



FOCUS

The AMIDEAST Alumni Newsletter of the Fulbright Foreign Student Program

The Fulbright Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs

GLOBAL CAMPUSES THROUGH INTERNATIONAL EXCHANGE

Government and University Leaders Strengthen Focus on International Education at D.C. Summit

The presidents of over 120 American universities gathered in Washington, D.C. from January 5-6 to participate in the U.S. University Presidents Summit hosted by Secretary of State Condoleezza Rice and Secretary of Education Margaret Spellings. The Summit, attended by university presidents from each of the 50 states, Puerto Rico, and the District of Columbia, and organized by the State Department's Bureau of Educational and Cultural Affairs, aimed to engage leaders of U.S. higher education in a renewed partnership to strengthen international education.

Secretaries Rice and Spellings convened the Summit to initiate a dialogue on the need for the U.S. government to work collaboratively with the non-governmental sector on the future of U.S. higher education in a global arena. The Summit also presented U.S. President George W. Bush with the opportunity to announce his



Secretary Spellings, Under Secretary Hughes, and Secretary Rice during the Summit's discussion

National Security Language Initiative – a collaborative effort between government and education to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills.

Secretary Rice compared the present imperative to strengthen international education to the scientific initiative launched during the Cold War, noting that efforts in international education have thus far not matched those in science from forty years ago. Goals of international education include

attracting foreign students to the United States; strengthening non-traditional language acquisition; encouraging more Americans to pursue education abroad; and better facilitating exchange visa and regulatory processes. "We need universities to open their doors to people from around

the world. We need universities to send their students around the world. So through that exchange and contact, we can learn more about each other...if we're engaged only in a monologue, we will not get very far. If we get to know each other better, it will be a dialogue," commented Secretary Rice in the opening session of the Summit.

Part of the commitment to meeting that challenge is the National Security Language Initiative (NSLI) put forth by President Bush. Assistant Secretary of State for Educational and Cultural Affairs, Dina Powell, and Assistant Secretary of State for Democracy,

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Human Rights, and Labor, Barry Lowenkron, outlined this initiative over the course of the Summit. Realizing that deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding, the NSLI has set forth three broad goals:

- Expand the number of Americans mastering critical need languages and start at a younger age;
- Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical needs languages; and
- Increase the number of foreign language teachers and the resources for them.



Secretary Hughes speaking at the U.S. University President's Summit on International Education

Summit participant, Gordon Gee, Chancellor of Vanderbilt University, called international education, "both our greatest challenge and our greatest opportunity." Part of the challenge for the United States to expand its role in international education is keeping up with the exchange opportunities in other countries that have arisen in recent decades. "Today, hundreds of thousands of international students have many more opportunities to study at home, at centers of academic achievement in their own

countries, than they did just a generation ago and other countries are aggressively competing to attract international students to their shores," assessed Under Secretary Hughes. The international exchange industry has much more parity than several decades ago when the U.S. was among the best of the select few countries to pursue competitive university studies.



Secretary Rice issues remarks

The wide representation of participants, hosts, sponsors, and partners at the Summit proved to be a microcosm of the diversity that many agreed is necessary in international education. It also attested to the multi-dimensional facet of international education. Effective communication and greater cultural awareness affect countless industries in an increasingly globalizing world. "You can't live in the world today, and you can't do business in the world today, unless you are a global citizen," said President Margaret Lee of Oakton Community College in Illinois. "We do live in a world that is so small now that the 'community' is the people on the planet."

Information from this article was collected from the U.S. Department of State Bureau of Educational and Cultural Affairs website: www.exchanges.state.gov.

GRANT OPPORTUNITY!

We will soon be accepting applications for the AY 2006/2007 Round 1 Alumni Development Grant Competition.

AMIDEAST will award grants up to \$2,500 for Fulbright alumni to attend a professional conference or seminar, conduct a collaborative research project, complete a short-term training program, or participate in a professional visit with colleagues in their field.

Eligibility Requirements:

- Applicants must be alumni of the AMIDEAST Fulbright Foreign Student Program.
- Applicants must have fulfilled their two-year home residency requirement
- Proposed grant activity must occur between September 30, 2006 and March 31, 2007

Deadline: August 10, 2006

For a list of grant guidelines, eligibility requirements, and to apply, please visit: http://www.amideast.org/programs_services/exchange_programs/fulbright/grants/guidelines.htm

Online applications are encouraged. Please contact Elisa O'Keefe at eokeefe@amideast.org with any questions.

Fulbright Focus on:

Dr. Hoda AL-MUTAWAH

Hoda Al-Mutawah was a Bahraini Fulbright grantee from 1998-2000. She received her Doctorate in Communications from Bowling Green State University in Ohio. She is now an assistant professor in the Department of Mass Communications, Tourism, and Arts at the University of Bahrain.

Since her Fulbright grant, Dr. Al-Mutawah has been actively developing and promoting her own global peace initiative – the Almuhood Developmental Program.

The program is a cultural reform project that she designed after the September 11 attacks on the World Trade Center, Pentagon, and Pennsylvania. The aim of the Almuhood Developmental Program is to reestablish a solidified connection between Muslim spiritual, cultural, and educational life. The key to doing this, Dr. Al-Mutawah suggests, is renovating the role of Muslim religious centers to encompass social and cultural aspects of community life. The Fulbright Focus is pleased to present to you Dr. Hoda Al-Mutawah and her Almuhood Developmental Program – a project that she believes is “capable of restoring the dignity of Islam as a civilized religion that does not encourage extremism.”



Dr. Hoda Al-Mutawah, founder of the Almuhood Developmental Program

Q: What, in your opinion, is the most pressing problem facing the Islamic world today?

The pressing challenge that the Islamic world is facing today is to reconstruct itself according to the universal approach, despite the fact that this universal approach is already deeply rooted in the message of Islam. The focus of many religious Muslims has been switched from the essence of Islam to the surface. The message of Islam is peace and harmony. Prophet Mohammad says: “The Muslim is that who save people from his tongue and his hand” (this means, no verbal or physical hurt should be accepted from a real Muslim) and that the *Mo'men* (The Believer of God) is the individual who does not harm the security of people either financially or physically. This message has been lost after fourteen centuries of Islamic expansion...; especially since many non-Arab speakers joined Islam and depended heavily on limited interpretation of Qur'an, which is written in ancient Arabic. Also, Arab Muslims did not pay close attention to the fact that language is a living entity. Any

interpretation is only one reading of the original text and cannot always capture the real meaning. True meaning should be looked at within the cultural context that produced it. Leaving the religion for religious people and separating it from the spirit of the progressive time shows that misinterpretation is always a possibility. It is time for the religious groups from all religions to study the goal of their religions within a new light.

Q: What stage of development is your program currently in?

My program still needs someone to adopt it. I am traveling outside my country because history tells us that even prophets were known first outside their countries. I believe that my program will secure its prosperity first outside my country. I plan to travel with my program to Egypt, Lebanon, and other Arab countries in addition to working with some schools in the United States. This, of course, needs a budget. I have invested until now all what I have earned for the last thirty years, but I feel very optimistic that the future will secure enough success to my

program, especially when more people become aware of my ideas. My ideas are very simple and basic and no one could disagree with the need to maintain a peaceful and harmonious planet.

Q: Where do you see your program in 10 years? The Middle East in 10 years?

In 10 years my program should have given at least a thousand individuals a chance to explore a different culture. I see the Middle East in 10 years as a more global and harmonious place, especially when other organizations work toward the same goal in promoting peace and intercultural exchange. Respecting “the Other” is a goal that should be adopted by all those international organizations who believe in a better future for humanity. My program will not succeed apart from the efforts of other global projects such as Fulbright. While Fulbright focuses on academic research, the focus of my program is creating a harmonious global culture among the younger generation.

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Field Office

& U.S. Embassy Updates

EGYPT

AMIDEAST is currently placing eighteen Egyptian Fulbright nominees at U.S. universities for the fall 2006 semester. The fields of study range from business administration, to political science, to tourism studies. This year's cohort also has two arts grant nominees who are interested in pursuing research in stage lighting design and trombone studies.



The 2005 Lebanese Fulbright nominees

LEBANON

AMIDEAST/HQ Program Officer Mara Kronenfeld held a post-nomination orientation for twelve Lebanese nominees (seven principal and five alternate) at the AMIDEAST/Beirut office with the help of AMIDEAST/Beirut Coordinator of Education and Scholarship Programs Hala Kaadi. The Lebanese nominees represent another extremely well-qualified group from all over Lebanon; they hold undergraduate degrees from the American University of Beirut, Notre Dame University, and the Lebanese American University.

While in Beirut, Mara also had the opportunity to interview Lebanese Fulbright Alumna Sally Shamieh about her Fulbright experience at the University of Kansas.

WEST BANK/GAZA

The West Bank office has provided us with thirteen Fulbright nominees for fall 2006. This year's group of students includes an even mix of female and male applicants. The most popular fields of study are engineering, public health, and business administration.

The Gaza office has nominated eight principal and three alternate candidates for the fall 2006 Fulbright cohort. The Ph.D. and masters nominees are being applied to a variety of academic programs ranging from endocrinology to control engineering.

AMIDEAST/West Bank is pleased to announce the appointment of Sana Itayim as educational advisor and Lina Jarad as advising and testing assistant. Lina holds a Bachelor of Science from Arizona State University. She has taught general science and biology to elementary and secondary Palestinian-American students and has experience working with NGOs in the communications and public relations fields. She will be replacing Salwa Omar who has left to pursue a new opportunity in Qatar. Lina is a May 2005 graduate from Hiram College in Ohio with a major in communication and a minor in management. Before coming to AMIDEAST in January 2006, she was as an international relations officer at the Palestine Academy for Science and Technology.

TUNISIA

This year, there are seven principal and three alternate Tunisian Fulbright nominees. They represent an array of academic interests in the arts/humanities and the hard sciences. The Tunisian nominees are interested in pursuing degree and non-degree studies in literature, engineering, international development, and public health.



Bahraini alumna Hessa Khalifa

JORDAN

There are quite a number of nominees from Jordan including several Ph.D. candidates. Their fields of study are communications law, microsystems engineering, public administration, medicinal chemistry, computer science, and juridical law science. Some other non-traditional fields are literary theory in post colonialism and gaming graphics!

MOROCCO

AMIDEAST is now placing a group of thirteen Moroccan nominees at U.S. universities. There is a strong interest in business administration as five candidates have been

applied to MBA programs. Other intended fields of study are journalism, international development, electrical and computer engineering, communications, and public administration. Nominees in the non-traditional fields include creative writing, conference interpretation, and educational technology.

AMIDEAST/Morocco would like to announce the arrival of Assistant Educational Advisor Safae Marouan. Safae joined AMIDEAST in October 2005. She holds a Bachelor of Business Administration from the International Institute for Higher Education in Morocco and is a 2004-2005 MBA program candidate from the same institution.

YEMEN

The candidates from Yemen will study various fields such as alternative medicine, comparative literature, health policy, and nursing.



Mario N. Crifo, Assistant Charge d'Affaires at the U.S. Embassy in Bahrain

U.S. Embassy Updates:

BAHRAIN

Mara Kronenfeld visited the U.S. Embassy in Manama last November to conduct a post-

nomination orientation for fifteen principal and four alternate Bahraini Fulbright nominees with the help of Educational Advisor Samar F. Hasan. According to Assistant Charge d'Affaires, Mario N. Crifo, this is the most qualified cohort of Bahraini Fulbright nominees to date. The post-nomination orientation provides an opportunity for students to ask questions about AMIDEAST's role in the placement process, specific information about university admissions standards, and the Fulbright program. It also gives AMIDEAST the opportunity to clarify a nominee's preferred field of study if it is not clear from his or her application dossier.



Bahraini Fulbright nominee

Mara also interviewed three recent Bahraini alumni, Hessa Al Khalifa, Zuhair Haider, and Emma Solari, about their Fulbright programs and experiences readjusting to life in Bahrain after their academic programs in the United States.

OMAN

While in the Gulf region, Mara also had the opportunity to conduct a post-nomination orientation for twenty-two Omani Fulbright nominees at the U.S. Embassy in Muscat with the help of Educational Advisor Batool Baqer. The Omani nominees are pursuing degrees in such fields as coastal

zone management, applied linguistics, clinical psychology, and business administration. During the post-nomination orientation, Mara and Batool stressed the importance of statements of



Al Alam Royal Palace, Muscat, Oman

purpose and future plans essays in the graduate school application process.

Three Omani Fulbright alumni volunteered to be interviewed about their Fulbright experiences while Mara was in Oman: Badriya Al Shukri, Khadija Said, and Faisal Al-Hajri. Many thanks go out to all the alumni in Oman and Bahrain who agreed to be interviewed; a special thanks to Badriya for driving four hours to Muscat from the Al Dhairha region of Oman with her patient husband and son to sit for an hour-long interview. Shukran Badriya!

SAUDI ARABIA

The Fulbright program is in its first year in Saudi Arabia under the auspices of the U.S. Embassy. Most candidates are interested in TESOL degrees with a specialization in computer assisted language learning. There is also one candidate in human resources management.

Alumni News & Notes

EGYPT

Hossam El-Din O. IBRAHIM (2001-2002) studied at Georgetown University Law Center where he obtained his LL.M. in Securities and Financial Regulations. He is currently working as a senior legal officer in the legal department of the National Bank of Abu Dhabi, United Arab Emirates - the leading bank in the country. He plans to move to Egypt in early 2006 to work in the Egyptian Capital Market Authority. As the regulating authority in the Egyptian securities and financial market, Hossam will be able to put into practice the theoretical background that he was exposed to during his studies at Georgetown, particularly in setting up a developed regulatory framework for the Egyptian stock market based on the American model.

GAZA

Luna ABU-SWAIREH (1999-2001) earned a Masters degree from the University of Pittsburgh, Graduate School of Public and International Affairs. Her specialization was in international development with a focus on the Middle East. She is currently working for the UN/International Strategy for Disaster Reduction (ISDR) in Bonn, Germany as a program officer for a tsunami early warning project. During the summer of 2004, she completed a post-graduate diploma in Feminist Development Economics from the Institute of Social Studies (ISS) in the Hague, Netherlands.

Rami HAMARNA (2003-2005) is now a health policy development officer for the Office of Development Cooperation in the Italian Consulate General. He received his Masters in Public Health, with a concentration in health management and policy, from the University of North Texas.

Rula KHALAFWI (2000-2002) graduated with a Masters in International Policy Studies from the Monterey Institute of International Studies. After moving to Egypt, she was offered a senior UN post, and was appointed as Head of the United Nations Relief and Works Agency (UNRWA) for the Cairo Liaison Office in October 2005. She has published several articles and conducted various interviews on Palestinian refugees in the Egyptian media. Her latest interview appeared in the November 30, 2005 edition of the *Last Hour* magazine. Rula was also recently married in July 2005.

JORDAN

Bashar A. RASHDAN (1993-1995) graduated from the University of Iowa with a Certificate in Prosthetic Dentistry (1996), a Master of Science (1997), and a Fellowship in Maxillofacial Prosthetics in (1997). He is presently an assistant professor in the Jordan University Department of Science and Technology, and recently became a diplomat of the American College of Prosthodontics in 2005.

MOROCCO

Saad BIAZ (1995-1999) received a Ph.D. in Computer Science from Texas A&M University and presently works as an assistant professor of computer science at Auburn University. He was recently awarded his fourth award of \$300,000 from the National Science Foundation, totaling more than a million dollars since joining Auburn University four years ago. Other honors include nominations by a student chapter for best teacher and by the faculty for best junior researcher at Auburn University. This spring, Saad will be the doctoral research director for two compatriots who have been awarded joint supervision grants by the Moroccan-American Commission for Educational and Cultural Exchange (MACECE).

Akram DERKAOU (2002-2004) is a regional financial analyst for North and West Africa and the Indian Ocean with Eli Lilly and Company. He is also a board member of the Moroccan Fulbright Alumni Association (MFAA). Akram earned his masters from the University of Wisconsin-Madison.

Saoussane RIFAI (2003-2005) completed her Master of Science in Information Technology at Bentley College and is now an IT auditor at Tyco International. As a project manager, she oversees the development of decision support systems for the Corporate Audit department. Recent awards that Saoussane has also won include first prize in the Bentley Business Bowl Case Competition for graduate student teams and a Certificate of Recognition from the Bentley College International Student Office for volunteer work as an international peer advisor.

Samira RGUIBI (1999-2001) is currently a professor of English at Ben M'Sik Faculty of Letters in Casablanca and the director of a research lab on Moroccan-American Cultural Studies. Samira was a non-degree student at the University of Massachusetts at Amherst.

Rachida JORIO (2001-2004) was a joint supervision grantee. She conducted twelve months worth of research visits to the University of Hawaii at Manoa over a three-year period. During that time she was enrolled in the Ph.D. program at Hassan II Agronomy and Veterinary Institute in Rabat, Morocco where she was also an assistant professor until last June. Louisiana State University hosted Rachida for three months to conduct research on the sugarcane industries in Louisiana, Texas, and Florida. The culmination of her studies was her thesis entitled: "Simulation Model for the Harvesting, Transporting, Reception, and Crushing System of Sugarcane in the Gharb Region – Case Study: Surac Sugar Mill." Since defending her thesis in June 2005, she has been a full-time professor at Hassan II Agronomy and Veterinary Institute.

OMAN

Khalfan ALHARRASI (2001-2003) is now the head of the English Textbook Production Section at the English Language Curriculum Department of the Omani Ministry of Education. He received a Master's in TESOL from the University of Northern Iowa and is presently pursuing a Ph.D. in Education at the same institution.

Fawaz AL OJAILI (2004-2005) has recently been promoted to a senior business analyst post. He graduated from Canisius College at Buffalo with a Master of Business Administration.

SYRIA

Ahmed ALMANSOUR (1997-1999) successfully passed his Ph.D. dissertation defense in December 2005. He conducted Ph.D. research in Saudi Arabia and taught for one academic year at King Saud University. Ahmed also delivered lectures on his dissertation subject, The Orient in Antebellum America, at the Public Library in Riyadh and in the Department of English at King Saud University. He is currently preparing to publish his work on Emerson and Sufism in the U.S.

Rania HABIB (2003-2005) is currently pursuing a Ph.D. in Linguistics at the University of Florida while working as a research assistant for a project on the languages of urban Africa. In July 2005, Rania received two travel grants from the University of Florida to present a paper at the 14th World Congress of Applied Linguistics in Madison, Wisconsin. While there, she was awarded the American Association of Applied Linguistics Graduate Student Travel Scholarship. Rania's volunteer activities include cultural enrichment presentations at a local Gainesville school and Arabic language instructions. She completed a Masters in Linguistics at the University of Florida last year.

TUNISIA

Kemel JOUINI (2004-2005) was a non-degree visiting scholar at the University of Illinois at Urbana-Champaign. He is now a part-time English teaching assistant in Tunis. He recently applied for a teaching position in the Sultanate of Oman's Teachers Training Colleges for the Academic Year 2005/2006 and is eagerly awaiting their decision.

Mounir KHELIFA (1990-1995) is presently a professor of English at Manouba University in Tunisia. Prior to that, he was an advisor to the Tunisian Ministry of Higher Education from 2002-2005. Mounir studied at Yale University, earning both a Master of Arts and Ph.D. in English.

Abdelwaheb REBAI (1983-1984) attended the Massachusetts Institute of Technology as a non-degree student in their Special Program for Urban and Regional Studies (SPURS). At present, he is the director of the Institute of Business Administration (ISAAS) in Sfax, Tunisia.

YEMEN

Wael Ahmed MAKKI (2004-2005) is the Yemen coordinator for the Business Edge Program of the International Finance Corporation (IFC). Business Edge is an international management training program that is targeted towards developing the managers of small and medium size enterprises. Wael earned his Master of Business Administration, focusing on international management, at the Monterey Institute of International Studies.

In Her Own Words: *Dalia Mahmoud Azmy Gomaa from Egypt*

Dalia Gomaa was a Fulbright grantee from 2003-2004. She pursued non-degree research in Latin American Studies at the University of Illinois at Urbana-Champaign. She is currently a language instructor in the English Department at Cairo University. In her own words, Dalia chronicles her impressions of cultural diversity in the United States and describes the profound impact that her Fulbright experience has had on her personal perspective and profession.



Dalia Gomaa: Egyptian Cultural Ambassador to Mexico

Apart from the academic progress I attained as a result of my Fulbright grant, I would like to emphasize the benefits I gained on the personal level. I want to stress the cultural diversity of the U.S., especially in Chicago where I stayed.

It is not a secret to tell you that, compared to my own Egyptian society, the American society is less conservative and more open. That is why I was so afraid to live by myself in a different cultural context, especially as my first time to travel abroad. However, when I arrived in Chicago these fears were toppled. In most stores, for example, I was asked where I am from since my accent is not American. Some offered answers themselves, saying that I should be Dominican, Puerto Rican, Indian, Italian, or of African roots. In one store the cashier switched to Spanish when it was my turn to pay, assuming that I was definitely a Latina. I was so interested in this. My interest was not because of my “multicultural” facial features that can fit anywhere. Rather, because Latinos, Indians, and Mediterraneans all have a presence in the U.S. to the extent that workers in stores are familiar with them and are prepared to deal with their needs. This diversity was the main reason that made me feel that I am not an alien; that I am not a foreigner in a strange country.

At the University of Illinois there were many Muslim women who covered their hair. As a Muslim myself—but not covering my hair—I inferred that these young women wouldn’t dress in such a way unless they feel comfortable, and assured that no one would oblige them to dress differently. Still relating to my Muslim identity, I remember a time when I went to pay my phone bill. At that time I was using my passport not my state ID. The man in charge inferred that I should be a Muslim because of my Egyptian passport. He automatically introduced me to his Indian Muslim colleague. The latter offered me his help to purchase *halal* meat. Incidents like these made me realize that I don’t need a “shell” to hide inside. I can do what I am used to in an open and diverse culture.

The United States is a country that is made up of heterogeneous groups. It respects difference. I was not obliged to do anything that I was not used to. Besides, the people I came to know were interested in knowing my culture and I, in turn, was interested in knowing their traditions and customs. This hybrid culture not only embraces difference, but also respects it.

One weekend, as I was walking in downtown Chicago, there was a silent march by Palestinians expressing their disagreement with Israeli practices in Jerusalem. On the opposite side of the street, there was another silent march. This time it was by the Israelis to denounce the killing of their people by the Palestinians. I never expected to see these two specific polar opposite groups expressing their feelings in such a peaceful way.

The whole context of diversity encouraged me to show the same attitude. When I visited Los Angeles, I purchased a *guayabera* (a light fabric shirt, typical of Latin culture) and a t-shirt with the word “*chicana*” imprinted on it. Back in Chicago, my friends, who are mostly Latino, invited me to a dinner. I surprised them by wearing this t-shirt and *guayabera*. They were so excited by my attire. By this gesture, my intent was to translate cultural difference into interaction and communication.



Dalia (far left) amongst friends and against the Chicago skyline

a *quinceañera*, a Hispanic girl’s 15th birthday. This gave life to the Mexican traditions that I only had glimpses of before coming to the U.S.

Back in Egypt, I resumed my job as a teacher at Cairo University. As a result of encountering this cultural diversity in the U.S., I started to follow a new policy in my classes. It is based on giving my students more time and space to express their opinions, without any interference, or without imposing my ideas on them. However, the only thing I insist on conveying to my students—out of my experience—is that the world is too small and too big at once. It is too small because one can find “home” away from home. Meanwhile, outside of “home” there are more territories to be treaded and more cultures to be explored.

Being in touch with a wide variety of people enticed me to read dozens of books to explore other cultures. During my stay, to cite a few examples, I came to know what different sects of Indians believe, what holidays Mexicans celebrate, and how African-Americans trace roots of their cultural differences. This reformulated my perspective to be larger in scope to encompass varieties and accept differences. Because the main goal of my coming to the U.S was to familiarize myself with Mexican-American culture that gave rise to Chicana writings, I focused on acquiring first-hand experience of Mexican life in the U.S. With my Latino friends I tried *orchata*, *quesadilla*, *tortilla*, and *nopales* salad. I attended several masses at a Mexican parish. One mass celebrated



One family, two cultures: Dalia with her extended Hispanic family



Dalia models a Mexican *guayabera*

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Q: What influence did your Fulbright experience have on your decision to launch this program? What influence does it have on your everyday work?

The Fulbright experience is a great opportunity to meet with people from different cultures. We need more programs like Fulbright to bridge our differences. I think the systematic aspect of the Fulbright program has its influence on my everyday work. The Fulbright experience taught me that I was selected by Fulbright because I could make a difference, and therefore, I should continue to make a difference wherever I go. I should not limit myself to the experience I had in the United States during my studies. I am encouraged to reach out to others and create bridges, not only on the academic levels, but also on the human level. I have worked very hard on the campus of Bowling Green State University to teach my colleagues about Arab Muslims. In the beginning, there was resistance, and I got hurt. But I continued my hard work to reach out. The campus, after seven years, has adopted several programs that focus on diversity. There is a lot of work needed to be done both on the elementary level and in higher education to bridge science with peace, and to produce generations that care about peace. Civilization is not modernization. Civilization is how to live in harmony with each other and with all the creatures in our environment.

Q: What do you see are the advantages and disadvantages of an American education in your industry?

I came to the United States in August 1984 to earn a Masters in Mass Communication. My decision to come to the U.S. was due to my be-

lief that American education is more advanced in this field than any other country. I came to the United States in August 1998 as a Fulbrighter to earn my doctoral degree because of the same belief. I still think that the United States is very advanced in this educational field. However, I still think that bridging education with culture needs a lot of attention from many American educational institutions. Many American children did not feel the need to learn anything about the people outside the United



Dr. Al-Mutawah discussing the work of her program

States, because their institutions teach them that America is the most prosperous country in the world and this should be enough. The children do not have a chance to learn that the prosperity in the United States is due to its relationship with the whole world. The United States existed and progressed because it has almost all the nationalities of the world. American children need to learn how to relate to the rest of the globe and to feel safe when they think of traveling to other cultures. My program aims to teach children this: The Other is there, and the existence of the other is important to my survival and for my prosperity. I think diversity is important to enrich our human experience and no one could claim the opposite.

Q: What advice do you have for anyone wanting to get involved in intercultural communication and exchange?

Any advice that I would like to share is the same that both Jesus and Mohammad gave to their people: "love your neighbor." It is not an easy process, however, getting involved in intercultural communication and exchange dictates that people should learn more about human nature, and the balance and harmony that is needed to continue life on earth. I believe that people are resources who should help us to bring harmony to our planet, instead of letting most of them die either in wars or through hunger and epidemics. Each human being counts, and each should have a place to promote our planet.

3 Tracks of the Almuhod Developmental Program

Educational Exchange between Bahrainis and the rest of the world. The program is ideally designed to give Bahraini and international students a chance to spend a semester or year experiencing another culture while earning university credits from their host institution.

Almuhod Peace Accords to establish an office in conjunction with the United Nations to keep records of all those, from all parties, who were killed in modern wars. Recording names, ages, photos, and dates in a yearly book should humanize, and ultimately, mitigate violence from war.

Almuhod Media Center to promote Arab-Western cultural exchange through news, film, and art. The media center, with U.N. assistance, encourages a new discourse for the Arab-Israeli conflict.



"Fulbright Alumni: Expressions in Civil Society"

29th Annual Conference of the Fulbright Association, Nov. 3-5, 2006

&

"Morocco in Western Art"

Annual Conference of the Moroccan Fulbright Alumni Association, Nov. 6-7, 2006

The Fulbright Association and the Moroccan Fulbright Alumni Association (MFAA) will hold Fulbright alumni meetings in Marrakech from Nov. 3 through Nov. 7, 2006. The series will open with a welcoming reception on Nov. 3. With the support of the U.S. Department of State, a global Fulbright alumni technical assistance seminar will be held Nov. 4 for representatives of national Fulbright alumni associations and alumni groups that are developing associations. The U.S. Fulbright Association's 29th annual conference will begin on the evening of Nov. 4 with the annual banquet and keynote speech. The 29th annual conference will conclude on Nov. 5. The MFAA conference, "Morocco in Western Art," will be held Nov. 6 and 7.

For more information about the conferences or to register to attend, please go to: <http://www.fulbright.org/conference>



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