Globalization and Societal Change in South India

Joint Application of Austin College and Richland Community College

This document is excerpted from the full application.

For prospective participants, the sections in bold are likely the most informative.

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PLAN OF OPERATION

Overview

The Globalization and Societal Change in South India Project is a joint proposal from Austin College and Richland Community College for a short-term seminar in India in summer 2007. We will explore what factors make globalization possible in this region, and how globalization has changed it. How do religion, culture, linguistics, gender roles, literacy rates, family structure, infrastructure and tourism make globalization more or less likely and how, in turn, has globalization affected them?

Our program will take 15 to 18 college faculty members and K-12 teachers to India for 30 days, following extensive pre-departure preparation for travel. We expect to have 5 to 6 faculty members from Austin College, 5 to 6 from Richland College, and 5 to 6 teachers from K-12 school districts surrounding our colleges. All teachers and faculty members will come from the social sciences or humanities. Project director Dr. Janet Lowry, Associate Professor of Sociology at Austin College will lead the group in India with the help of curriculum specialist Aditi Samarth from Richland College. In India we will hear lectures at area universities, visit historic and cultural sites as well as hi-tech centers, and engage in service projects with local organizations in at least three cities. We will visit Trivandrum, Munnar and Cochin in Kerala, Madurai and Chennai in Tamil Nadu, Hyderabad in Andhra Pradesh, and end in Delhi and Agra. Once back in the US we will follow up on our participants’ curriculum projects with an intermediate consultation, and will require final projects within 30 days of our return. We will create a website to disseminate the results of our project and share resources with other faculty and teachers across the country. We also hope to maintain contacts through continuing service projects at our respective institutions.

How Our Objectives Match Fulbright-Hays GPA Program Goals
Our primary goal is to enhance Asian Studies at both of our institutions as well as infuse Indian culture into area K-12 curriculums by providing on site training for faculty and teachers in South Asian culture, history, art, politics and economics. We hope to promote knowledge of Indian society while creating mutual understanding between our two cultures. We also wish to develop closer ties between our institutions and those we visit in India, with a view to future mutually beneficial academic and cultural exchanges, all goals of the Fulbright-Hays Group Projects Abroad Program. Our focus on South Asia meets the Absolute Priority under 34 CFR 75.105 (c) (3).

Project Justification and Background

In recent years India has entered into the national consciousness on a variety of levels. As more Indians immigrate to the United States, new cultural references are beginning to enter the American vocabulary. In the wake of 9/11, India’s strategic importance to the United States as the world’s largest democracy has increased significantly. In addition, India has become the leading country for business process outsourcing and has developed its own hi-tech industries. One of the factors that has made these developments possible is the widespread use of English in India, making the country easily accessible to global business and tourism.

Despite these exchanges, few Americans have ever visited India or know much about its history and culture. India’s image is one of a developing nation, and reports of great poverty, religious violence and mistreatment of women have dominated our understanding of the country. Yet India is as multicultural as the U.S., and there are great regional variations in culture and development. Kerala, in southwest India, has extremely high literacy rates and the gaps between men and women’s education are small. Global industry has poured into Trivandrum and Cochin as a result. Just eight hours away in Madurai, development has passed the ancient city by and
drawn away many of its educated citizens toward Hyderabad or Chennai, where industry and hi-tech thrive. Yet even in areas where globalization has taken hold, development has been uneven, and has sometimes hurt people more than helped them. In 2005, there was a 36.3% unemployment rate in Trivandrum, one of the earliest beneficiaries of new government development policies in the 1990s. Despite conscious efforts from both government and the private sector, discrimination against women continues throughout India. We hope to explore the reasons for these patterns of development while developing an appreciation for the variety of cultures within India itself.

**Project Design**

**Pre-Departure**

1) The institutions will begin an open and competitive application process for the project in February. Austin College will work with its Teacher Education program to identify a pool of qualified and interested K-12 social studies and humanities teachers in area schools. Richland College will work through existing partnerships with area high schools for dual credit classes to identify potential applicants in their area. Both institutions will make efforts to advertise the opportunity among minority faculty groups and in schools that serve predominantly minority students.

2) Each applicant will submit a one-page curriculum project proposal which a joint committee from Austin College and Richland College will evaluate. The committee will announce its decision by April 30th. Selection criteria will be:

1. Commitment to incorporate Indian material into lasting curriculum projects: 20%
2. Capacity to incorporate materials into courses or curriculum: 20%
3. Creativity of project/curriculum innovations 20%
4. Long term impact of curriculum project to applicant’s institution 20%

5. Interview and references 20%

Our selection process thus ensures equal access without regard to race, color, national origin, gender, age or disability. Both institutions are EEOC compliant, and the faculty involved in the project are committed to encouraging diversity among applicants and to equal treatment to all participants for the duration of the project.

3) In May and June we will hold four pre-departure Saturday seminars to prepare the participants for travel. These meetings will include a basic introduction to the program and the outline and planning of potential service projects, formal lectures on Indian culture, religion, and history, practical “survival guides” to travel in India, and a meeting with representatives of Union Christian College, our hosts in Cochin, who will be visiting the Dallas area in May.

4) Participants will carry out fundraising and educational service programs to prepare for their visit after consulting with our contacts in India to determine the most effective ways we can be of service. We will divide up the group into subcommittees for each site we will visit.

Program in India

- Trivandrum (Thiruvananthapuram): Trivandrum is the state capital and in many ways symbolic of the changes globalization has brought. Home to India’s first space research facility, the city was an early beneficiary of India’s new economic policies of the 1990s. Established in 1995, its Technopark was one of India’s first industrial parks dedicated to software and IT ventures. A historic port for the spice, sandalwood and ivory trade, unlike much of India, Trivandrum was never part of the British colonial Raj.

  Our hosts in Trivandrum will be the staff of Sakhi as well as independent researcher Dr. D. Radha Devi, formerly a demographer for the International Institute of
Population Sciences (IIPS) in Mumbai. Sakhi was started in 1996 as a feminist library, documentation, training and resource center. The organization sponsors training workshops on gender and health, population policy, violence against women, and construction of masculine identities. Their goal is to “sensitize participants on a gender perspective of development issues.” We will participate in service activities related to Sakhi’s mission to help protect women in the region. We will also hear lectures on women’s labor and political action from the Sakhi staff, Dr. Devi, and Dr. Santhosh S., a demographer from the University of Kerala, giving us an overview of India’s population, especially relating to the issues of maternal health and aging.

- **Madurai:** One of India’s oldest cities, Madurai has long been a site of pilgrimage for its spectacular Meenakshi temple complex, a classic example of Dravidian Hindu architecture. It has also become a major center of learning with over ten colleges and universities in the city, including our hosts, Lady Doak College, the oldest college for women in South India. Globalization has passed the city by, but is providing competition for the region’s primary agricultural income. As the city has failed to attract new industry, moreover, there has been a drain of professionals into Chennai and Hyderabad to work in hi-tech ventures. We will hear lectures from Lady Doak faculty members on family life and structure in India. We will also have the opportunity to tour Echo Trust Foundation’s Green Farm, a sustainable agriculture project in the region and explore other service activities.

- **Munnar:** Participants will have the opportunity to visit the tea plantations in the mountains between Kerala and Tamil Nadu. These plantations are a legacy of the British colonial government, and the local architecture reflects European influences.
• **Cochin (Kochi):** Cochin is one of India’s principal seaports. It was a major port in the spice trade and is still home to the International Pepper Exchange and the Spices Board of India. Occupied alternately by the Portuguese, Dutch and British, it is a melting pot of cultures, including 35% Christian population, a significant Muslim population and a historic Jewish community. In 2003, Cochin began a series of initiatives to develop informational technology industries and international trade ventures. Our host in Cochin will be Union Christian College. Members of the faculty there including Dr. Varghese John and Dr. P.J. Cherian will provide lectures on economics and development in India and Dr. Kunikrishnan, from Cochin Science and Technology Center, will lecture on the new industries. Participants will tour a call center and other facilities as well as cultural sites that reflect Cochin’s varied heritage.

• **Chennai (Madras):** Chennai is a traditional industrial and cultural center and host to one of India’s premiere classical dance academies. In recent years Chennai has also become a major center for outsourced jobs, especially in business processing and software. Our host in Chennai will be the Anne Dayanadan of the US Presbyterian Church, whose work is affiliated with the Church of South India, an ecumenical alliance of Protestant churches in South India that coordinates service activities as part of their mission. As part of our visit to Chennai, we will tour a garment factory where women work, visit a girls' school, and meet with a women’s group to discuss service programs they are carrying out for widows and children in the area.

• **Hyderabad:** This city is second only to Bangalore in being a center of the new global technology industry. Founded by Shia Muslims, Hyderabad presents an interesting cultural contrast with our other cities as it has a predominantly Muslim population. The
city is also a major center for academic research at the University of Hyderabad. Our hosts will be the resident director of the Council on International Educational Exchange with staff support from the University of Hyderabad. Here we will have lectures from Dr. Kamal K. Misra, a former Fulbright Scholar-In-Residence at Austin College, on development among tribal groups. Dr. Vinod Pavarala, Dean of the Sarojini Naidu School of Performing Arts, Fine Arts & Communication at the University of Hyderabad, will lecture on the communications revolution. Other faculty from the University of Hyderabad will lecture on development and women in Indian society. Participants will tour nearby cultural sites such as the Salar Jung Museum which has an extensive collection of Islamic art, and examples of Mughal architecture such as the Chowmahalla Palace and the Charminar memorial.

- Delhi: Delhi is the national capital and is the only northern city that the participants will visit, with the exception of the brief side trip to Agra. We will explore the cultural differences between North and South and also have the opportunity to visit British colonial and Mughal sites in the region. Our host will be the Educational Resources Centre Trust which will arrange lecturers from area academic institutions as well as visits to cultural sites accompanied by experts. Participants will visit Qutb Minar, Humayun's Tomb, with Ms. Beeba Sobti, specialist in Mughal History; the National Museum with Dr. Shobita Punja, Consultant, Indian National Trust for Art and Conservation of Heritage (INTACH); and will hear lectures from Dr. T.K. Oommen, Emeritus Professor of Sociology at Jawaharlal Nehru University on caste in India and Dr. Vandana Shiva on national perspectives on development. Participants will attend a screening of the
documentary “Tales of the Night Fairies” a film by Shohini Ghosh about sex workers in Calcutta and will have the opportunity to discuss the film with the filmmaker.

• Agra: The group will travel by bus to Agra, accompanied by a history specialist, with a stop at Akbar's tomb at Sikandra on the way. We will tour the Taj Mahal and have a chance to examine aspects of the tourist industry. On our return to Delhi we will visit Fatehpur Sikri and Itmad-ud-doulah. Participants will have a final free day in Delhi to purchase any curriculum materials they have not yet secured, and then will return to the U.S. the following day.

Post Seminar Phase

1) On August 19th the group will meet to discuss the progress of their curriculum projects.

2) Final reports will be due to the project directors from the participants on September 3. Participants will submit syllabi, lesson plans and other evidence of their projects.

3) In the months following the trip, participants will make presentations to their respective communities on their experiences in India and will engage in service activities to further benefit the programs that they visited.

4) Project directors will continue to maintain contact with the participants on a monthly basis, offering support for projects, attending presentations, administering the evaluation instrument and collecting other assessment data.

5) Within six months of their return the project directors will create a website, linked to both Richland College and Austin College websites, which disseminates the projects of the participants and offers resources for classroom use at a variety of levels. The website will include curriculum units crafted by project participants, focused upon the rich cultural tapestry that is South Asia, as well as information about the Fulbright Hays project itself, and participant
experiences. It may also serve as a clearinghouse for other available resources related to South Asia.

**KEY PERSONNEL**

Dr. Janet Lowry from Austin College and Aditi Samarth from Richland College will provide the leadership for this project. Dr. Lowry has long-standing connections with the Church of South India, Union Christian College, Lady Doak College and the University of Hyderabad. She has led four groups of students to India for similar study trips and participated in the first Council of International Educational Exchange (CIEE) program in India in 2002. In addition, she served as Dean of Social Sciences from 1995 to 1999. Ms. Samarth draws on professional contacts she made as participant in a CIEE program in Delhi and Hyderabad, as well as personal experience traveling in India. The team is familiar with all the sites and personnel involved in India and are experienced in the logistics of working with study groups.

**PLAN FOR EVALUATION**

Using the “CIPP”\(^1\) model we will use measures that not only evaluate but enhance the seminar experience. We will measure content, as well as the development and distribution of curriculum materials. “CIPP” is an acronym that consists of four measures: (1) Context evaluation, (2) Input evaluation, (3) Process evaluation, and (4) Product evaluation. This model provides a framework for not only conceptualizing the seminar but evaluating its implementation. According to the CIPP model, there are four types of evaluation questions.

1. What assessed needs should be addressed?

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2. What are the proposed interventions or tasks to address the needs? By what means can the targeted needs best be addressed, or are the plans of the project appropriately responsive to the assessed need and better than other available courses of action?

3. To what extent is the project appropriately implemented or well executed?

4. What results are produced, and how good and important are they?

Our proposal addresses questions #1 and #2. Therefore, the evaluation will address questions #3 and #4. Our overall premise will be that the purpose of evaluation is to empower people, and as such, we will encourage both subjective self-reflection and objective evaluation. Participants will keep journals on the experience to reflect on learning and program improvement.

**Methods of Evaluation**

1. Data Collection – We will employ participant surveys (PS), content analysis of journal entries (J), and participant observation (PO) by leaders. The tables below indicate questions we will ask and the corresponding method of data collection.

**For pre-departure/orientation phase:**

<table>
<thead>
<tr>
<th>Evaluative Question or Issue</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do participants acquire the competencies required for the trip?</td>
<td>PS, PO</td>
</tr>
<tr>
<td>To what extent do participants learn the cultural histories and current issues of South India?</td>
<td>PS, PO</td>
</tr>
<tr>
<td>Do participants select appropriate curriculum-related teaching units to develop with the new knowledge they will obtain in South India?</td>
<td>PS, PO</td>
</tr>
<tr>
<td>To what extent are participants prepared for service activities?</td>
<td>PS, PO</td>
</tr>
</tbody>
</table>

**For the field trip stage:**

<table>
<thead>
<tr>
<th>Evaluative Question or Issue</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do project participants perform the tasks required of the project?</td>
<td>PO, J</td>
</tr>
<tr>
<td>What impact do the service learning projects have on the participants’ ability to interact appropriately with the South Indian</td>
<td>PO, J</td>
</tr>
</tbody>
</table>
people?

<table>
<thead>
<tr>
<th>Evaluative Question Or Issue</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do the service projects increase participants’ knowledge of South Indian culture?</td>
<td>PS, PO, J</td>
</tr>
<tr>
<td>To what extent do participants learn the cultural histories and current issues of South India?</td>
<td>PS, J</td>
</tr>
<tr>
<td>Does the academic content help participants to identify appropriate course materials and content for their own curriculum projects?</td>
<td>PS, PO</td>
</tr>
<tr>
<td>To what extent were the participants satisfied with the content and effectiveness of the South Indian lecturers in the various seminar topics?</td>
<td>PS, J</td>
</tr>
<tr>
<td>To what extent were the participants satisfied with the types of excursions and activities selected and the knowledge and understanding gained by the experiences?</td>
<td>PS, J</td>
</tr>
</tbody>
</table>

For the post-trip/dissemination stage:

<table>
<thead>
<tr>
<th>Evaluative Question Or Issue</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do project participants perform the tasks?</td>
<td>PS, PO</td>
</tr>
<tr>
<td>Is the web site created and include participant teaching units?</td>
<td>PO</td>
</tr>
</tbody>
</table>

We will develop specific evaluation instruments drawing on these questions to address two areas: 1) the learning of the grant participants and 2) the curriculum/teaching units developed by the participants. We will administer these evaluations at each stage of the process to help us better develop the program. (See Appendix for a sample evaluation instrument.)

ADEQUACY OF RESOURCES

**United States**  Our training in the pre-departure phase and follow up in the post seminar phase can take advantage of excellent facilities and resources at Austin College and Richland College. We have several Asianists on our respective faculties who can give introductory lectures in the pre-departure workshops on the religion, history and culture of India. We can also draw on the experience of over 30 people in the north Texas area who have spent exchange time in Kerala.
and hosted their counterparts here. To help with curriculum projects we have an electronic collection of maps of India, videos, and handouts on cultural practices from the past several years of exchanges to India. We have the necessary projection, duplication, and computer facilities to enhance our workshops. Austin College will provide the mailing, telephone, copying, and printing necessary for these workshops as well as secretarial support in the pre- and post seminar phases.

**In India**

We can employ portable computers and recording devices once in India though power recharging sometimes proves challenging with the need for adapters and occasional power outages. However we will also have computer facilities available to us at the host academic institutions. The libraries in Trivandrum are numerous and varied: two university libraries, a massive public library, and a specialty library at our host Sakhi will provide many written resources for exploration in the first days of study as we adjust to the different hour and customs of the region. The University of Hyderabad, being a central university (funded by the national government) will afford excellent library resources while we are visiting, and the National Museum and Archives of Delhi can help with the close of in country research. Additional cultural resources of dance performances, palaces, temples, mosques, and museums in several locations along the way will broaden our experiences beyond the written word. As we elaborate the plans closer to their implementation, we can incorporate additional cultural activities since musical events are common in the big cities.

**Health and Safety**

Security issues are minimal, though this is a culture where women do not go out at night unaccompanied. Each location in India has infirmaries or hospitals and doctors associated with the university or hosting institution to help provide for the safety of participants. Dr. Lowry has
visited several with students on previous trips and knows the quality and helpfulness of host coordinators in seeing to the quick care and recovery of anyone affected by illness or injury.

**IMPACT OF PROJECT ON AREA STUDIES IN AMERICAN EDUCATION**

The U.S. system of universities, colleges and community colleges offers the most important keys of access to the opportunities the global marketplace creates. Through such institutions, individuals may gain skills that help them bridge cultural and social boundaries that are among the greatest remaining barriers to the free flow of ideas and talents between regions of the globe. Courses in area studies programs are an important component of this cultural bridge building. In addition to creating such courses, the current application brings together college and community college professors and K-12 teachers for the purpose of establishing an ongoing partnership that will solidify relationships between the institutions involved, facilitating future collaborative curricular offerings in Asian Studies, and thereby strengthening both programs.

The interdisciplinary focus of the project will ensure that the investment in faculty training will have greatest possible reach. Applications to participate will come from such diverse fields as art and humanities, religious studies, history, business, and world literature. This project will offer a vital group of faculty and administrators the opportunity to deepen their understanding of the advantages of broadening or “internationalizing” our curriculum, and ways in which we can effectively do so. We anticipate that this program will lead to the offering of increased curricular opportunities focused upon South Asia, and particularly South India. As a criterion for acceptance in the project, all participants will commit to incorporating knowledge of South Asia into foreign language and area studies through the establishment and integration of at least one teaching unit in their curriculum.
The impact that the participants' projects will have on the Austin College curriculum will be immediate. This year Austin College began to offer courses in Hindi on a visiting instructor basis and hopes to make it a permanent feature of the curriculum. More courses on South Asia will stimulate interest among our students to take Hindi in the future. Austin College strongly supports international studies and is a member of the distinguished International 50. Institutions in this select group have exceptional commitments to international education, such as language studies, and study-abroad programs. The International 50 includes other outstanding colleges and universities, such as Amherst, Barnard, Davidson, Smith, Vassar, and Wellesley Colleges. Austin College is the only member in Texas. Thus, the school is extremely supportive of faculty efforts to develop new Asian Studies courses as well as to incorporate international content into the mainstream curriculum. Any curriculum projects participants develop as a result of this project will receive full support from the administration.

Austin College students are involved in a variety of internationally oriented service activities and this project can help focus their efforts on South Asia, an increasingly strategically significant area of the world. One third of Austin College students take at least one course related to Asia in their four years at the institution. The increased opportunity for courses related to South Asia will raise that percentage even further. There is an extremely active Indian Cultural Association student group on campus which would welcome the opportunity to heighten awareness of India. In addition, Austin College has a January Term program through which faculty can take students abroad for firsthand experience of cultures. Austin College faculty who participate in the project will be able to plan more opportunities to take those students to South Asia as well as to incorporate Indian material into on-campus January term courses across the curriculum.
Community colleges are playing an ever-increasing role in the preparation of students for global opportunities both in the country and, more specifically, in the Dallas-Ft. Worth Metroplex. They are the first choice for higher education for more than 10 million students nationwide each year, and more than 100,000 students in the Metroplex. For more than 30 years, Richland College of the Dallas County Community College District (DCCCD) has focused on teaching, learning and community building. In recognition of these efforts, the White House and the Dept. of Commerce named Richland a 2005 recipient of the Malcolm Baldrige National Quality Award, the only community college to have received this award. Richland helps students build their future with courses that can be applied to the first two years of a baccalaureate degree through the two-year college transfer associate degree, the one-year fast track associate degree, associate degrees and one- or two-year certificates in a number of career fields, and training in the latest technology for students who want to advance in their current careers.

This student population is unusually diverse, both ethnically and culturally. Richland College, with a population of more than 14,000 credit students per semester, stands as an exemplar both of the important role played by community colleges and the broad diversity present within this segment of the higher education landscape. If these students are to meet with success in the global marketplace, they must be prepared to respect and understand diversity as well as the complex, interrelated nature of globalization. As teachers, we must be prepared to provide these students with a broader and more realistic exposure to the cultures of specific regions such as South Asia.

This project has the potential to reach a wide spectrum of students and teachers at all levels. Richland houses a first-of-its-kind charter high school on the campus, and these high school students, as well as the dual-credit students from area high schools and students from other
DCCCD campuses, would have the ability to participate in the courses that result from this project. Participating K-12 teachers from the Grayson, Collin, and Dallas County areas will have greater understanding of the culture of the increasing number of Indian students entering the Dallas area and will be able to provide other students with information about India, thus helping to demystify South Asia. In addition, we plan to explore collaborative arrangements between Richland College and Austin College, to allow some students the opportunity to engage in study on both campuses.

Through our service projects we also hope to create permanent ties between academic institutions in North Texas and organizations in India for more than just the project participants. Each participant will prepare service activities related to one of our site visits which will involve dissemination of information about India to their own institution and will draw in other students and teachers. These activities will create dialogue with a group in India that can last beyond the trip itself. They will also serve to make the issues that India faces more concrete to those people who may never visit the country in person. In addition, we hope that they will help to create goodwill between Americans and Indians.

The dissemination phase of this project will include the development of a website to share teaching units and other resources that project participants create with K-12 and college faculty across the country. We also hope to involve our Indian partners in the process of building and adding content to the project website. We believe this website may be a resource in both U.S. and Indian educational settings. Such resources will further expand the reach of this program well beyond the campuses of the schools initiating this application. Locally, project participants will present results to teacher and curriculum administrators in language and area studies
throughout North Texas through the Richland College and Austin College Asian Studies websites, campus presentations, workshops, conferences, peer review journals, and seminars.

Finally, we believe the proposed project will also offer substantial benefits to our cooperating partners in South India. Project presenters will have the opportunity to engage American teachers and faculty in dialogue about the educational systems in these two distinct environments and the evolving interdependence of the two cultures. Service activities will make a constructive and tangible contribution to the communities we visit. It is our desire that this program will lay the foundation for a continuing dialogue between both Indian and American participants.

**RELEVANCE OF PROJECT TO INSTITUTIONAL EDUCATIONAL GOALS AND PROGRAM DEVELOPMENT**

This proposal builds directly on ongoing projects at both Richland Community College and Austin College. It also speaks directly to K-12 curriculum requirements for schools in the State of Texas.

The student body of more than 14,000 college credit students and about 5,000 continuing education students at Richland is internationally and ethnically diverse, speaking more than 79 first languages. Anglo students comprise 46% of Richland's enrollment, while the percentages for other ethnic and racial groups are African-American -16%, Hispanic - 14%, and Asian-American - 14%. Richland also has 8% international students (1,062 students), which comprise 47% of all the foreign students in the DCCCD.

To reflect the diversity of Richland's student population, to create an environment of inclusion for all students, and to ensure global competency among its graduates, Richland
College offers - and is one of the few community colleges to offer - programs in Ethnic Studies. The newest Ethnic Studies program at Richland College is the Asian/Middle Eastern Studies and Asian-American studies program, designed to offer a point of cultural connection for the hundreds of Asian students on the campus and an introduction to cultures of the region for those interested in these areas. As part of this program, Richland has begun offering meaningful and relevant Asian Studies courses and desires to expand these courses to begin offering an emphasis degree in Asian and Asian American Studies.

The Fulbright-Hays GPA will serve as a significant opportunity for faculty to develop new courses or course content focused on South Asia. Specifically, business, language, humanities and social sciences faculty will gain firsthand experience to teach about India and its changing environment in the twenty-first century. Lectures on-site and museum visits that will be a part of the GPA will serve as direct content for course development. Each participant will develop a curriculum project, which will they will share with the college community. The website will also provide resources for other faculty to use in the classroom.

Austin College is currently undergoing a study of ways to further internationalize the campus and to coordinate existing area studies programs. As a member of the International 50 this goal is a high priority for the campus and evolves directly from the college’s Strategic Plan. Specifically, the study focuses on ways in which we can encourage faculty who do not normally include international content in their courses to do so, ways in which we can encourage faculty and students to study abroad, and ways in which we can involve our students in our international focus. This project is an ideal way in which to meet all of these goals. We will recruit from faculty across disciplines in the humanities and social sciences who have little or no knowledge of Asia and who do not currently offer courses with a South Asian focus. The travel portion of
the project will take faculty abroad to India who thus would not likely go otherwise. The service projects the faculty will initiate will involve students on campus as will the resulting curriculum projects.

Austin College has arguably the most active interdisciplinary Asian Studies program in the North Texas region. We offer an Asian Studies minor and are currently drafting a proposal for a major, which should gain approval this year. The program just completed a two-year Department of Education Title VI Undergraduate International Studies and Foreign Language grant to support Japanese language and culture as well as to bring Asian Studies into mainstream courses. The result has been the creation of a number of new courses with Asian content, in a variety of disciplines on campus. Our focus for this period has been largely on East Asia, however, and the program has now assessed a need to develop our South Asian offerings. The recent addition of Hindi to the curriculum has provided additional incentive. In the wake of the UISFL grant, the committee recently drew up a development plan for the next five years outlining ways in which to consolidate our program and add to our strengths. The new plan emphasizes outreach to other academic institutions such as Richland College and surrounding K-12 districts, as well as promotes faculty and student exchanges to Asia. It also focuses on building up the Austin College Asian Studies website as a clearinghouse for information and materials for other schools at all levels. The proposed project addresses all of these goals and furthers the mission of the program both on campus and in the region.

Lastly, Austin College students are extremely interested in foreign relations and international culture. We have a large and active Indian student group on campus that regularly stages Indian cultural events such as an annual Diwali dinner and AC Masala, a multicultural talent show. We also have an active Muslim students’ group which carries out educational
programming and several associations with a larger focus on international culture and relations. Our Model UN program is one of the most respected in the country. Austin College students have a long history of involvement with international service projects, particularly to Mexico and Latin America. In recent years, students have carried out drives for Asian charities. A portion of our annual V-Day performances go to support a women’s protective organization in India. Students raised over $4000 and a ton of medical supplies in three days to take to Thailand in the wake of the December 2004 tsunami. Students also established a permanent Tsunami Relief Committee and partnered with a town in Sri Lanka to carry out rebuilding projects. The service activities we propose will appeal greatly to our students and will involve them in learning more about Indian culture and issues.

The project also relates directly to goals for the K-12 curriculum for Texas teachers. The State Board of Education has adopted a curriculum framework for Texas schools — the Texas Essential Knowledge and Skills (TEKS). These learning standards will help ensure that all students are prepared to meet the challenges ahead of them as they move into the next century. Specifically, this project focuses on requirements for 6th grade social studies as well as high school courses for world history and geography and fine arts courses from kindergarten through high school.

Chapter 113 section 22 describes the TEKS focus for Grade 6. “In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm.” In Sections 113.22 (b) (15-19) the focus is on culture, especially understanding the similarities and differences within and among
cultures in different societies; understanding that certain institutions are basic to all societies, but
caracteristics of these institutions may vary from one society to another; understanding
relationships that exist among world cultures and how they borrow from and influence one
another; understanding the relationship that exists between artistic, creative, and literary
expressions and the societies that produce them; and understanding the relationships among
religion, philosophy, and culture.

Chapter 113 section 33 of TEKS outlines the standards for high school world history
classes. “World History Studies is the only course offering students an overview of the entire
history of humankind. The major emphasis is on the study of significant people, events, and
issues from the earliest times to the present.” Section 113.33 (b) (6) specifies that the student
understand the major developments of civilizations of sub-Saharan Africa, Mesoamerica,
Andean South America, and Asia, especially summarizing the major political, economic, and
cultural developments of civilizations in China, India, and Japan. Section 113.33 (b) (7) requires
that students understand the impact of political and economic imperialism, including the British
Empire, and 113.33 (b) (19) requires that students understand the history and relevance of major
religious and philosophical traditions, including Islam and Hinduism. Section 113.33 (b) (20-22)
focuses on the connections between arts and the times they were created; the roles of women,
children, and families in different historical cultures; and how the development of ideas has
influenced institutions and societies, specifically summarizing the fundamental ideas and
institutions of Eastern civilizations that originated in China and India.

Chapter 113 Section 34 describes the TEKS for World Geography Studies, requiring
students to examine people, places, and environments at local, regional, national, and
international scales from the spatial and ecological perspectives of geography. Students also
must learn the influence of geography on events of the past and present. Chapter 117 focuses on
the K-12 fine arts curriculum. “Four basic strands--perception, creative expression/performance,
historical and cultural heritage, and critical evaluation--provide broad, unifying structures for
organizing the knowledge and skills students are expected to acquire.” While there is emphasis
on American media forms at some level there are multiple opportunities to include nonwestern
perspectives in courses in the fine arts at all levels to meet the Texas standards. The activities we
propose in our project will provide K-12 fine arts teachers and sixth grade and high school social
studies teachers with plenty of material that they can easily incorporate into their classroom and
still meet the TEKS.

In summary, this project is directly relevant to the goals of all three groups included in it:
Richland Community College faculty, Austin College faculty, and Dallas area K-12 teachers.

NEED FOR OVERSEAS EXPERIENCE AND EFFECTIVENESS WITH WHICH
RELEVANT HOST COUNTRY RESOURCES WILL BE UTILIZED

This proposed joint project between Austin College and Richland College aims to
provide participants with the deepest possible integration into the culture of a specific region of
the Indian Subcontinent. There are a number of reasons why firsthand overseas experience is
necessary to achieving the goals of our project.

Most information on India in the media, and even histories of the country, focus on the
region north of the Deccan Plateau. North India is home to the political capital of the state, yet
some of the country’s richest cultural traditions are products of the people and the environment
of South India. The group will visit Trivandrum and Cochin in Kerala, Madurai and Chennai in
Tamil Nadu, Hyderabad in Andhra Pradesh, and end with a stop in Delhi. While these cities offer
broad cultural resources from which to draw, apart from Delhi and Agra, most may not be typical destinations for Western visitors to India. In addition, each city we visit has a unique situation and cultural milieu that is not possible to understand through broad regional generalizations. Thus, we desire through this program to expand the awareness of team participants beyond media-driven stereotypes, allowing them to directly engage with select and lesser-known cultures of South India.

In addition, South India has become a booming economic hub, attracting many global companies to its cities. Indeed, many see the region as a prime engine of future global economic growth and have argued that the future economic security of the U.S. will be tied to ongoing developments in such locations as South India. Our visits to call centers and other sites will illustrate the concept of global economy in a concrete fashion instead of abstractly objectifying its participants. Our service projects will also help to create understanding that globalization is far from a simple issue.

Finally, South India offers unique historical and cultural resources that participants can make use of in their curriculum projects. The region hosts some of the most important examples of Hindu temple architecture and Islamic Mosque architecture, including the extraordinary 17th century Mecca Masjid in Hyderabad and Meenakshi temple in Madurai. The region is also home to unique remnants of the pre-colonial past and the British legacy. We will use these cultural sites and resources as a living classroom, inviting participants into direct contact with these great contemporary and historical resources. In short, the experiences built into this project could not be replicated in a classroom in the United States.

To ensure effective use of resources of the host country we will draw upon the experiences of our project director and curriculum specialist as well as our host institutions in
each region. Our association with academic institutions such as the University of Kerala, UCC, Lady Doak College, the University of Hyderabad, and Jawaharlal Nehru University has opened up a pool of academic expertise from which we will draw our lecturers. Our professional connections to established institutions such as the CIEE program, Study In India program and the Educational Resources Centre Trust ensure smooth coordination of activities, as do our personal connections with organizations such as Sakhi and the Church of South India. Our list of presenters includes both academic speakers and representatives of religious and cultural institutions in the cities we will visit. When possible we are engaging the help of such experts as Dr. Shobita Punja, Consultant, Indian National Trust for Art and Conservation of Heritage to give lectures at cultural sites. Lastly, we are providing opportunities for each participant to make use of the libraries and other resources available at each site to build their curriculum and service projects. Accordingly, we believe this program maximizes use of available resources, both human and physical, at our sites.