

Fulbright Scholar-in-Residence (SIR) AY 2015-2016
The University of Baltimore

The University of Baltimore has received a grant from the Fulbright program for a Scholar-in-Residence for the academic year 2015-2015. A match is requested for the Western Region for a scholar with expertise in civic engagement. The SIR program's focus is undergraduate liberal arts students.

There is a Fulbright Steering Committee at the University of Baltimore that will be part of the scholar's immediate community at UB.

Program details:

A. Oversight

This initiative has had the benefit of advice and guidance from the Fulbright Steering Committee, which will be part of the scholar's community throughout her/his visit.

B. Academic Program of Scholar

The Fulbright-in-Residence would be invited to co-teach an undergraduate course in international studies, and participate in 1-2 panel discussions hosted by the undergraduate student organization, the International Relations Club, as a guest speaker.

The Scholar-in-Residence would benefit from engaging with the University of Baltimore's (UB) diverse faculty and student population. Students and faculty at UB include both traditional and non-traditional students (many of whom are full-time professionals furthering the career development through higher education), and members of staff from around the globe. The candidate would be invited to co-teach a comparative politics (GVPP 284), comparative government (GVPP 384), comparative criminal justice (CRJU 404), or regionally-focused international studies (GVPP 479) course informed by his/her own specialization in partnership with a faculty member in the College of Public Affairs (see a candidate list of possible courses in the list following below). The International Studies program offers a number of courses in comparative and international studies, as well as Topics courses at the lower level (200 series) and upper level (400 series). Within this framework it will be possible to create a course that makes best use of the candidate's abilities. In addition, there would be ample opportunity for the candidate to address the student body as a guest speaker, to participate in our graduate students' symposiums, and host a seminar on his/her research agenda. In addition, depending on the expertise of the individual selected, they could give lectures in Negotiations and Conflict Management courses: *understanding and assessing conflict* (CNCM 506) or *ethnic and cultural factors in conflict* (CNCM 740).

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Research partnerships across the College of Public Affairs, and the university at large, also offer an opportunity for collaboration in international studies and global affairs. The Scholar-in-Residence would find many areas of cross over with colleagues at UB, and would be encouraged to forge research partnerships to further his/her own research program, and to highlight the research and teaching being conducted at the University of Baltimore.

Fall

We would use the Fall term to acclimate our scholar to the University of Baltimore and our community. The teaching load would be light – teaching one course in comparative politics, comparative government or regionally-focused international studies concentrated on their region (see list of possible courses for fit with the SIR Scholar). The Helen P. Denit Honors Program could schedule several guest appearances of the scholar in the fall honors courses, and sponsor several of the Scholar's lectures in the Fall.

To provide opportunities for the visiting scholar to experience the University as a whole, she/he will have appointments as a Visiting Fellow in the Hoffberger Center for Professional Ethics and in the Schaefer Center for Public Policy (See Letters of Support). In these roles, the Scholar will be offered the opportunity to attend Board meetings of the Hoffberger Center for Professional Ethics, give a Center-sponsored university lecture on ethics, and plan the program for the upcoming academic year. As a Visiting Fellow in the Schaefer Center for Public Policy, the Scholar will have a regular opportunity to attend Center meetings, identify and respond to initiatives, and participate in training exercises.

Spring

Building from the experiences in the Fall, the Scholar will teach two courses, one of which will be a special studies course in her/his area of expertise. The SIR Scholar could teach an upper-division, cross-listed honors course on their region in the Spring. This course will serve as the central unifying thread for a university-wide multidisciplinary lecture series on the scholar's region, and the scholar will be asked to play a crucial coordinating role in planning and executing the series.

In addition, we would create a special course in World Cultures or create a college (rather than school) course within CPA that focuses on international issues as designed for this scholar-in-residence.

Specific undergraduate courses relevant to the SIT Scholar:

The Fulbright Scholar in Residence will have the opportunity to partner with UB faculty and co-teach courses tailored to their research interest. There are 8

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specific courses of interest. These courses and their catalog descriptions are provided below, syllabi samples will be provided.

CSCE 100 Urban Solutions (3) provides students with an introduction to the field of urban studies and to the practices of studying cities and metropolitan areas using an asset-based model. Students will be exposed to a variety of current and historic urban challenges, as well as policy and citizen solutions. Using the Baltimore area and other cities as case studies will allow us to explore the complexity of life in metropolitan regions.

CSCE 200 Understanding Community in the Wake of 9/11 (3) Understanding Community will allow you to explore basic concepts of community: the different ways we define community; a group's history; the lines that divide communities; the responsibilities of individuals within the community; and the uses of memory in the life of communities. You will begin to master the skills of selection and synthesis as you use oral testimony, census data, community mapping, field observations and non-fiction to make observations about groups. In this honors section we will look specifically at the ways different communities responded to the events of 9-11.

GVPP 210 Global Politics (3) Surveys global events and processes. The course covers issues of war and peace, arms and armaments, international governmental and nongovernmental organizations, the politics of global economic relations both among nations of the developed north and between northern and southern states. Humanitarian and environmental issues are also covered. Emerging trends in globalization, terrorism and ethnic conflict are considered.

GVPP 279 Special Topics in International Affairs (3) Exploration of topics in international affairs. Content varies depending upon the interests of faculty and students and may include studies in comparative or regional politics, international or global Issues, or issues in foreign policy. Course may be repeated when topic changes.

GVPP 284 Comparative Politics (3) Introduces students to the study of politics and political science. The course covers basic concepts in comparative politics, including ideologies, political behavior and political institutions. These concepts are used to explore the political experiences of representative countries from the Western democratic, transitional and developing worlds. Coverage is also given to the impact of globalization on selected countries. Specific countries covered will vary with instructor.

GVPP 297 Topics in Politics and Policy (3) Exploration of topics in politics and policy. The topic for study appears under that name in the class schedule. Course may be repeated for credit when the topic changes.

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GVPP 384 Comparative Government (3) An examination of the historical and social background, political process, governments and institutions of representative foreign governments, including Great Britain, France and Germany. The identification, comparison and evaluation of the main components and characteristics of the governing process are examined.

GVPP 385 International Relations (3) A study of concepts and principles of international relations; the nature of national power; state systems; balance of power; internationalism; causes and consequences of international stability; and trends in international relations, diplomacy and conflict resolution.

GVPP 479 Special Topics in International Studies (3) In-depth examination of selected topics in international relations and/or comparative politics of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The topic for study appears under that name in the class schedule. Course may be repeated for credit when topic changes.

GVPP 484 International Political Economy (3) Examination of the rapid changes in the postwar system of trade, production and finance. Students are exposed to discussions concerning the impact that these changes have presented to national identities and the public policy responses undertaken by states to maintain and enhance their position in the global trading system.

GVPP 499 Senior Seminar (3) A senior level seminar required of all government and public policy majors. Topics considered include the perspectives of the major subfields of government and public policy and their relations with other disciplines. Students demonstrate their abilities to analyze, assess and write about relevant issues.

CRJU 404 Comparative Criminal Justice (3) Examines comparative criminal justice: how different societies around the world practice criminal justice relative to practices in the United States. Multidisciplinary approach considers the economic, governmental, geographic and social situations in the selected countries.

C. Plans for Other Campus Activities

Campus-based activities will include brown bag discussions with student groups on campus that have expressed an interest in global issues, e.g. the Global Affairs and Human Security Student Association, the International Studies Student Association, and the Negotiation and Conflict Management Student Association. Participation in such forums could serve as an opportunity for students and faculty to learn more about the scholar's research and background.

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Depending on the specific nation and expertise of the scholar selected, the individual could deliver a talk for the College of Public Affairs' Speaker Series, a new initiative designed to showcase the work of individuals that can address themes that cut across academic programs in the College of Public Affairs.

The candidate would also be encouraged to reach out to the public sphere in Baltimore, and Washington, DC to forge professional relationships with the abundant government and the non-profit sector organizations located in this area (please see Community Activity below). Collaborations with professionals in government, think tanks, non-governmental organizations, and community organizations would be facilitated by UB's prime location.

Throughout the year, the Scholar

- i) could collaborate with the Bank of America Center on Excellence in Learning, Teaching and Technology (CELTT). This would include participating in CELTT's annual teaching and learning day and providing a comparative perspective on best practices in the classroom, and
- ii) could collaborate with our faculty on comparative research projects dealing with urban issues.

D. Community Outreach

Community outreach is an integral part of UB's Strategic Plan. Three Objectives in UB's draft Strategic Plan are particularly relevant to the SIR application:

Objective 4.2 Expand service learning and internship opportunities in the surrounding community; engage area leaders as educational partners and community stakeholders

Objective 4.4 Continue to pursue public/private partnerships and other innovative practices to further develop the UB campus and UB Midtown

- Support directly the efforts of the City of Baltimore to grow its population by 10,000 families in the period 2010-2020, with a primary strategy in that growth trajectory being immigration.
- Support campus commitment to growing connections to the local Hispanic communities in Baltimore and Maryland, including, but not limited to, growing the enrollment of Hispanic students at UB.

As our letters of support indicate, we have a variety of existing community partners who would welcome an SIR Scholar. The specifics of the engagement with each will

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depend on the Scholar's interests, but what we are offering includes participating in a funded research project with a local high school to address Hispanic / Latino student achievement, interacting with the International Rescue Committee's citizen outreach project funded by the USCIS, and similar opportunities for which the Scholar's professional and cultural background are ideal.

In addition, the scholar could work with a newly appointed Internship Coordinator in the Global Affairs and Human Security program to create linkages to non-profit organizations in the greater Baltimore-Washington, D.C. area that have a regional or content focus consistent with that of the Fulbright scholar.

The Community Studies and Civic Engagement program offers an opportunity for the SIR Scholar to be involved with service learning. Specifically, the courses CSCE 481/482 Service Learning are intended to act in tandem as the capstone experience of the Community Studies and Civic Engagement (CSCE) student. They are designed to be an active, student-centered learning experience. Shared value and mutual benefit is the underlying principle of a CSCE 481 internship. A nonprofit organization provides a real-world learning laboratory and the student contributes by performing meaningful assignments in order to progress the nonprofit's mission and vision.

E. Professional Enrichment

As explained in the Community Outreach and in the Scholar's Academic Program, an SIR year at the University of Baltimore will offer an opportunity for professional collaboration, new pedagogical experiences, rich experiences interacting with our Hispanic community partners and interacting with undergraduate learners. Depending on the scholar's scholarly interests, there is a wide range of faculty who have active applied research agendas that may offer the opportunity for initial pilot projects that can grow into long term collaborations and possibly bi-lateral scholar and student exchanges.

F. Sustainability

A Short-Term and Long-Term goal is to develop on-line courses that enroll students from both institutions and joint instruction by faculty at both institutions to internationalize in a two way fashion for undergraduates at both universities.

Long-term we aim to have Hispanic/Latino studies as an integral part of our undergraduate programs – particularly comparative citizenship and civic engagement. This will include seminars, a learning community theme, and course(s). Hopefully we can use the Scholar's time at UB to build long-term relationships that with identified funding can lead to faculty exchanges as well. We

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could create a linkage with the scholar's home institution whereby we might regularly have courses that include visits to that home institution by undergraduates through an experiential learning opportunity.

The content and structural advice from our SIR scholar can lead to the development of a regional specialization in our international studies program and an annual learning community whose theme would be comparative government and citizenship in the Americas.

The SIR Scholar would provide a rich resource for our community partners, as well as participate in personally and professionally meaningful experiences with them. Outreach to our growing Hispanic / Latino community is a strategic priority for the University and this aspect of the SIR program aligns well with those goals and with our plan to increase enrollment in our international studies program.

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The University of Baltimore's Fulbright SIR Steering Committee:

Alan Lyles, Sc. D. (Principal contact with CIES and coordinator for the Scholar's program) is a Professor in the School of Health and Human Services and the School of Public and International Affairs (<http://www.ubalt.edu/cpa/faculty/alphabetical-directory/c-alan-lyles.cfm>). Dr. Lyles focuses on global education, health systems and access to medicines. He has received two Fulbright Specialist grants and has served as a Fulbright program reviewer. He has lectured in numerous nations, including a prior project in Ecuador on a basic health benefits package.

Carla Barqueiro, Ph.D. Dr. Barqueiro is an Assistant Professor in the College of Public Affairs (<http://www.ubalt.edu/cpa/faculty/alphabetical-directory/carla-barqueiro.cfm>). She teaches in the undergraduate courses in international studies and also in the M.A. Program in Global Affairs and Human Security. Her broad areas of teaching interest include international relations, global governance and human security. Dr. Barqueiro's research focuses on human security issues, including the prevention of genocide and crimes against humanity, the Responsibility to Protect, child soldiers and transnational organized crime. During her time in Washington, D.C., Dr. Barqueiro served as a senior fellow at the Fund for Peace, a nonprofit research organization working on sustainable security, failed states and threat convergence issues. Dr. Barqueiro also worked on hemispheric affairs for Canada's Permanent Mission to the Organization of American States in Washington, D.C.; and as a researcher and writer on genocide prevention for the Montreal Institute for Genocide and Human Rights Studies in Montreal, Canada.

Brian Etheridge, Ph.D. Associate Provost for Academic Innovation and Associate Professor of History (<https://www.ubalt.edu/cas/faculty/alphabetical-directory/brian-c-etheridge.cfm>).

Dr. Etheridge began his current position in July 2013, after six years of honors administration at two universities. In his new role, he is responsible for facilitating and supporting academic innovation across the university, including a heavy emphasis on experiential and global learning. His administrative work is in part informed by his own historical scholarship, where he has published extensively on public diplomacy, particularly on the relationship between the United States and Federal Republic of Germany. In 2009 the Society for Historians of American Foreign Relations (SHAFR) awarded one of his articles the Stuarth L. Bernath Scholarly Article Prize for the most distinguished article in foreign relations history that year by a junior scholar. He is co-editor of *The United States and Public Diplomacy: New Directions in Cultural and International History* (2010), and he has presented his research at major national and international conferences, including special topic conferences in London and Berlin. His current research is on the postwar transnational sister-city movement; he is scheduled to present a paper on the topic at the Nobel Institute in Oslo, Norway this November.

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Donald Haynes, Ph.D. Dr. Haynes is the Director of the BA program in International Studies, and Co-Director of the M.A. in Global Affairs and Human Security program. . Dr. Haynes teaches World Politics, Theories of International Relations, American Foreign Policy, and Politics of the Middle East. He is currently developing a new minor – Comparative Studies in Politics and Society. The new curriculum will take advantage of UB longstanding classes in World Cultures and will add courses in theoretical and conceptual approaches to comparative studies as well as courses from Conflict Resolution on ethnic and group conflict and terrorism. Dr. Haynes received his Ph.D. from the University of North Carolina at Chapel Hill. (<http://www.ubalt.edu/cpa/faculty/alphabetical-directory/don-haynes.cfm>).

Lenneal Henderson, Ph.D. Distinguished Professor and Fulbright Scholar in Trinidad and Tobago (1978) (<http://www.ubalt.edu/cpa/faculty/alphabetical-directory/lenneal-j-henderson.cfm>). **Dr. Henderson is an internationally recognized urban scholar and has lectured and consulted on housing issues, energy management, environmental policy and public management for federal, state and local government and the corporate and nonprofit sectors for more than 30 years.**

Patria de Lancer Julnes, Ph.D. Professor, School of Public and International Affairs (<http://www.ubalt.edu/cpa/faculty/alphabetical-directory/patria-de-lancer-julnes.cfm>). **Dr. de Lancer Julnes is an internationally recognized expert on performance measurement, citizen-driven governance, and public administration education, and is expanding her work to include ways to integrate ethics in every aspect of government, especially in program performance measurement. She has worked to establish a public affairs program in the Dominican Republic; is a founding member of the Red Inter-Americana de Educación en Administración Pública (Inter-American Network of Public Administration Education) and currently serves on the Council as a North American representative. Recently she chaired the 9th Transatlantic Dialogue, Rebuilding Capacities for Urban governance;** Dr. de Lancer Julnes often lectures in Latin America and Europe. She has been recognized by the Government of Spain with the Officer's Cross of the Order of Isabella the Catholic (2013) because of her work as president (2010-2012) of the Asociación de Líderes Hispanos (Hispanic Leaders Association). As president, she led effort to coordinate, in collaboration with Spanish and U.S. organizations, a number of activities to help strengthen the relationship between Spain and the United States, to improve the status of Hispanics in the United States and to promote Spanish culture in this country. Additionally, Dr. Julnes was recently recognized as one of Maryland's 100 Top Women.

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Lorenda Naylor, Ph.D. Dr. Naylor is director of the [B.A. in Government and Public Policy program](http://www.ubalt.edu/cpa/faculty/alphabetical-directory/lorenda-a-naylor.cfm), a scholar and international speaker (<http://www.ubalt.edu/cpa/faculty/alphabetical-directory/lorenda-a-naylor.cfm>). She is an associate professor in the School of Public and International Affairs and a Schaefer Center for Public Policy fellow. Dr. Naylor's research focuses on the intersection of access and vulnerable populations. Specifically, she conducts research in pedagogy and social equity, including adoption, affirmative action, cultural competency, gender, and LGBT. **Dr. Naylor has long standing professional interests in global education, having performed part of her studies in South Africa.**

Ivan Sascha Sheehan, Ph.D. Dr. Ivan Sascha Sheehan is an assistant professor in the College of Public Affairs at the University of Baltimore where he is director of the graduate programs in Negotiations and Conflict Management and Global Affairs and Human Security (<https://www.ubalt.edu/cpa/faculty/alphabetical-directory/ivan-sascha-sheehan.cfm>). Dr. Sheehan is the author of multiple scholarly articles on terrorism related issues as well as a 2007 book, [When Terrorism and Counterterrorism Clash: The War on Terrorism and the Transformation of Terrorist Activity](#). A frequent speaker on U.S. counterterrorism efforts, Dr. Sheehan has addressed diverse audiences from academic forums in Europe and at Harvard Law School to policymakers on Capitol Hill. He previously taught at George Mason University, Bentley University, and the University of Massachusetts Boston.

Debra Stanley, Ph.D. Professor and Executive Director, School of Criminal Justice (<http://www.ubalt.edu/cpa/faculty/alphabetical-directory/debra-l-stanley.cfm>). **Dr. Stanley** developed a number of substance-abuse treatment and violence-prevention programs for high-risk youth and criminal-justice populations, and has been the principal investigator on multiple federal, state and local research grants. She teaches both graduate and undergraduate courses, including Research Techniques in Criminal Justice, Advanced Criminology, Administration of Justice, Victimology, Correctional Perspectives and Domestic Violence.