the treatment of women. The Asian Students United group will sponsor one of these events on campus. Dr. Michael Heller, of the English Department, has invited the Scholar to teach in his class on Gandhi, and to address other courses in his department. Other venues for dissemination of the Fulbright Scholar’s ideas include the Faculty Forum, the *Brackety-Ack* student newspaper and the student literary magazine, *On Concept’s Edge*.

D. Community Outreach

The Roanoke Valley is home to numerous vital international organizations, from the Local Colors celebration of diversity each May (over 70 nationalities join in) to its Sister Cities (six of them, in China, Russia, France, Kenya, Brazil and Korea). Ms. Pearl Fu, the chairperson of Local Colors, has invited the Fulbright Scholar to participate in an Indian festival during the year and to meet with members of the

board of directors. Dr. Bob Roth, chairperson of Roanoke Valley Sister Cities has welcomed the Fulbright Scholar to meetings of the Sister Cities and to a weekend retreat at his home in Smith Mountain Lake. The Kiwanis and Rotary clubs in Salem and Roanoke have expressed interest in welcoming the Fulbright Scholar to their meetings, while South Roanoke Methodist and the College Lutheran Church would like to invite the scholar to speak on a topic of his or her choosing to their adult classes on interfaith dialogues. Presentations at public schools (K-12) such as Salem High School, Patrick Henry High School (Roanoke) and Hollins University have been organized for the scholar, as well as participation in the on-campus Elderscholar program, at the invitation of Ms. Stephanie Garst, the Director. Dr. Juergen Fleck, Chairperson of the Economics Department of Hollins University, and principal John Hall (Salem High School) have issued special invitations to the scholar. There are substantial communities of Indian and South Asian descent in the Roanoke Valley and they would provide effective support of the scholar during the transition to living in the US. Dr. Meeta Mehrotra will take responsibility for this aspect of community liaison. The mayor of Roanoke, Nelson Harris, has invited the Scholar to his offices and to take part in a meeting with the Roanoke City Council. [See Appendix]

E. Professional enrichment

1. Dr. Warshawsky and Dr. Nazemi will provide the Fulbright Scholar with invitations to attend professional meetings at the regional and national level. For example, the National Association of Economic Educators will hold its in Scottsdale, Arizona (2007). The American Economic Association will hold its meetings in Chicago (2007) and New Orleans (2008).

2. Research libraries available to the Fulbright Scholar include those of the University of Virginia, Virginia Tech and Washington and Lee University, all less than two hours' drive of the campus. The resources of the International Monetary Fund, the World Bank and the Federal Reserve Bank in Washington DC are only 3.5 hours away by car.

F. Sustainability

The sustainability of the Fulbright scholar's impact on campus will be measured in numerous ways. First, we hope to establish an ongoing relationship with Indian universities for exchanges of students and faculty with the US. Secondly, we would like to develop an optional study abroad experience during our May Intensive Learning program that incorporates India as a regular destination. [Please note that the first of these courses was taught in May 2005 by Dr Mehrotra and Dr Kuchar. Others are being considered by Dr. Heller (English) and Dr. Gibbs (History).] Third, general courses taught in the economics department will benefit from the perspective of South Asia, particularly the macroeconomics classes, while the course on Comparative Economics Systems will introduce students to various Asian economies that rely on both socialist and capitalist models. There are currently 416 Business Administration and Economics majors at the college, including prospective majors among underclassmen. Fourth, the Humanities and Values courses in particular will incorporate divergent Indian viewpoints on ideas and events. Fifth, as a result of his/her tenure at the college, other general studies courses will employ more non-western perspectives in the teaching of the first year seminar and particularly the social sciences. In this regard, the purchase of texts, videos and other learning resources for the Fulbright Scholar will become part of a valuable collection on South Asia for instructors in the Humanities and Social Sciences. Sixth, we believe more students will consider study abroad in India and non-western countries by virtue of their exposure to the Fulbright Scholar and his/her ideas. Lastly, faculty and staff will have the opportunity to learn about a world view and a diverse human community that have been at the forefront of national and international news from a recognized and established scholar with strong credentials in India.

G. Duration

The Fulbright Scholar will be available during the academic year 2007-08 from his/her university. He/she would be expected to arrive in Salem by mid-August, departing at the end of May, 2008. The inclusive dates would be August 15, 2007 to May 31, 2008.

III. The Scholar

The impact of the Fulbright Scholar in Residence at Roanoke College will be directly related to the person's breadth of experience and academic training, since the scholar will have opportunities to speak to a number of different audiences and a variety of topics. As the scholar will work primarily in the field of international economics, we are seeking a person with a Ph.D. in the field, a distinguished record of publications and a reputation as a fine teacher. The scholar should have prior experience in teaching to undergraduate audiences who will not be familiar with the cultural and historical setting of India, even though they may have some technical background in the field of economics and/or international relations. The current fascination with India and its market position in the 'Knowledge Economy' has led to a broader set of questions that the Fulbright Scholar might address. For example, does the government of India encourage entrepreneurship and innovation, or have the newly developed companies managed their own incubation through networks and partnerships entirely in the private sector? What is the economic effect of rural poverty and a lack of educational opportunity among the great majority of working class Indians and what is the prospect that the Indian economy will gradually improve living conditions in the countryside and in some of the poorer cities? And how is 'globalization' understood in the Indian economy, in comparison with the US interpretation offered by Friedman and others?

The Fulbright Scholar will be asked to reflect on a number of questions outside the domain of international economics, since the mandate of the Scholar in Residence program is to broaden the academic reach of the scholar to include many campus and community organizations. Consequently, Roanoke College is seeking a person who may also be conversant with abiding issues concerning the Indian subcontinent, from decolonization after British rule to the impact of Gandhi on the formation of the Indian nation and its psyche. The ability to speak on issues of contemporary importance to a general audience is expected, since members of the greater Roanoke community will have questions about the Indian experience with political terrorism in the wake of the bombings in Mumbai during July 2006. And many would also be interested in the less volatile, but equally important, matters of social class, gender equity, religious tolerance, linguistic pluralism, and journalistic practices, for example.

The Fulbright Scholar will also take part in the rhythms of American life and enjoy opportunities for professional enrichment. Members of the Business and Economics faculty will invite the scholar to their homes for traditional holidays. There will be a welcome dinner for the scholar on the first weekend of his/her arrival on campus to meet fellow professors and members of the administration. In addition, the scholar will have opportunities for informal conversation in the Monterey Faculty House, the Mill Mountain Coffee Shop and the Friday evening celebrations ('Fridays on the Quad') for all campus faculty, students and families. The library will provide additional funding for books and the scholar will be eligible to have a personal carrel and access to the efficient interlibrary loan for all writing and research. Opportunities for collaborative research with students and with other members of the department are strongly encouraged.

In summary, Roanoke College is prepared to work with a scholar who is exceptionally well trained in the field of international economics and who is an agile thinker, an astute observer of contemporary India and a facile communicator. The latter is of great importance for our undergraduate audience, since our students have a desire and a need to know more about India yet they have little prior knowledge of South Asia.

Part IV Cost sharing

Roanoke College will provide financial support for the Fulbright Scholar through the resources of the Copenhaver Scholar in Residence fund and the Department of Business Administration. The amount of the Copenhaver stipend will be approximately \$15,000. Also, the Business Department will have resources available to hire a person at half salary to replace a senior faculty member on sabbatical leave, in the amount of \$25,000, in addition to the expected CIES base compensation of \$25,000, for a total salary of \$65,000. The scholar will also be paid 16.25 percent of salary for benefits such as social security, estimated to be \$6,500.00.

The Fulbright committee will be actively engaged in helping the scholar seek appropriate housing near the college campus. The usual rent in this neighborhood ranges from \$600 to \$1,000 per month.

Ancillary support is expected to include the following: the library will set aside \$1,500 for purchase of

books in the field and provide a library carrel; the Business department will provide a travel allowance of \$1,000; and the international education office will supplement the resources for travel to schools, colleges and conferences.

Copenhaver Scholar in Residence	\$15,000
RC faculty replacement salary half time	\$25,000
Travel Allowance	\$ 2,000
Library allocation	\$ 1,500
Benefits at 16.25% of salary	\$ 6,500

The total college contribution will thus amount to: \$49,000.

Part V Attachments

- a. Letters of interest
- b. Sample syllabi and course outlines
- c. Records catalog course titles of international curricula
- d. Faculty in Business and Economics

Sample Proposal #2

Fulbright Scholar-in-Residence Proposal

Pima Community College and The University of Arizona, located in Tucson, Arizona are applying to the Fulbright Scholar- in- Residence Program to bring a Tamil scholar from the University of Jaffna in Sri Lanka to both campuses for the academic year 2007-2008. The purpose of the scholar's visit is to strengthen South Asian Studies on both campuses, and to create stronger ties between the six campuses of the community college and the university.

Part I Institutional Profiles:

A. Pima Community College:

1, Size and characteristics of the student body and faculty. Pima Community College is the sixth largest multi-campus community college in the U.S. and was founded in 1969. Its current enrollment consists of over 75,000 credit and non credit students each year taught by a faculty of 368 full time and 1,057 part-time instructors. The college serves a predominantly Hispanic student body. Many of the students are part-time, attending college while working full time. The West, Downtown and East campuses have the largest student body and the greatest number of course offerings.

2. Location. Pima is located in Tucson, Arizona, (pop.800, 000) in the southeastern part of the state, eighty miles from the Mexican border at an elevation of 2,000 feet. Its six campuses are spread throughout Tucson in order to provide access to learning to as broad a sector of the population as possible.

3. Mission: Pima's mission statement is "to develop our community through learning." Its college goals are: 1) to improve access to all college programs and services; 2) to provide excellent teaching and responsive student services; 3) to prepare a highly skilled workforce; 4) to create student-centered partnerships with colleges and universities; 5) to provide effective developmental and adult basic education 6) to create partnerships with business and industry, the

local schools, government and other constituencies that enhance the community and finally 7) to foster responsible civic engagement. Pima is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

4. Scope of Academic Offerings: On its six campuses the college offers university transfer programs, occupational, developmental, corporate training, community education and general education. The college has twelve degree granting programs through the arts, humanities and languages, business, computer information and technology, education, health related professions, public safety, science and engineering, services and trades, social sciences, and general studies. In addition to traditional classroom hours, the campus offers evening, weekend, year-round distance learning, telecommunication and intensive courses that meet the needs of students who are working full time or who live at a considerable distance from the six college campuses.

5. Community Resources: The cultural traditions of Tucson mix Mexican, Native American and Anglo heritage. Because of Tucson's proximity to the border, Mexican holidays and folk festivals are celebrated here by a vibrant Mexican community. The city has its own opera company, several theater groups, a ballet company, a symphony, a museum of art as well as cultural events associated with UofA Presents. The cultural resources associated with the UofA are vast. The UofA Library contains 4,844,241 volumes and is ranked in the top twenty research libraries in the U.S. Among museums and exhibitions at the UofA are the Center for Creative Photography, one of the premier photography museums in the U.S, the Kitt Peak National Observatory, and the Arizona State Museum. Much of the city is also surrounded by National Park making it from October through May an excellent area within which to enjoy outdoor activity.

A. The University of Arizona

1. Size and characteristics of the student body . The University of Arizona is a student centered research university founded in 1885 as the state's only land grant institution. It currently has a

student body of 28,462 undergraduates and 7,361 graduates, studying in 19 different colleges and a faculty of more than 2,000. There are twice as many in state students as out of state.

2. Location. The University is comprised of two campuses-the main one in Tucson occupying 380 acres and 180 buildings, and a second, smaller one, UA South, 75 miles southeast of Tucson in Sierra Vista. UA South offers upper division programs to allow students from Arizona community colleges to complete a degree. In addition, the University of Arizona has seven off-campus sites, ranging from The College of Medicine in Phoenix to Kitt Peak Observatory outside of Tucson.

3. Mission: The University of Arizona's mission is "to provide the inhabitants of this state with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts and insofar as possible to provide a technical education adapted to the development of the resources peculiar to Arizona"

4. Scope of Academic offerings:

The University of Arizona is one of 62 members in the Association of American Universities, an organization that recognizes universities with particularly strong research and academic components. The university offers 150 undergraduate degree programs in 18 colleges and 12 different schools leading to the Bachelor of Arts, Sciences, the M.A. M.S, M.D, and the Ph.D. Among the programs and departments that are particularly strong are Anthropology, Astronomy, Biomedical Sciences, Business, Lunar and Planetary Sciences, and Optical Sciences.

5. Community Resources. See #5 above.

B. The International Component

Pima Community College

1) Pima is committed to developing an international component to its curriculum and to its campus life. The West Campus of Pima is the only one of the six branches that currently has an international division. The six campuses together offer eleven foreign

languages. A number of courses, predominantly in History and Religion contain an international component, among them Japanese and Chinese Civilization, Latin American History, History of Mexico, Asian Religions, and Religion in Popular Culture.

2) Pima currently has no formal foreign study programs per se for students. However, they have joined in a cooperative relationship with the Instituto Tecnológico de Sonora (ITSON) to award an International Business Management Certificate for Transfer to students from ITSON who complete the required courses at Pima. In addition, they are currently engaged in talks with the Brillat Savarin Schule in Berlin, Germany to create an exchange program between students from this school in Berlin and Pima Community College. Currently there are two Pima students in Germany and two from Germany at Pima for the academic year 2006-2007 as part of the CDS-Congress-Bundestag Exchange Program.

3) Pima has not yet had the opportunity to bring foreign faculty to campus for research or lecturing and has not previously hosted a Fulbright Scholar-in-Residence. The college is eager to do so as part of its plan to “provide opportunities for students, faculty and administrators to expand their global awareness.”

4) There are currently 756 international students on campus, most of whom are from Mexico. Other countries represented include Japan (20), Korean (30), Zambia (6), and Sudan.

5) There are several international student clubs on campus. Most of the cultural events and programs in which the students participate are based in the city. Tucson Meet Yourself, an international food and music fest held in Tucson in October of each year, Mexican cultural events and holidays are examples of some of the community and cultural events available to the students.

The University of Arizona:

1. Consistent with the aims of a large research centered university, the international component at the University of Arizona is well established. Currently there are 16 foreign languages taught on campus as well as 17 others being offered through the Critical Languages Program set up to provide students with instruction in the less commonly taught languages. Departments and programs on campus offering degrees in international areas include Africana Studies, East Asian Studies, French and Italian, Latin American Studies, Near East Studies, Russian and Slavic, Spanish and Portuguese.

2. The university has over 40 university sponsored study abroad programs and provides information for students wishing to apply to other, non UA sponsored, study abroad programs.

3. This academic year there are 728 foreign scholars visiting on campus in units ranging from the sciences to the humanities. During the academic year 2005-6, UA received 38 research awards that involved foreign countries. While UA has not participated in the Fulbright Scholar-in-Residence Program since 2001, it is currently hosting nine Fulbright scholars.

4. Each year the university receives students from over 124 countries. Currently there are 834 undergraduates and 1,612 graduates from foreign countries studying on main campus. In addition, The Center for English as a Second Language (CESL) provides English language courses for 150 students from 35 different countries to enable the students to achieve a level of English sufficient to succeed in the classroom.

5. Cultural events and programs with an international focus are presented by the individual units on campus. Prominent among them are the activities offered by the Center for Middle Eastern Studies which holds a Title VI grant from the Department of Education and provides community outreach in the form of film series and lectures. The campus has four cultural centers (African American, Asian Pacific American, Chicano/Hispanic and Native American) as well as 12 international clubs and organizations for foreign students representing countries from Vietnam to Iran.

professional success of UA graduates; 6) offer departmental incentives to support the further integration of global themes within all course offerings.

Part II Proposed Program for Scholar

A. Oversight: Please note that although this is a joint proposal, for purposes of convenience and streamlining, the paperwork involving the administration of the grant will be handled by the UofA.

On the UofA campus, Dr. Adele Barker, Professor in the Department of Russian and Slavic, will provide guidance to the visiting scholar, including help with orienting him, arranging introductions and setting up events for him within the community. Dr. Barker will be the principal contact for academic arrangements. She spent the academic year 2001-2002 as a Fulbright Scholar in Sri Lanka where she taught at the University of Peradeniya. Since that time she has helped several Sri Lankan students find placement in graduate programs in the United States and the UK and is hopeful that students and professors from the University of Jaffna in the north can have similar opportunities to study and do research in the United States.

Responsibility for organizing the scholar's teaching schedule (in consultation with him) and day to day help with any administrative needs will be handled by the Program in Religious Studies at the University of Arizona.

The Office of International Affairs under the directorship of Kirk Simmons will be responsible for all matters relating to visas etc, and will be the official university liaison with Fulbright.

Pima Ms. Brigid Murphy, Dean of Arts, Communication and Humanities, will be responsible for the scholar's professional life on campus and for arranging his teaching schedule.

B. Academic Program of Scholar

The scholar will divide his time between The University of Arizona and Pima Community College. His presence on both campuses is designed to strengthen South Asian Studies and the study of non-western religions at both institutions, and to expand an international

C. Short-and Long-Term Goals and Objectives

Pima already has a committed interest in South Asia and wishes to expand its offerings both on the West Campus and on those campuses where the international component is underrepresented. Courses in Asian religions on two campuses are part of Pima's college wide initiative to "Inventory current international educational partnerships; strengthen participation in Community College International Development, identify federal funding sources and submit grant proposals, document student outcomes in current international education opportunities, create a realistic model for international education opportunities at the college, and create partnerships between the College and other colleges and universities." The college administration hopes to see substantial progress in each of these categories by end March, 2007. The goals for six to ten years include the establishment of long term student and faculty exchanges with colleges abroad.

At **The University of Arizona** the international dimension that stands to be the most strengthened is the South Asian component. The Program in Religious Studies once taught Hinduism but currently has no one to teach the course. Religious Studies would welcome the presence of such a person on campus both to teach such a course and to offer colloquia on the religions of India (see attached letter from Fr. Burns, Head of Religious Studies at the UofA).

The strategic plan for the next five years at the UofA as set forth by the International Affairs College Advisory Committee includes: 1) Establishing an international center that serves as a nucleus for administrative support of international initiatives in teaching, research, faculty and student exchange; 2) implementing a recruitment and retention program for international students as a key element of the University's overall enrollment management plan; 3) set institutional and departmental targets for expansion of student participation in study abroad and student exchange; 4) recognize all forms of international learning as an integral part of a student's official academic record; 5) reaffirm the importance of foreign language competency to the

faculty presence on Pima's several campuses. Below is a preliminary teaching schedule we have designed for our Fulbright Scholar . We have made every effort to ensure that his schedule is lighter in the fall than in the spring semester, thus allowing him time for adjustment to the culture and to the educational system.

Fall Semester, 2007. Professor Gnanakumaran will be teaching two kinds of courses, those already in existence (Asian Religions) and those that he will be able to design (Hinduism). We hope that Professor Gnanakumaran will bring his own syllabi with him from Sri Lanka in order to design the Hinduism and Topics in Philosophy course in way that reflects his own interests and experience. We hope that these courses will remain on the books at our two institutions even after our scholar's departure for his home country.

Pima:

- 1) Religion 130(Asian Religions).Undergraduate. Professor Gnanakumaran will teach one third of the semester on Hinduism, Dr. Barr the other 2/3. The class meets twice a week for 3 units. **Anticipated enrollment:** 30-35
- 2) One joint Honors Seminar (UofA and Pima) either on Hinduism or on the Sri Lankan civil war and the role of religion in ethnic conflict. Twice a week. 3 units. **Anticipated enrollment:** 10-15

or

University of Arizona:

Undergraduate colloquium on Hinduism in the Program in Religious Studies.

Anticipated enrollment: 10

Spring Semester, 2008:

Pima Special Topics in Philosophy (Philosophy 296). Undergraduate. Twice weekly. 3 units. **Enrollment:** 30. The content of this course changes depending on the professor teaching it. Presumably this term's special topics would be focused on Indian Religions.

Arizona

Undergraduate course on Hinduism. 3 times weekly. 3 units. **Enrollment:30**

C. Plans for Other Campus Activities

Visiting lectures: In addition to the courses he will be teaching, the scholar will be giving visiting lectures in other courses on both campuses. Chief among them will be the course on Indian History taught by Professor Richard Eaton at the University of Arizona. This is an undergraduate course with an approximate enrollment of 40 (see attached letter). Professor Wayne Decker who teaches the undergraduate course on international relations is similarly eager to have the Fulbright scholar come and speak on the civil war in Sri Lanka and on the origins of ethnic conflict (see attached letter). Dr. Patricia MacCorquodale, Dean of the Honors College at the University of Arizona, (see attached letter) would like to have Professor Gnanakumaran speak at one of the Forum Lunches for Honors students held several times a semester. This is an excellent venue that brings together scholars from a variety of areas with some of the brightest students at the University of Arizona. We are also hoping to offer a joint Honors Seminar in the fall, 2007 for both Pima and UofA students, thus forging stronger linkages between the two institutions as per the goals of this proposal. Professor Jacqueline Sharkey, Head of the Department of Journalism is eager for Professor Gnanakumaran to address both faculty and students in the international journalism program (see attached).

At Pima Downtown, Dr. David Bishop, Chair Department of Humanities is eager to have Professor Gnanakumaran come and speak to his Meditation course and Professor Annick Safken would like him to lecture on Hinduism in her Asian Religions class. (see attached).

Faculty Seminars: We also hope to organize several faculty seminars open to faculty from both the UofA and Pima on topics ranging from Religion and Ethnic Fratricide to Prospects for Peace in Sri Lanka.

Co-Sponsored Lecture Series: We wish for this proposal to be collaborative in the best sense of the word. In addition to the courses that the scholar will teach, Professors Barker (UofA),

Barr, (Pima) are working on setting up a sustained co-sponsored lecture series between the two institutions. Possible topics include "Religion and Ethnic Conflict in the Middle East and South Asia." Historically there has been some cooperation between Pima and the UofA in this area. A 1996 lecture series on The Study of Time brought together physicists and astronomers both locally and internationally to the Pima and UofA . While progress towards linking the two campuses has been good, more needs to be done, as UofA students are increasingly taking the bulk of their general education requirements at Pima. Both institutions are experiencing unprecedented budget cuts. Sharing faculty and intellectual resources as a way of developing and strengthening programs is an economically viable way of growing while simultaneously facing cut backs. We feel that the presence on our campuses of this scholar will be an important catalyst in rebuilding joint programs, lecture series and honors courses.

Cultural Events: Faculty and students from both Pima and the UofA will help acquaint the scholar with local cultural and social events. In November of each year, International Education Week sponsored by the U.S. Dept of State and the U.S. Dept. of Education is held on the UofA campus. We intend to involve our visiting scholar in these activities as well as provide an opportunity for him to interact with other Fulbright scholars and students through the UofA Fulbright chapter. Our local chapter has been very active in making cultural events on and off campus available to visiting scholars and students (see attached letter from Carol Bender, President of the local Fulbright Chapter and Dean MacCorquodale).

D. Community Outreach

Other community organizations have expressed strong interest in having our Fulbright scholar come and speak to their groups. We have attached letters from the Tucson Council on International Visitors, the Great Decisions Program, and several high schools, all of whom are interested in hearing about the civil war and the possibility for some kind of sustainable peace in Sri Lanka. We have already made arrangements with the Department of Religious Studies at

Arizona State University (ASU) to bring Professor Gnanakumaran to campus to give a talk either in the fall or spring semester (see attached letter).

The border is part of our community. Issues involving migration have deeply affected life in this part of the United States. We hope that in addition to learning much about Tamil culture in Sri Lanka, we will be able to provide this scholar with an opportunity to learn about our border issues. We intend to give our scholar insight into both sides of the migration debate by taking him to meetings of humanitarian aid organizations in which representatives from Border Patrol come and speak. We have attached a letter from Grace Saint Paul's Church which is closely involved in border issues. Several local churches are committed to the role of religion in bringing about solutions to ethnic and civil conflict both here in the United States and abroad. Both have expressed interest in learning more about the role of Hinduism and Buddhism in bringing about a solution to the ethnic conflict in Sri Lanka.

We would also like to organize, if Professor Gnanakumaran can procure a multiple entry visa, a trip down to the *maquilladoras* communities in Nogales, Arizona for our visiting scholar to give him a sense of the economic and political issues that are part of life on the border. These trips are arranged through Borderlinks, an organization that promotes dialogue across the Arizona/Mexican border.

As part of community outreach, but also as part of sustainability, we are involved in linking this scholar's activities to Tohono O'odham Community College in Sells. TOCC received a Fulbright Scholar-in-Residence Grant for the academic year 2005-2006 to bring in a scholar from Mexico with expertise in the Tohono O'odham language. While at TOCC this scholar made an enormous contribution to the revitalization of the Tohono O'odham language. One of the issues which this scholar addressed at TOCC was that of marginalized cultures and the question of national sovereignty. All three institutions (Pima CC, UofA, and TOCC) felt that it would be useful for this scholar to share his experience regarding issues of homeland, and cultural identity with the students and community at large on the reservation. It will also be an opportunity for our

Fulbright scholar to experience life on the reservation. Please see the attached letter of interest from TOCC.

E. Professional Enrichment : Should Professor Gnanakumaran be chosen to participate in the SIR Program, we want to ensure that all his professional needs are met. At the University of Jaffna, he is actively involved in the administration of the university. Currently he is acting head of the Law Faculty. He is very interested in the mechanisms by which a U.S. university is run as well as in curriculum development. We would like for him to be able to sit in on some administrative meetings at both campuses that involve these two areas. Part of his interest stems from the fact that the University of Jaffna has been isolated from the rest of Sri Lanka, to say nothing of foreign contacts, during the 25 year civil war.

1. English language courses: One of the reasons we are submitting a joint proposal between Pima Community College and the University of Arizona is that the university is able to provide significant resources for Professor Gnanakumaran to pursue his research goals. Towards this end, the Center for English as a Second Language at the UofA is making available two English language courses free of charge to be chosen by the scholar. Although his English is fluent, he wants to work on perfecting his stylistic abilities in written English while he is here. See attached letter.

2. Travel Funds: The University of Arizona plans to make available travel funds to enable him to attend the annual meeting of the Association for South Asian Studies held in Madison, Wisconsin every October. We plan also to make sure that the scholar is able to attend local scholarly meetings in the west and southwest that might be of interest to him.

3. Library holdings: The University of Arizona's library holdings will be an important component of the scholar's professional life here. He wishes to continue doing research on philosophical structure and its psychological significance in Hindu philosophy with special emphasis on Saiva Siddhanta philosophy. Currently the Uof A Library has a significant collection of volumes on the history and religion of South Asia (6,200 volumes on the history of India,

4,000 volumes on Buddhism, 1,600 on Hinduism and nearly 600 specifically on Indian philosophy which is Professor Gnanakumaran's field of expertise. (see attached letter from Professor Richard Eaton). In addition, Dean Carla Stoffle of the University of Arizona Library has made arrangements to donate books to the University of Jaffna Library through Friends of the Library which handles donations of personal collections given to the library and through the library itself (see attached).

F. Sustainability

Both campuses are keen for Professor Gnanakumaran's stay with us to leave a lasting imprint both in terms of courses being taught, faculty seminars being held and increased opportunities for undergraduates to be exposed to South Asian culture. To this end, we hope to see the following kinds of sustained activities as a result of this scholar's presence on our campus.

1. Increased ties between the scholar's home institution-The University of Jaffna-and Pima Community College and the University of Arizona. We hope that this might take the form of student and faculty exchanges. At present we are not in a position to send students or faculty to the University of Jaffna because of the volatile nature of the political situation in the north of Sri Lanka. We will explore with this scholar opportunities to bring Sri Lankan students over here, however.

2. Exploring possibilities for distance learning and setting up virtual classes in computer science and business type courses for students in Sri Lanka from Pima CC. (see attached letter from Dean Ginter at Pima CC).

3. The establishment of a precedent of joint Honors Seminars and lecture series between the UofA and Pima Community College.

4. Setting up ongoing library support. The University of Arizona Library has already sent over books to the University of Kabul in Afghanistan with the help of the Middle East librarian at UA.

5. We hope that the teaching of Hinduism on the UofA campus will provide the stimulus to reestablish a course on South Asian religions as a part of the undergraduate curriculum.

G. Duration of Grant: Both Pima Community College and the University of Arizona wish to host this scholar on camps for the entire academic year 2007-2008. This best suits his needs and ours since his activities will center around at least three different campuses. One semester will not allow him to teach the courses we hope he will teach and simultaneously to pursue his own professional goals. We also request an initial two week period for the scholar to settle in and adjust. The time difference between Sri Lanka and Tucson, Az. is 13 hours; the flight time 22 hours.

Part III The Scholar

We are naming a particular scholar, Professor Naganathan Gnanakumaran, Associate Professor of Philosophy, University of Jaffna, Sri Lanka as a potential Fulbright Scholar in Residence: (Please note that on Professor Gnanakumaran's Curriculum Vitae he is listed as Acting Head of the Department of Law. Professor Gnanakumaran has no training in law but took over this responsibility due to the depletion of the faculty as a result of the civil war).

We chose this scholar both because of our needs at our two institutions to expand the offerings on South Asia, to create increased joint programs between campuses, and to do our part in opening doors at the University of Jaffna. . Professor Gnanakumaran's credentials in his field are excellent. He received his Doctorate in Philosophy in 1987 from Rani Durgavati University in India. He has continued to pursue research in the field of Indian philosophy since that time and has significant publications to his credit. His English is fluent partially as a result of the time he has spent in India and in Sweden. The author of this proposal has met Professor Gnanakumaran personally and can attest to his excellent level of English. He has not previously had a Fulbright, nor has he visited the United States.

Professor Gnanakumaran is also deeply and actively involved in improving the quality of student life at his university. He is a man of seemingly limitless energy who is interested in

curriculum development, in how American universities run, and in forging intellectual exchange on both the student and professorial level. The fact that Professor Gnanakumaran is connected to The University of Jaffna was also an important consideration in putting together this proposal. Jaffna has been underrepresented in the Fulbright competition for years. According to The Fulbright Commission in Sri Lanka, one of the chief problems with other Fulbright grants requiring interviews has been the inability of students and scholars from the north to get down to Colombo for the interview because of the war. At the time of the writing of this proposal, electricity and telephone service are available in Jaffna for only several hours a day. Transportation between Jaffna and Colombo is available only by boat. All roads between north and south are closed.

During the course of the twenty five year-old civil war, the University of Jaffna has remained open the entire time, save for one month. Exchanges with other universities have come to a virtual standstill. In February, 2002, Sinhalese students from the south began studying at the university as did several Muslim students from the northeast in response to an effort by Sri Lankan universities in both the south and the north to set up linkages on the student level. With the outbreak of hostilities in December, 2005, the university lost even the possibility to bring in a diverse population from its own country. We would like to help reopen some of these doors initially through the presence of Professor Gnanakumaran on our campuses. In the event that Professor Gnanakumaran is unable to accept the Fulbright award, we have proposed as alternate Professor Selliah Krishnarajah from the Department of History at the University of Jaffna. We are also willing to accept another scholar and will be pleased to work with CIES on this.

On a personal note, the author of this proposal had the opportunity to see first hand last December the devastation wrought by the civil war in the north of Sri Lanka. That the University of Jaffna managed to stay open and nurture the life of the mind while its students and most of its professors were forced to move, in some cases eighteen times in twenty four years, is a tribute to the seriousness with which education is valued there. I believe that this is what Fulbright stands

for--to forge these kinds of linkages and open doors, particularly when so many other circumstances close those same doors.

Part IV Grant Benefits and Cost Sharing

University of Arizona A serious and protracted budget crisis at the University of Arizona has made it impossible for the university to provide the scholar with a salary supplement. However, the university is providing in-kind-support in the form of:

- 1) \$2,000 towards travel to professional conferences (see attached letter)
- 2) Two free courses at the Center for English as a Second language worth \$9,160 (see attached letter from Dr. Suzanne Panferov).
- 3) Access to books for the University of Jaffna Library (see attached letter from Dean Carla Stoffle)
- 4) Free housing worth \$4,000 (see attached letter from Dean Charles Tatum). While at the writing of this proposal, we have not identified the exact residence, several member from the community have indicated interest in providing the scholar free accommodations in a guest house on their property with living room, bedroom, kitchen and bath close to campus.

Pima Community College

- 1) Preliminary commitment to pay Professor Gnankumaran for the courses he will be teaching (see attached letter from President Lou Albert, Pima Community College). Because of the way Pima CC is structured, he must be certified by the board to teach there before any form of payment can be committed.

Part V: Attachments

1. Sample syllabi from

Professor Richard Eaton, History Dept. University of Arizona

Professor Anoop Chandola , Professor Emeritus University of Arizona

Dr. Stuart Barr, Head of Honors Program, Pima Community College

2. Letters of Support

Pima Community College

Dr. Louis Albert, President West Campus, Pima Community College

Dr. Stuart Barr, Director Honors Program, Pima CC

Dr. David Bishop, Chair, Department of Humanities, Downtown Campus, Pima
Community College

Dr. Mary Beth Ginter, Pima Community College

Ms. Brigid K.C. Murphy, Dean, Arts, Communications and Humanities

University of Arizona

Fr. Robert Burns, Head, Dept of Religious Studies, University of Arizona

Professor Wayne Decker, Director, International Studies, Honors College, University of
Arizona

Professor Richard Eaton, Professor, History Dept. University of Arizona

Professor Jerrold Hogle, Vice Provost for Instruction, University of Arizona

Dean Patrician MacCorquodale, Dean Honors College, University of Arizona

Dr. Suzanne Panferov, Director Center for English as a Second Language, University of
Arizona.

Professor Jacqueline Sharkey, Dept Head Journalism

Dr. Kirk Simmons, Office of International Affairs

Dean Carla Stoffle, Dean University of Arizona Library

Dean Charles Tatum, Humanities College, University of Arizona

Community

Professor Carol Bender, Head, Tucson Chapter, Fulbright Organization

Mr. Bill Creeden, Headmaster, St. Gregory College Preparatory School

Professor Joel Gereboff, Chair., Dept of Religious Studies, Arizona State Univ.

Grace St. Paul's Church

Great Decisions Program

Mr. Pat McAndrew, teacher, University High School

Tucson Council for International Visitors (Eloise Brown, Carol Carpenter)

Dr. Karen Wyndham, Tohono O'odham Community College