

**THE UNIVERSITY OF TEXAS AT AUSTIN
CENTER FOR MIDDLE EASTERN STUDIES**

**FULBRIGHT-HAYS GROUP PROJECTS ABROAD
AWARD # P021A020036**

**FINAL PROJECT REPORT TO THE UNITED STATES
DEPARTMENT OF EDUCATION**

PROJECT OVERVIEW

TITLE: CURRICULUM DEVELOPMENT PROJECT AND STUDY SEMINAR IN EGYPT

| | |
|--|------------------------------|
| Total Participants: 15 | Language: Arabic (Egyptian) |
| Project begin date: 04/01/2002 | Project end date: 10/01/2005 |
| Discipline 1: International/area studies | Discipline 2: Not applicable |

The project focused on history, geography, politics, economy, education, arts, and culture in Egypt.

SECTION 1: SELECTION CRITERIA

1.1: PUBLICITY. The application competition was formally announced at the fall 2004 meeting of the Texas Council for the Social Studies (TCSS) in Addison, Texas (near Dallas). TCSS 2004 attracted 1,500 attendees, most of whom were social studies teachers or district curriculum coordinators. A promotional postcard was printed and distributed at the conference.

Following the conference, an announcement was circulated via the outreach e-mail listserv, which reaches 250 people directly and is forwarded on to many others. The announcement was also sent out on the Texas Alliance for Geographic Education's e-mail listserv, and the Texas Education Agency's social studies listserv.

A similar announcement was sent directly to the social studies curriculum coordinators for the major school districts in Texas, as well as the social studies staff at each of the 20 Education Service Centers throughout the state. The announcement was also sent to the Director of Social Studies at the Texas Education Agency, who posted it on the agency's Web site.

In order to reach underserved districts, the promotional postcard was sent to 800 teachers on the outreach program's mailing list, focusing primarily on those who resided outside of the Austin, Dallas/Fort Worth, Houston, and San Antonio metropolitan areas.

A notice was also placed in the *Social Studies Texan*, the newsletter of the Texas Council for the Social Studies, and in *Hemispheres*, the newsletter of the joint outreach consortium at the University of Texas.

1.2: SELECTION CRITERIA. The selection committee used the same evaluation form that is used in evaluation of applicants to the Fulbright-Hays Summer Seminars Abroad program. Applicants were ranked according to their previous curriculum development experience; experience writing TEKS or standards-based curriculum; recognized commitment to incorporation of world studies in the classroom; record of holding leadership positions and being active in professional organizations; and record of attendance at professional development sessions in their field.

An attempt was made to select teachers from diverse districts around the state, and to maintain a balance of middle and high school teachers. In order to have other interests voiced in the process, it was decided that at least two teachers would be recruited from outside of Texas.

Participants were selected without regard to race, color, national origin, gender, age, or handicapping condition, as stipulated by the federal government and the University of Texas.

1.3: SELECTION COMMITTEE. The selection committee consisted of Dr. Kamran Aghaie, the Project Director; Christopher Rose, the Program Coordinator, and Nancy Lehmann-Carsow, a veteran social studies educator at Lanier High School in Austin.

1.4: APPLICATION FORM. The application form for the program is enclosed as Appendix A. The form was based on the application to the Fulbright-Hays Summer Seminars Abroad program.

1.5: ACCEPTANCE RATIO. 42 complete applications were received. 37 applicants were residents of the state of Texas, 5 were non-Texas residents. 15 first-round participants and 3 alternate participants were chosen, a 36% acceptance rate for first-round and 43% overall acceptance. Two of the first round participants were non-Texas residents, however, residency was not considered as a factor as they placed within the top 15 applicants based on their evaluative score.

1.6: INFORMATION PROVIDED TO AWARDEES. A copy of the award notification and terms and conditions are enclosed as Appendix B.

SECTION 2: IN-COUNTRY ADMINISTRATION

2.1: SUCCESSES ACHIEVED. Our in-country goals (to enhance knowledge and understanding of Egypt; to enable participants to acquire information and instructional materials; and to develop lesson plans and an instructional curriculum trunk of Egypt) were successfully achieved. Both the Project Director and the Program Coordinator had significant personal experience in-country, and as much constructive discussion took place informally outside of scheduled program activities as did within the formal program. With key lectures by an impressive slate of speakers (including the Director of the Egyptian Museum in Cairo; the Chief of Staff to the Secretary-General of the Arab League; and the Coptic Christian Bishop of Helwan and Ma'asarah), cultural and educational visits to sites in and around Cairo, and repeated debriefing sessions to discuss content and shared experiences, the program surpassed our goals on nearly every level. The program was exceedingly well received by the participants.

Among the successes of this program were:

- The use of a reading packet and regular discussion sessions to supplement the site visits and lecture-discussions in lieu of over-scheduling the group with additional lectures or programs. Many participants enjoyed the flexibility of reading at their own pace.
- The scheduling of day-to-day activities in Cairo in a way that allowed us to schedule events nearly every day without exhausting the group. We would depart for a site visit or activity early in the morning (by about 8:30), returning to the hotel for lunch around 12:30 pm. The group would then reconvene for discussion, lecture, or some other activity around 4 pm. This allowed us to take advantage of the cooler parts of the day, and give everyone a chance to rest before proceeding.
- The program's focus on Cairo, which allowed the group to stay in the same hotel for the last three weeks of the program. Many participants expressed their appreciation for this, as it was much less stressful than constantly moving from place to place. In addition, there was much less stress over running errands and personal business during off hours as the group became very familiar with the neighborhood, knew where everything was and how late stores and services would be open.

2.2: CHALLENGES ENCOUNTERED. The security environment in Egypt was often frustrating for the group leaders, particularly where the layers of bureaucracy seemed to have no specific purpose nor any observable effect on the group's safety. The tourist police stationed at the hotel, ostensibly in place to ensure our safety, were inefficient and more of an annoyance than a tangible benefit.

Within minutes of the group's arrival at the hotel, the tourist police requested a copy of the full itinerary for the program. A schedule was provided and routinely refreshed whenever revised. Although both group leaders spoke excellent Arabic, it was usually necessary to go through the day's schedule several times with the tourist police stationed

in the hotel. The group's departure in the morning would be delayed while whichever officer was on duty wrote out in longhand the complete schedule for the day, despite having been furnished with a printed copy in advance. Despite numerous attempts to initiate the process before departure, so as to reduce delays, the tourist police would only begin the process once the majority of the group had boarded the bus. On returning to the hotel, the group leaders would have to sit once again with the tourist police and go over the remainder of the day's schedule as well as the full schedule for the following day. Despite this, the entire process would invariably be repeated the next morning.

The tourist police became very nervous whenever the group would leave the hotel without an official escort for meals or visits to locations within easy walking distance. On one occasion, the group was held in the lobby while a policeman called his supervisor for permission to allow the group to walk to a restaurant in the next block (it was granted quickly). The group leaders eventually began to circumvent this by having participants casually leave the hotel in groups of two or three and gather at a nearby corner from which the activity would proceed. This may have been riskier in terms of security, but the general attitude of the entire group by this point was that the tourist police were more of a hindrance than an asset.

In discussions with both our travel agent as well as the Egyptian Fulbright Commission we were advised that most groups in country were not subject to the kind of scrutiny that we faced (indeed, the situation was significantly improved when we traveled elsewhere in Egypt); the only explanation offered was that "maybe it's because you're a group of Americans."

Ironically, on the one occasion that we actually needed a tourist policeman (when a participant slipped in the street about 50 feet from the hotel and punctured her knee, necessitating stitches), none was around to be found and the group leaders had to secure a taxi to take her to the emergency room at a US Embassy-approved hospital, leaving the rest of the group unaccompanied for the evening's activity.

2.3: RECOMMENDATIONS FOR FUTURE PROJECTS. The schedule and pacing of the Cairo program were largely successful. The excursions to Sinai and Alexandria, run as overnight trips, should be expanded to at least 2 nights for each in future programs. The Sinai excursion was added fairly late in the planning and the short duration required each participant to choose whether climb Mount Sinai or remain on the coast. A longer stay would allow for a day-trip visit to St. Catherine's monastery for those who do not want to climb Mount Sinai for sunrise, which requires a long, strenuous uphill climb in near-total darkness.

The weather was a problem at certain points on the program. Unfortunately, a four-week program for K-12 educators will invariably have to run in the summer, which is not the most comfortable time to travel to Egypt. The University should look into the possibility of pushing the program up to depart toward the beginning, rather than the middle, of June. Even a week would have made a noticeable difference, particularly in the Upper

Egypt and Sinai excursions where the daytime temperature passed over 100 degrees Fahrenheit by 8:30 am.

Additional language training was offered to the group while in country, but due to our schedule and that of the language trainer we were unable to fit it in to the program. This should be factored in to future programs.

2.4: USE OF RESOURCES. Through our local hosts, we had access to an impressive variety of local resources. The tour guides, hotel personnel, local speakers, and staff of the Egyptian Fulbright Commission were very welcoming, happy to assist or offer advice to participants when needed. Participants were also proactive in seeking out opportunities in Cairo that would allow them to further explore their personal interests outside of the formal program.

2.5: ISSUES RELATED TO INTERCULTURAL COMMUNICATION. There were no major issues related to intercultural communication. Although we were able to schedule only rudimentary Arabic language instruction as part of the program, there were very few instances when participants were unable to make themselves understood. Advance preparation at the pre-departure orientation addressed gender issues, and the group was well-prepared on arrival to deal with them. The participants were very confident in their ability to navigate the neighborhood in Cairo where we resided for the majority of the program; and many of them were able to engage in discussions with local residents. On the rare occasion that a misunderstanding or inability to communicate did arise, the tour guide, security escort, or group leaders were usually able to resolve the issue.

While many of the participants were politically active and often expressed strong opinions, politics did not become a divisive issue during the program. The group was very professional and respectful in public settings, even on the occasions when a speaker would touch on controversial issues in a way that was clearly to the contrary of many participants (i.e., women's roles within religion and society, abortion rights, homosexuality, etc.).

One ongoing learning process involved communication with the in-country travel agency. Our representative was very busy and hyper-efficient, in many cases to the point of omitting pertinent information. For example, the travel agent made arrangements for the group's welcome dinner but neglected to mention that the meal would not go on the master invoice, necessitating one of the group leaders to charge the full amount to his personal credit card. The travel agent had also not advised that the Nile River locks would be closed for their regularly scheduled yearly maintenance when we were to be in the area and that as a consequence the Upper Egypt program would actually be one day shorter and include a day with no activity. By the end of the program the group leaders had learned which questions needed to be asked to ensure that all of the necessary information had been transmitted.

2.6: IMPACT OF POLITICAL CLIMATE. It came to light toward the end of our stay in country that the attention of the tourist police was due to a personal request by the

American ambassador in Egypt to President Hosni Mubarak regarding additional security for Americans traveling in Egypt. It seems reasonable to assume, therefore, that the rigorous and inefficient processes described in section 2.2 above were a result of the political climate.

Despite the fact that the United States has been involved in military action in the Middle East for several years, our group received no negative attention from locals on the basis of politics or nationality. To the contrary, we were almost universally welcomed with open arms everywhere we went. Criticisms of the US, when offered, were done so in a constructive manner and not leveled against the group personally.

2.7 ASSISTANCE OF EDUCATIONAL INSTITUTIONS AND OFFICES. Our primary in-country counterpart was the Egyptian Fulbright Commission, which was outstanding in all aspects. The staff were very welcoming and arranged for the majority of the speakers who met with the group, as well as for three site visits that we would otherwise not have been able to organize. Fulbright's staff offered to serve as personal resources for the group as well, and went above and beyond what was expected of them consistently during our stay in Egypt.

2.8: OVERALL COMMENTS. The support of individuals and organizations in Egypt was very strong during the course of the program, and we enjoyed the support of several organizations, companies, and institutions. The group was flexible, easy going, and professional in their demeanor, which smoothed over any difficulties or last minute changes in the schedule. Few revisions have been deemed advisable for future programs, even fewer are considered "necessary."

The security environment in Egypt was an issue, not in terms of group safety, but in terms of wasted time due to inefficiency on the part of the tourist police force ostensibly charged with seeing to the group's wellbeing.

SECTION 3: PROJECT STATUS

The program's first official meeting was a two-day pre-departure orientation, held at the Center for Middle Eastern Studies on the University of Texas at Austin campus on Friday and Saturday, May 20-21, 2005. All of the project participants were able to attend, with one exception.

The primary purpose of the pre-departure orientation was to provide adequate background information for the seminar, to provide expanded information on the cultural and social background and etiquette issues related to Egypt, and to answer questions from the participants in order to make sure that everyone was comfortable and felt prepared to travel. A significant portion of the program was spent discussing gender issues, including dress, proper social conduct, and how to avoid uncomfortable situations. Participants also received their in-country reading packet, airline ticket, and an Egyptian Arabic/English phrasebook.

On the day of departure, participants were able to fly from major airports that were, in most cases, relatively close to their places of residence. The group met at Chicago O'Hare International Airport, and flew together to Cairo via Frankfurt. The morning after arrival, the participants were given their cash stipends, and the group activity consisted of a walking tour to familiarize them with the neighborhood around the hotel, including time to change money, followed by lunch at a popular local restaurant specializing in Egyptian cuisine.

The academic component of the program began on the evening of the first full day in-country, with a lecture on ancient Egypt by Dr. Wifaa Saddiq, Director General of the Egyptian Museum. The group later toured the museum, which houses such treasures as the Narmer Palette, arguably the earliest surviving written political document in the world, and the treasures recovered from the tomb of Tutankhamun. The group visited two of the pyramid fields near Cairo, Sakkara and Giza, during a day long field trip. The field trip program included a visit to a carpet school where young children were taught to weave carpets as a profession. Although unscheduled, the stop turned out to be one of the most valuable experiences for the group, serving as a clear example of how life in Egypt is different from life in the United States. The experience was revisited several times during group discussion throughout the program. During the first week of the program, the group also visited "Old Cairo," the area that is home to several churches and one of the few remaining synagogues in Egypt.

Toward the end of the first week of Cairo, the group transferred to Upper Egypt for a five night stay aboard the M/S Nile Odyssey, a floating hotel that enabled us to visit many sites in Upper Egypt without the need to constantly move from hotel to hotel. The group visited numerous sites in the Luxor area, including the Valley of the Kings, Luxor and Karnak Temples, and the so-called Colossi of Memnon. Our tour guide was an invaluable resource, as he came from a prominent West Bank family. The group was able to see his family's home in the village of Gurna, which allowed a glimpse into traditional life in a rural village in Upper Egypt.

The end of June is traditionally when the Nile River locks undergo yearly maintenance, so we spent two nights in Esna, a small town located about 30 km upriver from Luxor. Again, this enabled the participants to gain appreciation for life in a smaller, less tourist-frequented town in Upper Egypt. Other sites included the Temple of Horus at Edfu, and the Temple of Sobek at Kom Ombo. The final stop in Upper Egypt was Aswan, where the group visited the Aswan High Dam and Philae Temple. We also arranged a visit to the Nubian Museum, a fairly new museum devoted to the history and culture of Nubia that won the Aga Khan Award for Architecture in 1999. On return to Cairo, the ancient period was wrapped up with a discussion seminar in the hotel boardroom, which included discussion of the readings and site visits up until that point in the program.

At this point, about a week and a half into the program, the emphasis shifted to the Islamic period. The group visited a number of sites in the medieval core of the old city, led by a tour guide and one of the group leaders, who specializes in this period of Islamic history. The old city of Cairo is a unique place, recognized as a World Heritage Site by UNESCO, as it affords a glimpse into how people have lived in the area for nearly one thousand years. Part of the program was devoted to discussion of how Islam interacted with existing faith traditions in Egypt, and the group had an audience with His Eminence Picienti, Bishop of Helwan and Ma'asarah (the southern district of Cairo) to learn more about Coptic Christianity and the situation of Christians in contemporary Egypt.

In addition to spending considerable time exploring the old city of Cairo, the program included lectures on Islamic Art and Architecture by faculty from 'Ain Shams University, and on Islam in Egypt by a professor of Shari'a (Islamic Law) at Al-Azhar University, one of the pre-eminent institutions of learning in the Sunni Islamic world and arguably the oldest institution of higher learning still in existence.

One weekend was spent in the Sinai Peninsula, in the geographically diverse area along the Gulf of Aqaba that includes Ras Mohammad National Park. Participants had the optional opportunity to climb Jabal Musa (long considered the prime candidate to be the Biblical Mount Sinai) for the sunrise, and to visit Saint Catherine's Monastery, founded in the 5th century CE.

The final component of the program dealt with life in modern Egypt. Among the highlights of this component were a day spent with the Association for the Development and Enhancement of Women, a non-governmental organization that works with women living in a squatter settlement in Cairo. We were also able to visit the Arab League, and to hear lectures on Egyptian society, education, and politics by noted faculty members from local institutions and universities. The group also visited the Manial Palace Museum and the Umm Kulthoum Museum, both housed in a 19th century royal compound. The final weekend in Egypt was spent in Alexandria among old and new, from the Greco Roman Museum and ancient catacombs to the brand-new Biblioteca Alexandrina.

At the conclusion of the program, participants had committed to curriculum unit topics and began to work on their projects. The created curriculum units, aligned to state and national teaching standards, address a variety of topics from ancient to modern Egypt. Throughout the fall of 2005, participants presented to colleagues in their home districts.

In the spring of 2006, the units will be made available through the Center for Middle Eastern Studies Web site and through the national OutreachWorld.org Web site. Also in spring 2006, the three curriculum trunks, with artifacts and collected units, will be made available to educators throughout Texas and beyond via the CMES Outreach Lending Library.

SECTION 4: ORIENTATION EVALUATION (PRE-DEPARTURE)

| <u>Pre-Departure Orientation</u> | 1 Very Poor | 2 Poor | 3 Satisfac- tory | 4 Good | 5 Excellent |
|---|----------------------------|-------------------|---------------------------------|-------------------|------------------------|
| Readings and other preparatory materials sent in advance of the project: | 0 | 0 | 0 | 10% | 90% |
| Readings and/or other preparatory materials recommended in advance of the project: | 0 | 0 | 0 | 20% | 80% |
| Information about the logistics of the project: | 0 | 0 | 0 | 0 | 100% |
| Information about host country of the project: | 0 | 0 | 0 | 20% | 80% |
| Pacing and appropriateness of the delivery of the information: | 0 | 0 | 0 | 0 | 100% |
| Leadership and communication skills of the project director: | 0 | 0 | 0 | 0 | 100% |
| Adequacy of preparation to make participants feel comfortable and ready to travel together: | 0 | 0 | 0 | 0 | 100% |
| Overall preparation for travel: | 0 | 0 | 0 | 0 | 100% |

Comments regarding the pre-departure orientation:

- I believe the Pre-Departure Orientation thoroughly prepared us as travelers and participants. Customs and culture were introduced to the teachers and this was a big part of the trip's success.
- The trip was made so much better because of the time, effort and care that went into the preparations for this project. The information was provided at a pace that allowed me to appreciate and digest all that I was learning without ever feeling overwhelmed. I was very thankful for the detailed information we received before departure that afforded me the opportunity to truly feel well prepared for the adventure that lay ahead.
- Overall, it was a great opportunity to get to meet everyone and get to know each other. It helped a lot to have people come in to talk about gender issues as well as the practical issues. I enjoyed learning about all the things we were going to experience.
- I left the PDO feeling very comfortable about what I had learned and the way in which the program was going to be enacted.
- I felt very well informed prior to our departure. The orientation weekend in Austin was fantastic. All of my questions were addressed and I learned a lot about Egypt – its history, culture and people. The orientation also helped me focus in on my project goals.

SECTION 5: IN-COUNTRY ACTIVITIES

Countries: Egypt

Weekly number of:

Lectures: 2

Cultural Activities: 1

Visits with host-country counterparts: .25

Debriefings: 1

Site Visits: 4

Hours of free time: 8

Visits with local experts: 1

Activities included 17 site visit programs to 59 individual monuments, museums, and functioning cultural sites; 8 formal lectures; 3 site visits to institutions and meetings with local experts; one school visit (school was out of session during our stay in country); and 3 out-of-town field trips. The numbers do not reflect the hours engaged in activities, which averaged 2 hours per lecture, 3 hours per cultural activity, and 3 - 4 hours per site visit program.

SECTION 6: HOST COUNTRY EXPERIENCE

| <u>Host Country Experience</u> | 1 Very Poor | 2 Poor | 3 Satisfac- tory | 4 Good | 5 Excellent |
|---|-------------------|-----------|------------------------|-----------|----------------|
| Time scheduling and itinerary: | 0 | 0 | 0 | 0 | 100% |
| Conditions of housing facilities: | 0 | 0 | 0 | 40% | 60% |
| Quality of food and dining services: | 0 | 0 | 10% | 20% | 70% |
| Conditions of other facilities: | 0 | 0 | 0 | 30% | 70% |
| Meeting special needs of participants: | 0 | 0 | 0 | 10% | 90% |
| Pacing of itinerary, including cities, sights, lectures, and cultural events: | 0 | 0 | 0 | 10% | 90% |
| Quality of host country faculty and teachers: | 0 | 0 | 0 | 0 | 100% |
| Quality of other host country counterparts: | 0 | 0 | 0 | 20% | 80% |
| Opportunity and frequency of interaction with other project participants: | 0 | 0 | 0 | 0 | 100% |
| Services provided by host educational institution (i.e., Egyptian Fulbright Commission) | 0 | 0 | 0 | 10% | 90% |

Comments regarding the host-country program:

- The pacing was excellent and allowed for time to reflect on the experience in order to put them into perspective.
- The host country program was as wonderful as I could have hoped for it to be. The lectures and tours provided me with an opportunity to learn as much as I was able to absorb about this amazing country. Although the pacing was a little brisk and overwhelming at times, I would not want to sacrifice any activities in order to slow down. I believe the best part of this program was Chris and Kamran and their ability to guide us along the way. They would provide insights, background information, answer questions and lead discussions of what was seen and heard as well as what went unspoken by our hosts. This program has been a life-changing experience and I am grateful for the opportunity to have participated.
- The Fulbright people in Egypt provided fascinating lectures and academicians. The schedule was busy but realistic and ample time was provided for follow-up questions and activities.

SECTION 7: IN-COUNTRY ITINERARY

(Note: the full in-country program is enclosed as Appendix C.)

| Origin | Destination | Departure | Arrival | Transportation |
|-----------------|--------------------|------------------|----------------|-----------------------|
| Cairo | Luxor | 06/19/2005 | 06/20/2005 | Train |
| Luxor | Esna | 06/20/2005 | 06/20/2005 | Bus |
| Esna | Edfu | 06/22/2005 | 06/23/2005 | Boat |
| Edfu | Kom Ombo | 06/23/2005 | 06/23/2005 | Boat |
| Kom Ombo | Aswan | 06/23/2005 | 06/24/2005 | Boat |
| Aswan | Cairo | 06/24/2005 | 06/25/2005 | Train |
| Cairo | Sharm el-Shaykh | 07/01/2005 | 07/01/2005 | Air |
| Sharm el-Shaykh | Cairo | 07/02/2005 | 07/02/2005 | Air |
| Cairo | Alexandria | 07/08/2005 | 07/08/2005 | Bus |
| Alexandria | El-Alamein | 07/09/2005 | 07/09/2005 | Bus |
| El-Alamein | Alexandria | 07/09/2005 | 07/09/2005 | Bus |
| Alexandria | Cairo | 07/09/2005 | 07/09/2005 | Bus |

SECTION 8: TRAVEL LOGISTICS

| | |
|--|-----------------------|
| Was air travel used in the host country? | Yes |
| Were other means of transportation used in the host country? | Yes: bus, boat, train |
| Were visas needed for entering/exiting the host country? | Yes |
| Were clearances or permissions needed to travel within the host country? | Yes |
| Were clearances for accessing information or research purposes needed? | No |
| Were any restrictions related to activities experienced? | Yes |

Comments: Air travel was used in-country for the trip to the Sinai Peninsula as the alternative would have been a very long (over 12 hour) bus ride through desert in the summer heat, rendering the trip both uncomfortable and impossible to complete in the time available. This was reduced to a 45-minute flight. With other line items coming in well beneath the amount budgeted, the additional expense was not a strain on available funds.

Clearances and restrictions to activities were related largely to the security situation (see sections 2.2 and 2.6 above), and generally involved intense scrutiny and hassle before proceeding with planned activities. The tourist police were informed of all of our planned activities on arrival in the country, which had to be approved by the Ministry of the Interior in advance.

On only one occasion was the group denied permission to proceed with a planned activity. The Association for the Development and Enhancement of Women (ADEW) had planned to take the group to an area of Cairo inhabited by a subclass known as the *zabbaleen*. On the morning of the planned excursion, however, the Ministry of the Interior rejected the request from ADEW for the visit citing security concerns. The group hosted by the Egyptian Fulbright Commission for the Fulbright-Hays Summer Seminar Abroad program did receive permission to visit the *zabbaleen*; the reason for the discrepancy is not known.

SECTION 9: OUTREACH ACTIVITIES

Comments: Each participant was required as part of the terms of their award to present their experience and the information gained to colleagues and students. As of December 12, 2005, with 10 participants reporting their experiences, 1,294 people have received information via 30 outreach activities – an average of 3 events and nearly 130 people per participant, exclusive of their own students.

1) Title of Activity: Social Studies Staff Development

Partners or sponsoring organization: N/A

Date(s) of activity: 08/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Sugarland, Texas

Total number of attendees: 35

Activity outcome: Generated interest in the program and requests for copies of my power point on Egypt and loan of the trunk.

2) Title of Activity: In-service Activity

Partners or sponsoring organization: Burleson ISD

Date(s) of activity: 08/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Burleson, Texas

Total number of attendees: 20

Activity outcome: One person applied for a Fulbright. Many new lesson plan activities for social studies classes.

3) Title of Activity: Teaching Egypt in the World Geography Classroom

Partners or sponsoring organization: N/A

Date(s) of activity: 08/07/2005, 08/22/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Missouri City, Texas

Total number of attendees: 67

Activity outcome: Positive responses from fellow teachers, invitations to be a guest speaker in numerous classrooms and requests to borrow my Egypt trunk.

4) Title of Activity: Staff Development

Partners or sponsoring organization: Galena Park ISD

Date(s) of activity: 08/09/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Houston, Texas

Total number of attendees: 20 teachers

Activity outcome: Provided teachers of world cultures and world history with access to available resources in the Egypt travel box. Showed pictures and answered all questions I was able to or directed them to a possible resource.

5) Title of Activity: District Staff Development Day

Partners or sponsoring organization: Fort Bend ISD

Date(s) of activity: 08/11/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Sugarland, Texas

Total number of attendees: 45

Activity outcome: Discussed opportunities for teachers to participate in study tours as well as the knowledge gained from the trip.

6) Title of Activity: Slideshow

Partners or sponsoring organization: Galena Park ISD

Date(s) of activity: 08/12/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Houston, Texas

Total number of attendees: 70

Activity outcome: Presented pictures of the trip while answering questions and generating discussions among my coworkers about Egypt past and present.

7) Title of Activity: Slideshow and discussion session

Partners or sponsoring organization: Cunningham Middle School, Galena Park ISD

Date(s) of activity: 08/16/2005 - 08/17/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Houston, Texas

Total number of attendees: 175 students

Activity outcome: The students really enjoyed seeing my pictures and responded with great questions. This interaction led to a great understanding of Egypt.

8) Title of Activity: Presentation

Partners or sponsoring organization: Hughes Springs Junior High School

Date(s) of activity: 08/18/2005 - 08/19/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Hughes Springs, Texas

Total number of attendees: 20 students, 1 teacher

Activity outcome: Two-day presentation to the 6th, 7th, and 8th grade. Students then completed independent studies projects on Ancient Egypt.

9) Title of Activity: Slideshow

Partners or sponsoring organization: Cinco Ranch 50+ Group

Date(s) of activity: 08/28/2005

Language(s) addressed: English

Target audience (check all that apply): General Public

Location (city, state): Kato, Texas

Total number of attendees: 15

Activity outcome: Showed pictures of my trip and led a discussion of what I saw as well as my impressions of Egypt. One couple booked a trip to Egypt shortly after my presentation.

10) Title of Activity: Passport to Egypt

Partners or sponsoring organization: Houston World Affairs Council

Date(s) of activity: 09/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Houston, Texas

Total number of attendees: 35

Activity outcome: Requests for copies of power point and invitations to guest lecture in various classrooms.

11) Title of Activity: Walk Like an Egyptian

Partners or sponsoring organization: Burleson Community Education

Date(s) of activity: 09/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education, Business, General Public

Location (city, state): Burleson, Texas

Total number of attendees: 17

Activity outcome: Lots of interest – another workshop scheduled for March 2006

12) Title of Activity: Islam

Partners or sponsoring organization: Montgomery County Public Schools

Date(s) of activity: 09/07/2005 - 09/08/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Rockville, Maryland

Total number of attendees: 134 students

Activity outcome: Better understanding of Islam and Muslim women.

13) Title of Activity: Portrait of Egypt

Partners or sponsoring organization: Houston World Affairs Council

Date(s) of activity: 09/10/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Houston, Texas

Total number of attendees: 50

Activity outcome: Discussed experiences and knowledge gained. People asked many questions about the trip itself and the Fulbright-Hays Program.

14) Title of Activity: Presentation

Partners or sponsoring organization: Hughes Springs High School

Date(s) of activity: 09/20/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Hughes Springs, Texas

Total number of attendees: 65 students, 1 teacher

Activity outcome: Discussed Ancient Egypt with high school world history students. Students used information from presentation to create informal brochures on Ancient Egypt.

15) Title of Activity: Egypt: Old and New

Partners or sponsoring organization: First Christian Church

Date(s) of activity: 09/21/2005

Language(s) addressed: English

Target audience (check all that apply): General Public

Location (city, state): Denton, Texas

Total number of attendees: 26

Activity outcome: Slide show with lively question and answer session.

16) Title of Activity: "Egypt: A Land of Firsts" elementary lessons on Egypt posted on the Lewisville ISD intranet.

Partners or sponsoring organization: Lewisville ISD

Date(s) of activity: 10/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Lewisville, Texas

Total number of attendees: 1200 (have access to the unit on the intranet)

Activity outcome: Presentations will be scheduled for classes.

17) Title of Activity: Modern Egypt
Partners or sponsoring organization: Montgomery County Public Schools
Date(s) of activity: 10/05/2005
Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Rockville, Maryland
Total number of attendees: 13 teachers
Activity outcome: Better understanding of the Egyptian political system.

18) Title of Activity: Slideshow, travel box display, and discussion
Partners or sponsoring organization: N/A
Date(s) of activity: 10/10/2005
Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Houston, Texas
Total number of attendees: 30
Activity outcome: Students enjoyed seeing the photos and asking questions about Egypt. They enjoyed being able to see and touch different objects made in Egypt. I will be returning here in the spring to continue the story.

19) Title of Activity: Breaking Down Egyptian Stereotypes
Partners or sponsoring organization: Dallas ISD
Date(s) of activity: 10/10/2005
Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Dallas, Texas
Total number of attendees: 39
Activity outcome: shared information on Egypt with students

20) Title of Activity: Presentation
Partners or sponsoring organization: Montgomery County Public Schools
Date(s) of activity: 10/10/2005 - 10/12/2005
Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Rockville, Maryland
Total number of attendees: 38 teachers
Activity outcome: N/A

21) Title of Activity: Breaking Down Egyptian Stereotypes
Partners or sponsoring organization: Dallas ISD
Date(s) of activity: 10/12/2005

Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Dallas, Texas
Total number of attendees: 16
Activity outcome: shared information on Egypt with students

22) Title of Activity: “Egypt: A Land of Firsts” elementary lessons on Egypt presented at the elementary principals meeting
Partners or sponsoring organization: Lewisville ISD
Date(s) of activity: 10/18/2005
Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Lewisville, Texas
Total number of attendees: 50
Activity outcome: Principals encourage the teachers to use the curriculum and have presentations in their classrooms.

23) Title of Activity: Breaking Down Egyptian Stereotypes
Partners or sponsoring organization: Dallas ISD
Date(s) of activity: 10/19/2005
Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Dallas, Texas
Total number of attendees: 26
Activity outcome: shared information on Egypt with students

24) Title of Activity: Breaking Down Egyptian Stereotypes
Partners or sponsoring organization: Dallas Gamma Phi Beta Alumni Chapter
Date(s) of activity: 10/22/2005
Language(s) addressed: English
Target audience (check all that apply): General Public
Location (city, state): Dallas, Texas
Total number of attendees: 8
Activity outcome: shared information on Egypt with students

25) Title of Activity: Teacher Workshop/presentation of “Egypt: A Land of Firsts” elementary lessons on Egypt.
Partners or sponsoring organization: Lewisville ISD
Date(s) of activity: 10/25/2005
Language(s) addressed: English
Target audience (check all that apply): Elementary/Secondary Education
Location (city, state): Lewisville, Texas

Total number of attendees: 45

Activity outcome: Advocates were trained on use of the lessons and presented hard copies of the lessons. They were given information about placement of the unit on the Lewisville ISD intranet. The advocates will present the information at the faculty meeting on each campus. Elementary teachers will be advised to schedule presentations in their classrooms.

26) Title of Activity: Breaking Down Egyptian Stereotypes

Partners or sponsoring organization: Dallas ISD

Date(s) of activity: 10/27/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education

Location (city, state): Dallas, Texas

Total number of attendees: 23

Activity outcome: shared information on Egypt with students

27) Title of Activity: Teaching Egypt: Bringing the Modern Country to Life in the Classroom

Partners or sponsoring organization: Texas Council for the Social Studies Conference

Date(s) of activity: 10/29/2005

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education, Higher Education

Location (city, state): Galveston, Texas

Total number of attendees: 25 educators or administrators

Activity outcome: The presentations consisted of slideshow and discussion of the trip. This led to questions from the audience. There was also a large display of Egyptian goods, arts and crafts, as well as traditional clothing.

28) Title of Activity: Egypt: Old and New

Partners or sponsoring organization: Highlands Christian Church

Date(s) of activity: 10/31/2005

Language(s) addressed: English

Target audience (check all that apply): General Public

Location (city, state): Dallas, Texas

Total number of attendees: 120

Activity outcome: Large group in breakfast setting, slide show and lecture.

29) Title of Activity: Presentation

Partners or sponsoring organization: Delta Kappa Gamma

Date(s) of activity: 01/2006

Language(s) addressed: English

Target audience (check all that apply): Elementary/Secondary Education, Higher Education

Location (city, state): Cass County, Texas

Total number of attendees: 25+

Activity outcome: Interested in the state of education in Egypt, as well as women's lives. Interested in learning about the ADEW project I visited while in Egypt.

30) Title of Activity: Presentation

Partners or sponsoring organization: South Arkansas Women's Network

Date(s) of activity: 03/15/2006

Language(s) addressed: English

Target audience (check all that apply): Business, Government, State or Local Government

Location (city, state): Magnolia, Arkansas

Total number of attendees: 40+

Activity outcome: Area women's network is interested in women's lives in Egypt, and learning about the ADEW project I visited while in Egypt.

SECTION 10: PUBLICATIONS

Authored Books: 0

Edited Books: 0

Referred Journal Articles: 0

Working Papers: 3

Curriculum Trunks: 6

Conference Presentations: 12

Book Chapters: 0

Non-Referred Journal Articles: 1

Teaching Cases: 16

Comments: Project results have not been disseminated in final format. Due to teacher schedules, the need to field test curriculum units to ensure usefulness in the classroom and the review/revision process, the final publications will not be complete until May 2006. While the initial 15 curriculum units have been field tested by each individual participant (their author), they are currently being reviewed by the Project Director and Project Coordinator for accuracy of content and clarity in addressing state and national standards.

The final projects will be considered for inclusion on the University of Texas' UTOPIA Web portal, an educational resource for K-16 educators, on the Center for Middle Eastern Studies' outreach Web site, and on OutreachWorld.org, a national Web site that features resources recommended by Title-VI funded National Resource Centers.

Furthermore, a complete set of the lesson plans, supplemented by artifacts, audiovisual aids, and other printed materials, will be combined into cohesive curriculum trunks. (In addition to the 3 assembled by the group in Egypt for distribution by the Center's outreach program, 3 participants created their own trunks for use and loan to colleagues in their school or districts). After testing and revision, the trunks will be ready for loan to teachers throughout the United States in the summer of 2006. Three trunks will be made available, free of charge, through CMES and the Region XIII Education Service Center of the Texas Education Agency. The trunks will provide teachers and students with an opportunity to see and handle such objects as contemporary Egyptian artifacts, costumes, traditional crafts, folk tales, musical instruments, and more.

Section 11: Travel from US

| Participant Type | Discipline | Country | Purpose | Title VI Funds |
|-------------------------|----------------------------|----------------|---------------------|-----------------------|
| Faculty | International/area studies | Egypt | Faculty Development | \$3,161.19 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$2,911.54 |
| Curriculum specialist | social studies | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | Geography | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$2,911.54 |
| Curriculum specialist | social studies | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | Social studies/English | Egypt | Faculty Development | \$2,911.54 |
| University faculty | Social studies/Education | Egypt | Faculty Development | \$2,911.54 |
| Curriculum specialist | Special education | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$2,911.54 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$3,021.09 |
| Secondary teacher | History | Egypt | Faculty Development | \$3,003.94 |
| Secondary teacher | social studies | Egypt | Faculty Development | \$3,018.44 |

SECTION 12: SOURCES OF FUNDING

Federal Funding:

| | |
|--|--------|
| Did your GPA receive federal funding in addition to the GPA grant? | No |
| Total amount of other federal funding: | \$0.00 |

Non-Federal Funding:

| | |
|---|----------|
| Did your GPA receive non-federal funding? | Yes |
| Participant cost-sharing: | \$15,000 |
| Institution cost-sharing: | \$24,348 |
| Non-profit organization cost-sharing: | \$0.00 |

| | |
|--|----------|
| Total amount of all non-federal funding: | \$39,348 |
|--|----------|

| | |
|--|----------|
| Total amount of federal and non-federal funding: | \$39,348 |
|--|----------|

Comments:

Participant fees were \$1,000 to cover travel for the Project Coordinator, some supply costs, and the pre-departure orientation and associated fees. UT-Austin paid salaries and fringe benefits to the Project Director and Project Coordinator, at 6 and 12 weeks respectively, for their work on the project.

SECTION 13: BUDGET

| Category | Current Reporting Period |
|----------------------------|---------------------------------|
| Personnel | 0 |
| Fringe Benefits | 0 |
| Travel | \$ 54,991 |
| Equipment | 0 |
| Supplies | \$ 2,476 |
| Contractual | 0 |
| Other | \$ 3,767 |
| Total Direct Costs: | \$ 61,234 |
| Total Indirect Costs | 0 |
| Training Stipends | 0 |
| TOTAL BUDGET: | \$ 61,234 |

Comments: Federal funds were used for the participants/Project Director travel (airfare, maintenance, local transportation), artifact/teaching material purchases by participants and CMES Outreach (classroom supplies and artifact trunks), and local instructor/space rental fees.

The University of Texas covered salary and fringe benefits for the Project Director and Program Coordinator during the in-country program and for appropriate planning and post-program periods. UT also covered duplication costs for program materials and curriculum units, which will be compiled and printed after the end of the grant cycle.

Participant fees covered the Program Coordinator's travel (airfare, maintenance, local transportation), the pre-departure workshop (speaker fees, meals, accommodations), and the planning trip for the Project Director and Program Coordinator.

APPENDIX A: APPLICATION FORM

**Study Tour and Curriculum
Development Project in Egypt
Application Form**

**An outreach project of the Center for Middle Eastern Studies
at the University of Texas at Austin**

**Submit to:
Christopher Rose
Outreach Coordinator
Center for Middle Eastern Studies
The University of Texas at Austin
1 University Station F9400 (WMB 6.102)
Austin, TX 78712-0527
Call (512) 471-3582 for more information**

*Applications should be postmarked by March 4, 2005; applications will be reviewed
and accepted on a rolling basis.*

Section A. Applicant Data

1. Name (First, M.I. Last): _____

2. Home address:

3. Home phone: _____

4. Social Security #: _____

5. Are you a citizen or permanent resident of the United States? Yes No

6. Have you previously participated in a Fulbright-Hays Seminar Abroad or
Group Project Abroad? Yes No

a. If yes, please list year(s) and/or country(ies):

Appendix A: Application Form

7. Education:

a. Highest degree earned/major: _____

b. Issuing Institution: _____

8. Position Title: _____

9. This position is full time part time

10. Number of years in this position: _____

11. Date of employment: _____

12. Name of School/Institution: _____

13. School/Institution Address:

14. Work telephone: _____

15. Work fax: _____

16. E-mail: _____

17. Cellular/Mobile telephone number: _____

18: Years of experience (indicate number of years at each level):

----- K-5 ----- 6-8 ----- 9-12 ----- Curriculum Specialist ----- Other

19. Immediate Supervisor: _____

20. Supervisor's Telephone Number: _____

Appendix A: Application Form

21. For teaching and non-teaching positions, please provide weekly schedule for current year:

| Subject(s) Taught (Title with one-line description) or Curriculum-related responsibilities | Number of teaching or curriculum- related hours per week | Grade level(s) | Number of students taught or effected |
|---|---|-----------------------|--|
| | | | |

22. Academic degrees and in-service training (begin with most recent). *Please do not substitute with resume.*

| Name of Institution | Date(s) | Degree / Training field specialization |
|----------------------------|----------------|---|
| | | |
| | | |
| | | |

23. Awards, Honors, Publications, etc. and membership in professional, education, or civic organizations (offices held, involvement with outreach programming, etc.)

Appendix A: Application Form

| Name of Organization | Activity | Dates |
|-----------------------------|-----------------|--------------|
| | | |
| | | |
| | | |
| | | |

PART B. Attachments and Essays

ATTACH THE FOLLOWING DOCUMENTS TO YOUR APPLICATION:

___ **Résumé** (Please do not exceed two pages). Your résumé should contain the following pieces of information: current position, previous experience, professional initiatives, honors, awards, and involvement in educational/professional organizations, and impact in and beyond the classroom.

___ **Essays** (Please write each on a separate page; do not exceed one page for each essay):

1. **International Experience:** Please describe your ability to learn from international and/or intercultural experiences that you have had. *Relevant background includes travel, formal study, demonstrated ability to adapt to/with other cultures.*
2. Explain your need for this experience abroad and why you want to participate in the study seminar and curriculum development project in Egypt. *Indicate why you require greater knowledge of Egypt. Include a discussion on what aspects of Egyptian society you are interested in learning about. You must demonstrate a direct connection between the program and your current teaching and /or administrative responsibilities.*
3. Describe how you would incorporate the experience into your professional work to enhance international intercultural understanding. (Such as teaching, curriculum development, and other outreach activities).

___ **Letters of recommendation**

Please include two letters from referees of your choosing. One should come from a supervisor written on institution letterhead, the other may be from a peer or someone who can speak authoritatively about your professional skills.

Referees should address your professional abilities; ways in which you excel within your institution or department; your ability to adapt to new and/or unfamiliar situations; and the benefit that your participation in this program will have on your department, school, or institution.

Both letters must be sealed, and signed across the seal. *Please collect sealed letters and send them with your application; do not ask referees to mail their letters separately.*

Appendix B: Information Provided to Awardees

APPENDIX B: INFORMATION PROVIDED TO AWARDEES:

March 28, 2005

Address

Dear :

I am pleased to inform you that you have been selected to participate in the Study Tour and Curriculum Development Project in Egypt this summer. We had a number of very qualified applicants for this program, and your selection is a notable achievement.

Enclosed, you will find an Award Acceptance Form and a copy of the Terms and Conditions for participation in this seminar. Please be sure to read both forms completely before signing, as they contain important information regarding the seminar and your rights and responsibilities as a participant. If you have any questions, please contact Christopher Rose at csrose@mail.utexas.edu or (512) 471-3582 before returning the forms to us.

I would also like to invite you to attend the pre-departure orientation that will be held in Austin on Friday and Saturday, May 20 and 21. Although attendance is not mandatory, we strongly urge everyone to attend.

We will be forwarding more information on your fellow participants, the itinerary and practical matters such as what to bring, as well as some introductory readings in the next few weeks.

In the meantime, please make sure that you have a United States passport that is valid through the end of 2005. If you do not have a passport or one that will expire before the end of the year, please contact your nearest authorized passport office (frequently located at large post offices) or see the State Department Web Site at <http://travel.state.gov>.

Again, congratulations on your selection. I look forward to working with you.

Sincerely,

Kamran S. Aghaie
Assistant Professor of Middle Eastern and Islamic Studies

enclosures

**STUDY TOUR AND CURRICULUM DEVELOPMENT PROJECT IN EGYPT
SUMMER 2005**

AWARD ACCEPTANCE FORM

Name of Participant:

Please read the enclosed terms and conditions carefully before signing below. Keep copies of both this form, the signed Terms and Conditions, and the Release and Indemnification form for your files

- NO**, I _____ (please print) am not able to accept the award at this time.
- YES**, I _____ (please print) have read, understand, and accept the Terms and Conditions of the Award for the Study Tour and Curriculum Development Project in Egypt for the summer of 2005. Furthermore, I certify that the information I provided on my application is correct to the best of my ability.
- I plan to attend the pre-departure orientation in Austin, May 20-21.

Please indicate the nearest major airport to your home: _____

Signature: _____ Date: _____

Please return a signed copy of this acceptance form, a signed copy of the terms and conditions, a signed copy of the release and indemnification form, and your \$500 deposit (made payable to the University of Texas at Austin) by March 23, 2005 to:

**Christopher Rose
Outreach Coordinator
Center for Middle Eastern Studies
The University of Texas at Austin
1 University Station F9400
Austin, TX 78712-0527**

**STUDY TOUR AND CURRICULUM DEVELOPMENT PROJECT IN EGYPT
SUMMER 2005**

AWARD OFFER

Congratulations! You have been selected to participate in the Study Tour and Curriculum Development Project in Egypt, organized by the Center for Middle Eastern Studies at the University of Texas at Austin, and funded by the Fulbright-Hays foundation through the Group Projects Abroad program.

Before accepting this award, please read through the following pages carefully as they explain what you are committing to, what responsibilities you undertake as a participant, and what responsibilities we are agreeing to take on as the organizers of the seminar.

TERMS AND CONDITIONS OF THE AWARD

Acceptance: By accepting this award, you are agreeing to all of the following conditions. Please initial at the bottom of each page and return one copy of the form with your acceptance letter.

If you have questions or concerns or feel that you are unable to agree to certain conditions, please contact one of the seminar organizers BEFORE submitting your acceptance form.

Costs: You are asked to contribute \$1,000 as a cost-share to help defer the costs of the seminar program. A deposit of \$500 is due with your signed award letter to secure your place in the program, with the balance due by May 20, 2005.

The seminar fees will cover the following expenses:

- Round trip economy class airfare from the nearest major airport to your home OR Houston/Dallas to Cairo, Egypt (see “travel arrangements” below);
- A single-entry Egyptian tourist visa to be obtained upon arrival at Cairo International Airport;
- Accommodations in a tourist-class, air-conditioned room for the duration of the seminar;
- Internal transportation within Egypt as related to seminar activities;
- Admission fees for site visits conducted as part of the seminar;
- Lecture fees;
- Reading packet;
- Meals taken as a group (excluding alcoholic beverages) - and a cash stipend for meals outside of group activities during the seminar;
- Some tips;
- Each participant will also receive \$50 for the purchase of materials for use in the classroom while in Egypt.

Appendix B: Information Provided to Awardees

You are responsible for additional expenses that may include but are not limited to the following:

- Passport application fees;
- Multiple entry visas or visa extensions;
- Inoculations or medication;
- Health insurance that is valid in Egypt and includes emergency evacuation and repatriation of remains coverage (see “health insurance” below);
- Travel to the pre-departure orientation in Austin, May 20-21, 2005;
- Some tips;
- Admissions and fees for visits conducted outside of group activity;
- Personal expenditures, including telephone calls, Internet access fees, purchase of personal products and groceries, souvenirs, etc.

Pre-departure Orientation: The pre-departure orientation (PDO) will be held on Friday and Saturday, May 20 and 21, on the campus of the University of Texas at Austin. Although we understand that this is a difficult time of year, we strongly urge everyone to attend. The PDO will be the only opportunity for us to meet as a group prior to departure for Egypt, and we will be incorporating some group activities and basic lectures into the program that we do not intend to repeat once we arrive in Egypt.

Travel Arrangements: Travel arrangements will be made by the seminar organizers and tickets will be issued by Navigant Travel SW/University of Texas Travel Agency.

If it is possible to book you from the nearest airport to your home within the confines of our approved budget, we will make every attempt to do so. However, we can only guarantee round trip transportation from Dallas or Houston. In the event that we are unable to provide transportation to the nearest airport, we will contact you to discuss making alternate arrangements before booking the itinerary.

Changing your ticket: Participants are expected to travel to Egypt from the United States as a group, and we will **not** allow changes in the outbound leg of the itinerary.

If you wish to change your return travel itinerary to include extra time in Egypt or a stopover in Europe or elsewhere, you will be able to do so at your own cost, provided that changes are made within the time frame allotted. All itineraries – including itineraries altered to include a stopover -- must comply with the Fly America Act, meaning that all flights must be on US carriers or foreign carriers code sharing with US carriers, even if a less expensive itinerary on a foreign carrier is available (except for point-to-point travel entirely between two foreign destinations where the route is not served by a US carrier).

Health Insurance: All seminar participants are required to have health insurance that is valid in the host country. Insurance must include emergency evacuation and repatriation of remains coverage. If your current health insurance is not valid, you are required to purchase insurance through the United States Department of State or some other group carrier (information on the State Department Plan is included).

Appendix B: Information Provided to Awardees

Emergency evacuation coverage means that insurance will cover the participant if he or she needs to be transported out of the host country for emergency medical treatment. Repatriation of remains means that in case of the participant's death while overseas, insurance will pay for remains to be transported home.

Proof of insurance that specifies emergency evacuation and repatriation of remains coverage must be submitted prior to departure; failure to do so can jeopardize your participation in the seminar.

Physician's Statement: Prior to departure, you must provide a written statement from a physician, written on his/her letterhead and based on a recent physical examination, reflecting the following:

- Your ability to endure rigorous travel;
- Your ability to adjust to new and very different environments in a closely-knit group setting;
- Any health conditions of which the group leaders should be aware.

Physical activity: The seminar will include a significant amount of physical activity, including walking on uneven surfaces and climbing stairs.

There is no Egyptian equivalent of the Americans with Disabilities Act. Most public buildings, hotels, and tourist sites in Egypt are not accessible for those with serious physical disabilities. While we may be able to make some minor accommodations, we cannot assume responsibility for local conditions or any lack of local services.

If you have questions about your ability to participate in the program, you should consult with the seminar organizers and/or your physician before making a final decision on whether to accept this award.

Seminar Activities: This seminar will include scheduled activities five or six days per week, based on the Egyptian working week, which is Sunday through Thursday. Seminar activities are very intensive and attendance at all activities is required.

Being joined by dependents, relatives, or friends in Egypt during the period of the seminar is not permitted.

The seminar activities will include site visits and field trips, lectures and meetings, and group discussions. Part of the group discussion will involve reading articles from a reading packet that will be provided for you on arrival in Cairo. We expect that you will complete the assignments in advance and be ready for each meeting. The readings will be chosen to provide background information and more detail on the things we will be doing and seeing, and form an integral part of the program.

Appendix B: Information Provided to Awardees

Comfort Issues: Egypt is a developing country. Although many of the public services and infrastructure that you are familiar with are present to some degree, they may not be as advanced or as efficient as those you are accustomed to dealing with at home. It is important to deal with these differences with a degree of patience and a sense of humor. Egypt is a place where plans can change quickly from one minute to the next based on unforeseen circumstances.

We will be traveling during a hot time of year. The weather in Egypt in June and July is frequently in the high 90s and low 100s, and sunny with little to no cloud cover. Egypt is a desert climate, and the humidity is low. The schedule will be organized in such a way that will maximize our use of the cooler periods of the day.

While we will make any necessary arrangements to ensure comfort, we expect that participants are aware of the potential for and able to deal with any discomforts that may arise to a reasonable degree.

Cultural Issues: Egypt is a conservative Muslim country, and many of our seminar activities will be taking place in locations where appropriate dress and behavior is expected from visitors. In some tourist sites it is acceptable to wear shorts and T-shirts. In other locations we will require our participants to dress in a culturally appropriate manner. For men and women, this will involve loose-fitting shirts with sleeves extending past the elbow and pants or skirts of length that approach the ankles. Women may also be asked to cover their hair on occasions with a scarf. We will advise you on what dress is appropriate on which days. More specific guidelines will be given at the orientation session in May.

A number of the sites that we plan to visit are places of worship devoted to the Jewish, Christian, and Islamic faiths. Of these places, the vast majority are mosques, some of which are now museums, but some of which are still actively used for prayer. We intend to visit these sites as scholars and observers, not as active participants in worship, and we are planning our visits so that they do not coincide with religious services.

It is not our intention to cause discomfort to our participants or to question or challenge anyone's personal beliefs. While we are willing to make reasonable accommodations to meet specific needs of individual participants, we do not feel that it would be appropriate for our participants to ask to be excused from visiting all such sites as these visits form a crucial part of the seminar's goals and objectives.

If you have any questions or concerns about this aspect of the seminar, please contact one of the seminar organizers before accepting this award.

Follow-up Activities: All participants are required to complete a curriculum project based on our own interests that can be shared with others in your school, district, or a wider audience. We expect that you will share your experience and the knowledge gained during the seminar with others through professional development sessions, in-

Appendix B: Information Provided to Awardees

service sessions, or in sessions at local, state wide, or national conferences such as the Texas Council for the Social Studies, to be held in Galveston in October 2005.

All participants are also required to complete an evaluation of the seminar using a form or website provided by the U.S. Department of Education. You will be advised of the address and how to access the website in the fall.

Cancellation Policy: In the event that the program is cancelled before departure your participant fee will be refunded to you. In the event that you must withdraw from the program prior to departure, a portion of your participant fee may be retained to cover expenses incurred on your behalf.

In the event of your withdrawal after departure for Egypt, you will forfeit your participation fee. In addition, if the withdrawal is due to your termination from the program, you may be liable for expenses incurred on your behalf including but not limited to costs associated with airfare and transportation, accommodations, meals, or deposits for services not rendered due to the withdrawal.

**THE J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD
STATEMENT OF THE RIGHTS AND RESPONSIBILITIES OF AMERICAN
GRANTEES**

“Grants under the Mutual Educational and Cultural Exchange Act of 1961, as amended (Fulbright-Hays Act), involve certain obligations and responsibilities on the part of each grantee. A person accepting such a grant is not by virtue thereof an official or employee of the Department of State or other agency of the Government of the United States of America, or of an agency of the government of the host country.

“Grantees are private citizens, retaining the rights of citizens to the personal and intellectual freedom generally accepted under the United States constitutional system and by the educational community.

“The J. William Fulbright Foreign Scholarship Board believes, however, that the individual grantees are responsible for protecting the nonpolitical character of the program during their grants. They should be aware that their public political statements or activity while abroad may, in certain circumstances, draw into the political arena an educational exchange program that has been characterized since its inception, as free and nonpolitical.

“Further, it should be recognized that American citizens who make political statements or who engage in activities with political connotations may thereby become involved in the domestic political processes of their host country even when they wish only to express agreement or disagreement with U.S. Government policy. Grantees should be aware that such activities are incompatible with the objectives of the program and that they are responsible for exercising discretion and judgment in all of their actions, both public and private.”

REVOCATION OR TERMINATION OF THE AWARD

Upon the recommendation of the University of Texas at Austin, Fulbright Commission, overseas posts, and the Secretary of Education, the J. William Fulbright Foreign Scholarship Board may terminate your award.

“Groups for revocation may include but are not limited to: (1) violations of the laws of the United States or of the host country; (2) misconduct; (3) failure to observe satisfactory academic or professional standards; (4) physical or mental incapacitation; (5) acts likely to give offense to the host country; and/or (6) engaging in political or unauthorized income-producing activities; or other activities which in the discretion of the Foreign Scholarships Board and the Department are inconsistent with the best interests of the program.”

Appendix C: In-Country Timetable

| Time of day | Activity |
|---------------------------------|--|
| Tuesday, June 14, 2005 | |
| 1:30 PM (CDT) | Meet at Chicago O'Hare International Airport, Terminal 1 |
| 2:35 PM (CDT) | United Airlines 944 departs for Frankfurt |
| Wednesday, June 15, 2005 | |
| 5:45 AM (CEST) | United Airlines 944 arrives at Frankfurt |
| 10:10 AM (CEST) | Lufthansa 582 departs for Cairo |
| 3:05 PM (EEST) | Lufthansa 582 arrives at Cairo |
| On arrival | Transfer to the President Hotel in Zamalek |
| 8:00 PM | Dinner at Le Panorama Restaurant at the President Hotel |
| Thursday, June 16, 2005 | |
| Morning | Breakfast at leisure |
| 9:00 - 10 AM | Orientation Session in Hotel Conference Room; distribution of cash stipends |
| 10 AM – 12 Noon | Walking tour of neighborhood; followed by time to change money, purchase supplies, etc. |
| 12 Noon - 2 PM | Group lunch in Zamalek at Abu Sid |
| 2 – 5:30 PM | Free time |
| 5:30 PM | Board bus for transfer to Fulbright in Doqqi |
| 6:30 – 8:30 PM | Lecture: "Introduction to Ancient Egypt" <i>Lecturer: Dr . Wifaa Saddiq, Director, Egyptian Museum</i> |
| 8:00 PM | Return to Hotel |
| Friday, June 17, 2005 | |
| Morning | Breakfast at leisure |
| 8:00 AM | Board bus |
| 8:30 – 5 PM | Site visit: Sakkara Sultan Carpet Institute Group lunch at Khan al-Khalili restaurant, Mena House Oberoi Hotel Giza Pyramids, Sphinx, and Cheops Solar Boat Museum <i>Tour Guide: Shirin</i> |
| 7:30 PM | Leave for Nile Maxim dinner cruise |
| 8 – 10 pm | Welcome dinner and bellydance show on the Nile Maxim |
| Saturday, June 18, 2005 | |
| Morning | Breakfast at leisure |
| 9 AM – 12 Noon | Site visit: The Egyptian Museum <i>Tour Guide: Shirin</i> |
| 11:30 AM | Return to hotel; lunch at leisure |
| 12 – 1:30 PM | Group Lunch |
| 1:30 PM | Return to Hotel; free time |
| 6:00 PM | Walk to Gezira Art Centre for visit to Islamic Ceramics collection |
| 6:30 - 8:30 PM | Tour Art museum; balance of evening free |
| Sunday, June 19, 2005 | |
| Morning | Breakfast at leisure |
| 10:00 AM | Board bus |
| 10 AM – 12:30 PM | Site visit: Ben Ezra Synagogue Church of Abu Sergia |

Appendix C: In-Country Timetable

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|--------------|---|
| | Al-Muallaqa (Hanging) Church Fortress of Babylon <i>Tour Guide: Shirin</i> |
| 12:30 PM | Return to Hotel |
| 12 – 3:30 PM | Free time; lunch at leisure |
| 3:30 PM | Meet in lobby with luggage for Luxor trip; board bus to Fulbright |
| 4 – 6 PM | Lecture: “Survival Arabic and the History of the Arabic Language” <i>Lecturer: Dr. Mona Kamel, Director, Center for Arabic Study Abroad program at AUC</i> |
| 6:00 PM | Transfer to Rameses Train station for overnight train to Luxor (departs 8 PM) |

Monday, June 20, 2005

| | |
|---------|---|
| 5:00 AM | Arrive Luxor; transfer to Nile Commodore Boat |
| 7:30 AM | Tour of Luxor and Karnak Temples <i>Tour Guide: Mohammad</i> |
| 12 Noon | Transfer to the Nile Odyssey in Esna; balance of day free |

Tuesday, June 21, 2005

| | |
|------------|---|
| 6:00 AM | Board bus for tour of the Valley of the Kings and Deir el-Bahri |
| 12:00 Noon | Return to boat; balance of day free |

Wednesday, June 22, 2005

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| | Free day |
| 9:30 AM | Optional tour of Esna Temple |
| 3:00 PM | Boat departs Esna for Edfu |

Thursday, June 23, 2005

| | |
|----------|---------------------------------|
| 8:30 AM | Tour of Temple of Horus in Edfu |
| 10:30 AM | Boat sails for Kom Ombo |
| 5:30 PM | Tour of Kom Ombo temple |
| 7:30 PM | Boat departs Kom Ombo for Aswan |

Friday, June 24, 2005

| | |
|--------------|--|
| 6:00 AM | Depart for tour of Aswan, including the High Dam, Temple of Philae, Papyrus Institute, and Nubian Museum. |
| 11:00 AM | Return to boat |
| 11:30 – 1 pm | Felucca ride around Elephantine island, with view of the Botanical Gardens, St. Simeon's Monastery, and the tomb of the Aga Khan |
| 1:00 PM | Return to boat; lunch until 3 pm |
| 5:00 PM | Check out; transfer to Aswan rail station |
| 6:30 PM | Depart for Cairo |

Saturday, June 25, 2005

| | |
|---------|--|
| Morning | Arrive Cairo; transfer to President hotel |
| | Morning free; lunch at leisure |
| 3:30 PM | Transfer to Monastery of Barsoum el-Aryan |
| 4 -6 pm | Site visit: Monastery of Barsoum el Aryan and Coptic development projects (hospital, handicrafts and school) Lecture: “Christianity in Egypt” |

Appendix C: In-Country Timetable

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| | <i>Lecturer: His Eminence Picenti, Bishop of Helwan and Ma'asarah</i> |
| 6:30 PM | Return to Hotel |

Sunday, June 26, 2005

| | |
|-----------------|---|
| Morning | Breakfast at leisure |
| 9:30 AM | Board bus for Transfer to Fulbright |
| 10 AM – 12 Noon | Lecture; "Islamic Art and Architecture" <i>Lecturer: Dr. Lobna Sherif, Professor of Architecture, Ain Shams University</i> |
| 12:30 – 1:30 PM | Lecture: "Islam in Egypt: Historical and Modern Practices" <i>Lecturer: Dr. Ahmad Zaki Hammad, Professor of Shari'a (Islamic Law), Al-Azhar University</i> |
| 1:30 PM | Return to Hotel; lunch on your own |
| 5 – 7 pm | Discussion Session (hotel conference room) <i>Disucssion leader: Chris</i> |

Monday, June 27, 2005

| | |
|----------------|--|
| Morning | Breakfast at leisure |
| 8:00 AM | Board bus |
| 8:30 AM - Noon | Site visit: Mosque of Ahmad Ibn Tulun Gayer-Anderson Museum (Beit al-Kritiyya) Khan Misr Toloun <i>Tour Guide: Wael</i> |
| Noon | Return to Hotel; lunch on your own |
| 7:00 PM | Group dinner at Felfela |

Tuesday, June 28, 2005

| | |
|----------------|--|
| Morning | Breakfast at leisure |
| 8:00 AM | Board bus |
| 8:30 - 12 Noon | Walking tour of Darb al-Asfar, Islamic Cairo: Bab al-Futuh and the northern walls Mosque of al-Hakim bi-Amr Allah Mosque of Al-Aqmar Beit al-Suhaymi (outside only) Sabil-Khuttab of Abdel Rahman Kathkuda (outside only) Mosque/Madrassa of Sultan Barquq Maristan (hospital) of Sultan Qalawun (outside only) Khan al-Khalili Wikala of Sultan al-Ghori <i>Tour Guide: Wael</i> |
| 12 Noon | Return to Hotel; lunch on your own |
| 5:00 PM | Board bus for transfer to Azhar Park |
| 5:30 – 6:30 | Lecturer by Seif al-Rashidi, Aga Khan Trust for Culture, on the Azhar Park/Darb al-Ahmar investment project |
| 6:30 PM | Tour of Azhar Park, followed by dinner at The Citadel Restaurant |

Wednesday, June 29, 2005

| | |
|----------------|--|
| Morning | Breakfast at leisure |
| 8:00 AM | Board bus |
| 8:30 - 12 Noon | Walking tour of Darb al-Ahmar, Old Cairo: al-Azhar Mosque Mosque of Sultan al-Ghori |

Appendix C: In-Country Timetable

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| | Sabil-Khuttab of Mohammad Ali (outside only) Sabil-Khuttab of Nafissa al-Bayda Bab al-Zuwayla and the southern walls, including opportunity to climb the minarets of the mosque of Muayyad al-din Shaykh Mosque of Qijmas al-Ishaqi (outside only) Khuttab of Qijmas al-Ishaqi (pre-primary classroom) The Khayyamiya (Street of the Tentmakers) <i>Tour Guide: Wael</i> |
| 12:30 PM | Group lunch at Naguib Mahfouz restaurant in Khan al-Khalili |
| 2:00 PM | Free time for shopping in Khan al-Khalili or return to hotel |
| 4:30 PM | Bus pick up at Sayyinda Hussein for return to hotel |
| 7 – 8 pm | Briefing by Rania Hasanen, Senior Donor Officer, Association for the Development and Enhancement of Women (ADEW), in hotel conference room |

| Thursday, June 30, 2005 | |
|--------------------------------|--|
| Morning | Breakfast at leisure |
| 8:00 AM | Board bus |
| 8:30 - 12:30 PM | Site visit: The Citadel and Mosque of Mohammad Ali Mosque and Madrassa of Sultan Hassan Mosque of al-Rifa'i <i>Tour Guide: Shirin</i> |
| 12:30 PM | Return to Hotel; Lunch at leisure |
| 4:00 PM | Board bus for transfer to Fulbright in Doqqi |
| 4:30 – 6:30 PM | Lecture: "Modern Egyptian History" <i>Lecturer: Dr. Raouf Abbas, Professor of History, Cairo University</i> |
| 6:30 PM | Return to Hotel; balance of day free |

| Friday, July 1, 2005 | |
|-------------------------------|---|
| 7:00 AM | Transfer to Cairo Airport |
| 9:00 AM | EgyptAir flight 127 departs for Sharm al-Shaykh |
| 9:55 AM | Arrive Sharm al-Shaykh; transfer to Sofitel Sharm al-Shaykh |
| Noon; Afternoon | Free time |
| 4:30 PM | Board bus |
| 5 – 6:30 pm 6:30 - 8:30 PM | Camel ride Bedouin dinner in the desert <i>Tour guide: Mohsen</i> |
| 8:30 PM | Return to hotel |
| 10:30 PM | Board bus to St. Catherine's (optional) |

| Saturday, July 2, 2005 (free day for those staying in Sharm) | |
|---|---|
| 2:00 AM | Begin climb of Mt. Sinai |
| 5 - 6 AM | Sunrise on top of Mt. Sinai |
| 6 - 7 AM | Climb down Mt. Sinai |
| 9 - 10 AM | Visit to St. Catherine's Monastery |
| 10:00 AM | Board bus to return to Sharm al-Shaykh |
| 2:00 PM | Board bus for airport |
| 3:30 PM | EgyptAir flight 124 departs for Cairo |
| 4:30 PM | Arrive Cairo; transfer to President Hotel |

Appendix C: In-Country Timetable

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| evening | at leisure |
|---------|------------|

| Sunday, July 03, 2005 | |
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| Morning | Breakfast at leisure |
| 8:30 AM | Board bus for transfer to Arab League |
| 9 – 11 AM | Site visit: The Arab League Lecture: “Egypt's role in the Middle East Process” <i>Lecturer: Mr. Hisham Youssef, Chief of Cabinet to Secretary General Amr Moussa</i> |
| 11:00 AM | Return to Hotel; Lunch at leisure |
| 4:00 PM | Board bus for Transfer to Fulbright |
| 4:30 – 6:30 PM | Lecture: “Contemporary Egyptian Family, Women, and Children's Issues” <i>Lecturer: Dr. Madiha el-Safty, Professor of Sociology, American University in Cairo</i> |
| 7:00 PM | Return to Hotel; balance of day free |

| Monday, July 04, 2005 | |
|------------------------------|--|
| Morning | Breakfast at leisure |
| 9:30 AM | Board bus to transfer to the Association for the Development and Enhancement of Women (ADEW) |
| 10 – 11:30 am | Overview of ADEW activities, conducted by Rania Hassanen, Senior Donor Officer |
| 11:30 - 1:30 pm | Tour of ADEW program sites in Manshiet Nasser |
| 2:00 PM | Return to hotel |
| 6:30 PM | Depart for 4th of July Celebration at Cairo American College in Maadi |

| Tuesday, July 05, 2005 | |
|-------------------------------|---|
| Morning | Breakfast at leisure |
| 8:30 AM | Board bus |
| 9:30 – 10 AM | Briefing on Fulbright programs by Fulbright Staff |
| 10:00 – 11:30 AM | Lecture: “The Educational System in Egypt and Reform Efforts” <i>Lecturer: Dr. Mona Zikri, Educational Consultant, World Bank in Egypt</i> |
| 11:30 AM | Transfer to Misr Language School, al-Haram, Giza |
| 12 noon – 1:30 pm | Tour of the Misr Language School facility and meeting with faculty |
| 1:30 PM | Return to hotel; lunch on your own |
| 4 – 6 PM | Discussion Session (hotel conference room) <i>Discussion leader: Kamran</i> |

| Wednesday, July 06, 2005 | |
|---------------------------------|---|
| Morning | Breakfast at leisure |
| 10 AM – 12 Noon | Lecture: “Systems of Government in Egypt and Political Reform Efforts” <i>Lecturer: Dr. Mostafa Kamel el-Sayed, Professor of Political Science, Cairo University</i> |
| Noon | Return to hotel; lunch on your own |
| 7:00 PM | Meet at Citadel entrance |
| 8 – 10 pm | Performance by the Egyptian Tannoura Heritage Troup |

| Thursday, July 07, 2005 | |
|--------------------------------|---|
| 9:30 AM | Site visit: Manial Palace Museum, Nilometer and Umm Kulthoum Museum |
| 2:00 PM | Depart for al-Ahram newspaper office, Talaat Harb area |

Appendix C: In-Country Timetable

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| 2:30 – 4:30 pm | Lecture by Dr. Gamal Abd al-Gawad, Ahram Center for Political and Strategic Studies |
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| Friday, July 8, 2005 | |
|-----------------------------|--|
| Morning | Breakfast at leisure |
| 7:30 AM | Depart by bus for Alexandria |
| 11:00 AM | Visit Greco-Roman Museum, Catacombs of Kom ash-Shaqufa and Fort Qait Bey <i>Tour Guide: Marwa</i> |
| 2:30 PM | group lunch at Belbaa |
| 4:00 PM | check in to Windsor Palace Hotel |
| 7:30 PM | Visit to Montazeh Palace gardens |

| Saturday, June 9, 2005 | |
|-------------------------------|---|
| Morning | breakfast at hotel; check out |
| 8:30 AM | Depart for el-Alamein; visit War Museum and German/Commonwealth Memorials |
| Noon | Return to Alexandria; group lunch at Elite |
| 4 – 5:30 pm | Visit Biblioteca Alexandrina |
| 5:30 PM | Depart for Cairo |

| Sunday, July 10, 2005 | |
|------------------------------|--|
| Morning | Breakfast at leisure |
| | Time to work on projects |
| 3 – 6 PM | Discussion session (hotel conference room) <i>Discussion leader: Kamran</i> |

| Monday, July 11, 2005 | |
|------------------------------|--|
| | Free day |
| 6:30 PM | Meet for program wrap up in hotel conference room <i>Session coordinator: Chris</i> |
| 7:15 PM | Walk to Abu Sid restaurant |
| 8:00 PM | Farewell dinner at Abu Sid |

| Tuesday, July 12, 2005 | |
|-------------------------------|---|
| 1:00 AM | Transfer to Cairo Airport |
| 4:35 AM | Lufthansa 589 departs for Frankfurt |
| 7:55 AM (CEST) | Lufthansa 589 arrives at Frankfurt |
| 12:45 PM | United Airlines 941 departs for Chicago |
| 2:55 PM | United Airlines 941 arrives at Chicago O'Hare International Airport, Terminal 5 |