

ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR (ZSEIFS) APPLICATION

2014 Seminar Dates: May 18-31*

**These dates are tentative and subject to change.*

Please complete and submit this application along with all required materials to the Office of International Programs (OIP) by COB on the Tuesday preceding Thanksgiving. Application and materials may be emailed to internationalization@wku.edu with ZSEIFS in the subject heading. Selections will be announced by no later than the first week of the January term. If you intend to apply for the ZSEIFS, please contact internationalization@wku.edu in advance. OIP may be able to connect you with relevant contacts at our partner university.

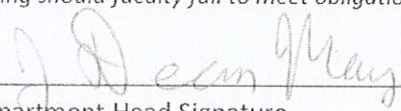
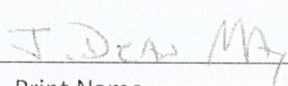
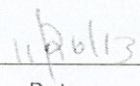
Name of Applicant:	[REDACTED]
Department/School:	Department of Sociology/Elizabethtown-Fort Knox Regional Campus
College:	Potter
(Anticipated) Date of Tenure*:	Fall 2014
Passport Expiration Date: <small>(must be valid six months past program end date)</small>	[REDACTED]

*Tenure not required for consideration.

The cost of the ZSEIFS is TBD. All applicants are required to secure a 1:1 cost share from their home departments along with a college endorsement. Email confirmations from Deans or Department Heads are also accepted. Emails should be sent to internationalization@wku.edu with **ZSEIFS** in the subject line and confirmation of the amount (\$) committed. It is the faculty member's responsibility to share all information related to the ZSEIFS with the relevant Dean or Department Head—namely those items dealing with additional financial responsibility.

Note to Deans and Department Heads:

Funding will be awarded via budget transfer upon return from program. OIP reserves the right to request reimbursement of funding should faculty fail to meet obligations.

		
Department Head Signature	Print Name	Date
Dean Signature	Print Name	Date

Required materials (to be included along with application):

- ✓ Current CV, including complete list of publications
- ✓ Bibliography of the works you intend to utilize in preparation for and during the ZSEIFS (OIP recommends between ten and fifteen)
- ✓ List of at least three contacts made/to be pursued in the target country and an explanation of how each will fit into your goals for the seminar. This list should be developed with the draft itinerary in mind—which may be found on the OIP website. Faculty are not required to have existing/established contacts in the target country. If you have not been able to secure contacts in the target country, please contact OIP. We are willing to assist you in locating/establishing contacts.
- ✓ Teaching schedule for spring semester preceding the ZSEIFS. The information submitted will be used to develop a meeting schedule for the accepted participants. Please complete and include the "ZSEIFS Applicant Schedule Template" available under Forms and Useful Links in your application materials.

Source Recommendations

From your bibliography, please recommend five (5) sources for the entire ZSEIFS group to read in preparation for the seminar. These reading should be disciplinary specific, but general enough to provide necessary background for other participants on the program. OIP and the faculty leader will work together to develop a reading list from all applicants' recommendations.

Applicant sign-off

With my signature on this application, I indicate my willingness to:

PRE-SEMINAR

- Contribute to the ZSEIFS itinerary by developing contacts and helping to secure plans for meetings/events/activities while in-country that would meet both my own professional development goals and the objectives of the IFS;
- Attend all bi-monthly preparatory meetings and sessions during Spring semester leading up to the Seminar. A schedule of meeting dates and times will be provided to each participant by OIP upon announcing selections (no later than start of winter term);
- Complete all assignments and activities related to preparatory meetings by deadlines indicated;

IN-COUNTRY

- Participate in all activities and events unless prevented by illness or injury;

POST-SEMINAR

- Complete End of Seminar report (which will be posted on the OIP website) by no less than 60 days after the Seminar's conclusion; outlining the general outcomes of the seminar and specifically how I plan to include the target/country in my teaching and advising, as well as potential inclusion in new research.
- Add substantial target-country content into courses taught as proposed;
- Contribute to the successful implementation of the IYO program in at least two (2) of the following ways:
 - ❖ Lead a faculty-led study abroad program to the target region/country
 - ❖ Conduct and present on research related to target region/country for campus audience
 - ❖ Coordinate and carry out at least two events (one of which must occur during International Education Week) in the following academic year with the intention of engaging one or more of the following groups: faculty, staff, students or community
 - ❖ Assist in the hosting of guests related to IYO program
- Complete ZSEIFS evaluation document to assist in planning for next year's program

Additionally, I have read and am aware of the physical demands that may be placed on me should I be selected to participate in the ZSEIFS and certify that I am capable of meeting those requirements (See ZSEIFS website for the requirements for the program for which you are applying).

I understand that should I fail to meet my obligations—whether pre-, during, or post-ZSEIFS, OIP reserves the right to remove me from the program or request reimbursement of funding.

Signature of Applicant

Date

11/25/13

Bibliography

General: The book on this list is vital to providing understanding of Ecuador in general. The reader is written by a sociologist so it provides insights not only into history, but also insights that a rural sociologist may find interesting including chapters on race, class gender, inequality, etc.

- Torre. C. & Striffler, S. 2009. The Ecuador Reader: History, Culture and Politics. Duke University Press.

Given the content of the courses I would integrate material from the seminar into it is important to have an understanding of the race, class and gender structures in Ecuador.

- Bauer, D.E. 2010. Re-articulating identity: The Shifting Landscape of Indigenous Politics and Power on the Ecuadorian Coast. *Bulletin of Latin American Research*. 29(2). 170-186.
- Lind, Amy. 2012. Contradictions that Endure: Family Norms, Social Reproduction, and Rafael Correa's Citizen Revolution in Ecuador. *Politics and Gender*. 8(2): 254-261.
- Lind, Amy. 2007. *Gendered Paradoxes: Women's Movements, State Restructuring and Global Development in Ecuador*. Penn State University Press
- Lind, Amy. 2003. Gender and Neoliberal States: Feminists Remake the Nation in Ecuador. *Latin American Perspectives*. 30(1):
- Picq, M. L. 2012. Between the Dock and a Hard Place: Hazards and Opportunities of Legal Pluralism for Indigenous women in Ecuador. *Latin American Politics and Society*. 54(2).
- Radcliffe, S. & A. Pequeno. 2010. Ethnicity, Development and Gender: Tsachila Indigenous Women in Ecuador. *Development and Change*. 41(6): 983-1016.
- Roitman, K. 2011. *Mobilizing Ethnic Identity in the Andes—a Study of Ecuador and Peru*. Lanham: Lexington Books.

Community Development/Community Based Research: The texts/articles in this section are both specific to the Ecuadorian experience with development, particularly tourism, but also a broader perspective on development in Latin American countries with a focus on social change.

- Duffy, L., R.A. Mowatt, C.H. Cnacellor, & D.A. Cardenas. Machismo-Marianismo and the Involvement of Women in a Community Based Tourism Project in Ecuador. *Tourism Analysis*. 17(13): 791-803.
- Erskine, L.M. & D. Meyer. 2012. Influenced and Influential: the Role of Tour Operators and Development Organizations in Tourism and Poverty Reduction in Ecuador. *Journal of Sustainable Tourism*. 20(3): 339-357.
- Escobar. A. 2010. Latin America at a Crossroads: Alternative modernizations, post-liberalism, or post-development? *Cultural Studies*. 24(1).
- McMichael, P. 2011. *Development and Social Change*. Sage Publications

Comments on Networks in Country

I currently do not have any contacts with faculty in Ecuador. However, I do have access to people both at WKU and the University of Missouri that have the necessary contacts in order for me to be successful. My colleague [REDACTED] in the department of Sociology created a course in 2007 focusing on social problems in Ecuador which included a study abroad experience. If accepted for this seminar, I will work closely with her to identify individuals in her network that could facilitate my vision and goals for this seminar. Further, two of my previous professors at the University of Missouri also work within Ecuador on community development issues. I will rely heavily on their networks as well. Given that I learned of this opportunity only 10 days ago, I have yet to secure actual contacts but have every confidence that I will be able to prior to travel.

Teaching, Research and Advising

Goals for the Seminar

- To develop international community development comparative opportunities for students in the form of study abroad and through the use of technology to collaborate with counterparts.
- To integrate comparative material about Ecuador into existing courses.
- To provide international content to regional campus students.

Regional campus students typically have fewer experiences that mirror the opportunities that main campus students are afforded. Regional campus students also face additional barriers to participating in various types of experiences due to full time family and work commitments. However, in the same light the Elizabethtown/Fort Knox Regional campus has recently experienced growth in serving traditional age students in their junior and senior year. As a faculty member at a regional campus I must remain aware of the particular challenges of non-traditional students and the experiences desired by younger students. Participation in this seminar will allow me to create material that provides an international lens for both sets of students.

The courses I've developed over the last four years allow for a seamless restructure to include comparisons between the United States and Ecuador. I teach SOCL 360 Rural and Urban Community, SOCL 312 Collective Behavior and Social Movements, and SOCL 355 Sociology of Gender on a regular basis via the Interactive Video System. These three courses offer ample opportunity to compare community based social problems, how movements such as the women's rights movement have emerged differently in each country and important sociological topics such as gendered labor, globalization, ecotourism as a means of community development among others. Further, because these courses are always offered via IVS this means I reach students not only at the Elizabethtown campus, but also offer sections to Glasgow and Owensboro. I typically reach between 20-25 students per course.

Next, I offer SOCL 362 Race, Class and Gender each Fall semester online with a cap of 45 students with each offering. This course also offers many opportunities to compare perspectives on Race, Class and Gender both within the United States and from an Ecuadorian perspective. Finally, the Department of Sociology is in the process of creating a new concentration in Community, Environment and Development. As part of this new concentration I've proposed SOCL 455 Perspectives in Community Development. This course would also be offered via IVS to each campus. This course would be a wonderful opportunity to include international perspectives on community development.

Technology will not only be useful to reach more students with the course content, but also can be used to provide spaces for collaboration and guest speaking opportunities. It would be a goal in these courses to provide at least one guest speaker. In the past I've used Skype, IVS and Adobe Connect to bring speakers from across the United States. There is no reason this same approach couldn't be used to bring speakers from Ecuador.

Research from a community based perspective is a passion. Therefore, SOCL 455 could also be used as an applied travel experience for those students across both regional campuses and main campus to actually take students to Ecuador to work on community development projects. But, this could also lead to opportunities to bring students from Ecuador to participate in community development projects in the United States in not only projects lead by this faculty member in Kentucky but also in connection to my work with the Institute for Community Based Research at the University of Mississippi. This institute has current community development projects on the Mississippi Gulf Coast and in the Mississippi Delta.

This experience will allow me to contribute to an international focus to the regional campuses in way that is much more focused than simply including material from an international perspective in course work. By being a part of the seminar I can focus on a single country to make comparative work more useful to students rather than the more generic focus that has been taken in the past. I can also use the knowledge gained to create events specific to the Elizabethtown/Fort Knox campus that allow not only WKU students the opportunity to hear about Ecuador, but also Elizabethtown Community and Technical College (ECTC) students given we are located on their campus.

In this same vein, the experience also provides a platform to introduce other international issues to both the regional campuses and ECTC. With the close relationship with Fort Knox, I could envision joint activities that tap into the intense international experience of our military students as a way to inform our regional campus audience of global social problems. I have created joint events in the past with ECTC and Fort Knox and would welcome the opportunity to do so in the future. As a regional campus faculty member, this is a prime opportunity to bring the international experience to our non-traditional students while also creating opportunity for those who can the experience of practicing community development internationally.

Finally, beginning my international community development experience in Ecuador makes sense though I did not realize this until very recently. I currently do not have any contacts with faculty in Ecuador. However, I do have access to people both at WKU and the University of Missouri that have the necessary contacts in order for me to be successful. My colleague, [REDACTED] in the department of Sociology created a course in 2007 focusing on social problems in Ecuador which included a study abroad experience. If accepted for this seminar, I will work closely with her to identify individuals in her network that could facilitate my vision and goals for this seminar. Further, two of my previous professors at the University of Missouri also work within Ecuador on community development issues. I will rely heavily on their networks as well. Given that I learned of this opportunity only 10 days ago, I have yet to secure actual contacts but have every confidence that I will be able to prior to travel. Again, learning of this experience very recently opened a door much sooner than I would have anticipated to create international community development experiences in a country where though I have no networks yet, I do have resources to rely on in gaining access.

Language ability

No modern language experience

International Experience

July 2002: Montreal, Quebec (1 week): traveled to Montreal for the Rural Sociological Society meetings where I was a presenter.

November 2005: Amsterdam, The Netherlands (1 week) traveled to the International Leadership Association meeting where I was a presenter.

March 2012: The Bahamas: (1 week) Personal vacation

The ZSEIFS experience provides an opportunity to develop relationships that will facilitate a comparative look at community development and applied sociology. The focus of my own work is using community based research to help organizations/groups gain empirical knowledge they can use to develop or better current programming in the area of inequality (broadly defined). Providing students with an international perspective on development is something I already do through readings. However, it has long been a desire to create experiences for students to actually do community development work internationally. This experience will allow me to start making those connections to create courses that allow for this important comparison.

Source Recommendations: Given the content of the courses I would integrate material from the seminar into it is important to have an understanding of the race, class and gender structures in Ecuador. Further, articles in this section are both specific to the Ecuadorian experience with development, particularly tourism, but also a broader perspective on development in Latin American countries with a focus on social change given my focus on development and social movements.

- Bauer, D.E. 2010. Re-articulating identity: The Shifting Landscape of Indigenous Politics and Power on the Ecuadorian Coast. *Bulletin of Latin American Research*. 29(2). 170-186.
- Erskine, L.M. & D. Meyer. 2012. Influenced and Influential: the Role of Tour Operators and Development Organizations in Tourism and Poverty Reduction in Ecuador. *Journal of Sustainable Tourism*. 20(3): 339-357.
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