

FINAL REPORT

THE GAUDINO PROGRAM

1982 - 1984

Raymond William Baker

Professor of Political Science

Gaudino Scholar

Introduction

The report that follows does not cover all activities of the first two years of the Gaudino Program. Rather, detailed attention is given to four major programs that together have given preliminary definition to the revitalization of the legacy of experiential education at Williams. Williams-in-Cairo, Williams-in-Williamstown, the Gaudino Forum, and the Gaudino Internships represent the major efforts made in my two-year term as Gaudino Scholar. Support was also given to a number of individual student projects, for the Sri Lanka and Jamaica Winter Study Programs, and for the cataloging of the Gaudino Papers. A number of ideas are still on the books, including exploratory plans for faculty seminars on experiential teaching and some ambitious thoughts for a Center for Democratic Theory (see Herzog Memorandum in Part V).

It would be presumptuous for me to thank individuals for the work they did with me for the Program. From the very first, the revitalization of the experiential education legacy has been a collective effort of trustees, faculty, and students. So let me just note the pleasure I have had from working with you. I enjoyed it all: from the brief clash with Bill Bennett over "self-evident virtue and babysitting" at the first New York meeting to Tom Jorling's amiable approval of Williams-in-Cairo for next year.

Part I. Williams-in-Cairo

A. Introduction

The Williams-in-Cairo Program is now established as the most important non-Western site-study opportunity available to Williams students. Currently, approximately twenty students a year are involved in the January term Winter Study and regular academic year programs. The Gaudino Program has been the impetus and primary support for Williams-in-Cairo, giving the program an interdisciplinary and experiential character.

B. Academic Year Program1. Bulletin.

The Program is described for students in a brief bulletin.

2. Orientation Program.

A series of orientation meetings has been held at regular intervals for interested students with the Gaudino Scholar. On these occasions, particular emphasis is placed on the involvement of current and former program participants who share their direct experience of Cairo. For example, Stephen Farley '85, who was studying in Cairo this year, met with the Williams WSP '84 participants. The focus of Steve's discussion was the challenge of defining, experiencing, and understanding another culture in its own terms. (See Steve's essay on a Cairo marketplace. Appendix Ib.) Also in Cairo, Mary Flanagan '85 discussed the experience of being a single western woman, living in non-university housing in Egypt (Appendix Ic). At a luncheon in Cairo, Mimi Steinbauer '85 and Peter Anthony '85 discussed informally research possibilities for Williams students, drawing on their own research project on the U.S. AID Program and its impact on Egypt.

On the Williams campus a series of parallel luncheons, dinners, and informal discussion seminars were held. Dale Coulter '84 drew on his involvement in both the WSP and regular academic year program to discuss day-to-day living in Cairo. David Roland '85, on several occasions, spoke about his field research on the tourist industry in Egypt, in addition to his success establishing a boys' street soccer team, the Bab Al-Lug Boys, in his Cairo neighborhood. Janet Clark '85 made the Egyptian view of race and color the theme of her informal discussions of apartment living in a modest section of Cairo.

3. On-Site Administrator and Seminar Instructor.

Ms. Karen Aboul Kheir was appointed on-site administrator and seminar instructor for the program. Ms. Aboul-Kheir will teach the experiential education seminar in public authority that is required of all program participants. (Ms. Aboul Kheir's curriculum vitae is included as Appendix Id).

In July 1984 Ms. Aboul Kheir was invited to Williams to meet with the Dean of the Faculty, John Reichert, Dean Sheila Spear, and faculty members and students interested in the program. The various meetings held were an occasion to acquaint Ms. Aboul Kheir with Williams, including its Gaudino legacy, and to assist in her planning for the program next year.

Ms. Aboul Kheir is a Ph.D. candidate at Cairo University and holds an M.A. in Political Science from the American University in Cairo. A former student of Mr. Baker, she is thoroughly familiar with the experiential approach to learning.

4. Sloan Grant for Desert Reclamation Site-Study Opportunity.

In early spring 1984 the Gaudino Scholar applied for a Sloan Foundation grant in "technology and society." The purpose of the grant is to create a site for direct learning under the supervision of Egyptian scientists at a desert reclamation site outside Cairo. (The complete grant application is included as Appendix Ie.)

The application was successful. The funds will be used to conduct seminars in Cairo and at the desert site to explore the possibilities of the direct involvement of Williams students in the reclamation activities. It is anticipated that the student experience at the reclamation site will be integrated into their public authority course.

The Williams-in-Cairo Program Director sees this desert reclamation site as the first of a series of direct learning experiences to be made available to participants in the Cairo Program. Other possible sites include an archaeological dig, a village solar energy project, and an urban social welfare project.

5. Field Reports.

The range of field reports already completed by Williams students in Cairo is exceptionally wide. There are traditional academic studies such as Peter Anthony's work on the U.S. AID Program in Egypt that draws on direct interviews and access to the AID materials in Cairo. Other students, such as Steve Farley, have done "participant-observation" studies. (Mr. Farley's essay on a marketplace located in the heart of Cairo not far from AUC was mentioned earlier as Appendix Ib.)

6. Unanticipated Consequences.

One unplanned-for result of the Williams-in-Cairo Program is the continuing presence in Cairo on an independent basis of a number of Williams students. Heather Skilling '83, who was a pioneer in the program, returned to Cairo this year to work as a Presidential Intern at A.U.C. Bruce Rutherford '84 has accepted a position teaching English that was offered as a result of contacts

established through the program. Several other students are now being considered for positions in Cairo. A pioneer was Sally Midgely who worked at the Ramses School for Girls in Cairo in 1979 - 1980 and was very helpful in discussing possibilities for experiential programs with the Gaudino Scholar. (See a reflection on her experience in Appendix If.)

C. WSP Program

1. Present Program Structure. The Cairo WSP currently has three components: a. Organized Visits to the Arts of Cairo and Upper Egypt; b. Academic Focus; c. Experiential Focus.

a. Cultural Component. With the cooperation of AUC, the important cultural visitations are now quite efficiently organized. The cultural program includes visits to Pharaonic, Islamic and Coptic sites in Cairo and Luxor, especially geared to students. (See Appendix Ig for last year's cultural program.)

b. Academic Focus. Each year the academic focus of the WSP changes. Last year the course subject was the Israeli-Egyptian Peace Treaty, with particular emphasis on the disillusionment with the treaty in Egypt. Special attention was paid to the reaction of Islamic groups to Egypt's relationship with Israel. In addition to readings and discussion with the Program Director, Egyptian guest speakers have been arranged. Students on the program have met and discussed with such scholars and political figures as (1) Saad Ibrahim, one of the leading authorities in the world on Islamic fundamentalism, (2) Ali Dessougi, an Egyptian political scientist with an international reputation, and (3) Sayyid Yassime, the head of the prestigious al-Ahram Strategic Studies Center.

Next year, the course will be taught by Professor Lila Abu-Lughod of the Williams Anthropology Department. The course subject will be a participant-observation study of the contrasting neighborhoods of the city of Cairo. Ms. Karen Abou Kheir, on-site administrator, will assist in the course.

c. Experiential Component. Each year the opportunities for experiential learning in Cairo have been expanded. In January '84 it was the interest of the WSP students that prompted the unscheduled visit to the desert reclamation site that led to the Sloan Proposal to create a site-study program there. Once that program is established, WSP students will have access to it. Hopefully, this will be the first of several such opportunities for direct engagement by our students in Egyptian life, even in the very short time period the January term affords. Next year's focus on Cairo and participant observation of a variety of contrasting neighborhoods under direction of a trained anthropologist should also hold lessons for ways of realizing at least a taste of the direct and meaningful experience of Cairo.

2. Baker/Moomaw Proposal.

In cooperation with Professor William Moomaw, the Program Director has submitted a proposal to the College to support the Cairo Program on a regular basis. (At the present time, the Cairo WSP must "compete" with established WSP trips to Europe and Russia and might, therefore, be offered only once every three years. In the Fall the Committee on Educational Policy will consider the Baker/Moomaw proposal which argues that experiential educational programs in third world sites require special support structures that can only be sustained if the programs are held on a regular, consistent basis. (The Baker/Moomaw Proposal is included as Appendix Ih.)

Appendix I

- a. Williams-in-Cairo Bulletin
- b. Steve Farley: "Tales From the Suq"
- c. Mary Flanagan: "Do Blondes Have More Fun?"
- d. Karen Aboul Kheir's Curriculum Vitae
- e. Sloan Proposal
- f. Sally Midgely: Statement
- g. Gairo WSP Program
- h. Baker/Moomaw Proposal