



2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: 2020@stockton.edu. Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		Ongoing Event or Activity	
(A) \$5,000 or less		(C) \$5,000 or less	
(B) More than \$5,000		(D) More than \$5,000	

Strategic Theme (choose one)	
	Learning
	Engagement
	Global Perspectives
	Sustainability

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes

Learning	
Deliver high value-added learning experiences and promote scholarly activity (S1)	Reward scholarly applications (ER2)
Promote liberal arts ideal to develop lifelong learners (S2)	Establish additional revenue sources (RS1-L)
Strengthen internal processes to support learning (IP1-L)	Reduce expenses (RS2-L)
Develop faculty and staff skills to support learning (ER1-L)	Align resources to support strategic plan (RS3-L)

Engagement	
Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	Foster an interactive environment among students, faculty, staff, and community (ER3)
Prepare students for active citizenship role (S4)	Increase opportunities for interactions between internal and external communities (ER4)
Create mutually reinforcing intellectual and co-curricular experiences (S5)	Establish additional revenue sources (RS1-E)
Strengthen internal processes to support engagement (IP1-E)	Reduce expenses (RS2-E)
Develop faculty and staff skills to support engagement (ER1-E)	Align resources to support the strategic plan (RS3-E)

Global Perspectives	
Develop a globally diverse Stockton community (S6)	Strengthen opportunities for global interaction among members of the Stockton community (ER5)
Enhance capacity to participate globally (S7)	Establish additional revenue sources (RS1-G)
Strengthen internal processes to support global education (IP1-G)	Reduce expenses (RS2-G)
Integrate global program efforts among multiple units of the university (IP2)	Align resources to support the strategic plan (RS3-G)
Develop faculty and staff skills to support global education (ER1-G)	

Sustainability	
Increase sustainable infrastructure (S8)	Develop and implement sustainability programs (IP5)
Enhance sustainability education and research (S9)	Develop faculty and staff skills to support sustainability (ER1-S)
Increase recognition as a model of sustainability (S10)	Reward sustainable practices (ER6)
Partner to promote global sustainability (S11)	Establish additional revenue sources (RS1-S)
Strengthen internal process to support sustainability (IP1-S)	Reduce expenses (RS2-S)
Prioritize sustainability in plan operations and residential life (IP3)	Align resources to support the strategic plan (RS3-S)
Promote sustainability across the curriculum (IP4)	Seek efficiencies through sustainable practices (RS4)

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project

Assessment Plan: What are your anticipated outcomes and specific measurements for success?

Budget Summary						
	Item	FY2019 July 1, 2018 – June 30, 2019	FY2020 July 1, 2019 – June 30, 2020	FY2021 July 1, 2020 – June 30, 2021	FY2022 July 1, 2021 – June 30, 2022	Notes/Comments (stipends, supplies, hospitality, etc.)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
Total						

* Please note: a proposal can only receive 2020 funding for two fiscal years.

Funding Questions		
Are you receiving any other University funding for this project?		
What department or academic school will your budget for this project reside in?		
Will you need funds for <u>immediate</u> use to begin your project?	Yes	No
If so, how much?		
Date when funds will be needed		

Additional Support Questions		
Will your project require support from Information Technology Services?	Yes	No
If so, please provide details		
Will your project require support from Plant/Facilities & Operations?	Yes	No
If so, please provide details		

Supervisor Approval/Support	
Have you discussed your 2020 proposal with your supervisor, director, and/or dean and received their support?	

* Please note: proposers who answer "no" to this question may be required to submit additional documentation in support of their 2020 application form.

CC: Dean/Director/Supervisor

**Faculty-Led Program in Thessaloniki-Haifa
Nationalism, Nation States, Mass Violence, and the Transformation of
Mediterranean Cities in the Twentieth Century**

9-22 June 2019

2020 Globalization Proposal

Dr. Raz Segal, Dr. David Roessel, and Dr. Tom Papademetriou

Partners

Greece

-Dr. Giorgos Antoniou is the Jewish Studies Chair at Aristotle University of Thessaloniki

-Prof. Tatiani Rapatzkiou is an Associate Professor at Aristotle University of Thessaloniki and is Aristotle's coordinator for the exchange program with Stockton University

Israel

-Dr. Mohanad Mustafa is the Director of Mada al-Carmel: Arab Center for Applied Social Research, Haifa

-Dr. Scott Ury is Senior Lecturer in Jewish History and Director of the Stephen Roth Institute for the Study of Contemporary Antisemitism and Racism, Tel Aviv University

Introduction/Background

This program will offer graduate and advanced undergraduate students an opportunity to engage with a central process in the twentieth century: the violent emergence and consolidation of nation states. The program will focus, first, on the layers of mass violence that transformed the city of Thessaloniki in the first half of the twentieth century from a multi-religious port city into an integral part of the Greek nation state. We will trace the mass violence in the wake of the Balkan Wars (1912-13) and World War I (1914-18): the forced displacement of Orthodox Bulgarians in 1919, followed by the forced displacement of Muslims and the arrival of Orthodox Greeks from Turkey in 1922-23. We will also discuss the destruction of the Jewish community under German occupation during World War II, and the immigration of the few survivors after the war—several hundreds of a prewar community of around 60,000 Jews—to Israel/Palestine, which leads us to

the second part of the program. In Israel, we will follow the arrival of Thessaloniki Jews and their settlement, some of them in the port city of Haifa—both before and after World War II. During the 1948 War and the establishment of Israel, Haifa also went through a process of ethnic conflict, war, and displacement, as Holocaust survivors arrived in the city and Jewish forces expelled tens of thousands of Palestinians and forced others to flee. One goal of this 2020 funding application is to support the opportunity for Stockton University students to travel to Greece and Israel to trace and learn about these histories of violence, displacement, and reconstruction of urban spaces and their contemporary legacies.

Purpose/Goal

The purpose of this program is:

- (1) To facilitate learning among students at Stockton University about the transformation of urban social fabrics in the twentieth century, often through various forms of exclusion and violence against “others” deemed by state authorities and/or neighbors as threatening or not belonging to the places where they had lived for generations. The program focuses on Thessaloniki and Haifa, but provides an example for students on processes that mark urban histories around the world, including in the US during the last one hundred and fifty years following the US Civil War.

Beyond the experience abroad, we plan to bring the questions, discussions, and insights of the program to the larger Stockton community through a one-day conference on campus (tentatively in fall 2019). During this event, students in the program will talk about what they have learned in Greece and Israel. The conference will provide an opportunity to integrate other scholarly voices into the discussion and introduce an exhibit on Thessaloniki and Haifa that students in the program will set up on campus, as explained below. There will be no financial cost associated with the conference.

- (2) To strengthen and create new collaborations for Stockton University within and outside the US, which would promote Stockton University’s global visibility. Additionally, we anticipate that collaboration with partner institutions will attract international students to

Stockton and thus help in the globalization of the campus. We will collaborate in this program mainly with Aristotle University in Thessaloniki and Mada Al-Carmel: Arab Center for Applied Social Research in Haifa.

Activities

The program will include 5 advanced undergraduate and graduate students from Stockton University, who will join 5 students from Aristotle University of Thessaloniki, and 6-7 students from Israel, both Jews and Palestinians. The activities—one week in each city—will focus on tracing the history of streets/blocks in Thessaloniki and Haifa throughout the twentieth century: who live(d) there and when? What relations emerged between different ethnic and religious communities, and how did they change? How did people living in these communities understand their collective identity in the early twentieth century, and how and when did these conceptions change? Whence did people arrive in these areas and when? When, why, how, and to where did they move? Which community institutions—such as schools, synagogues, churches, and mosques—operated in these communities? What happened to these institutions and physical landmarks?

Mornings will be devoted to seminars, conducted mostly by leading scholars. Students will pursue their projects in the afternoons, working in libraries, archives, and walking through the streets of Thessaloniki and Haifa. The program thus weaves the history of Jews into the histories of the larger social fabrics of these two cities, opening a window for students to engage on the local level with central issues of history and memory in the twentieth century and to think why it is important that we revisit them today.

Outcomes

We anticipate a number of specific outcomes:

- (1) Our partners at the Jewish Museum in Thessaloniki have expressed interest in including the products of the students' activities in the programs of tours of the city that the museum offers.

- (2) The one-day conference on campus, mentioned above, together with the exhibit, will help draw the attention of both students and faculty who study, teach, and work on related topics. We hope to include voices from relevant program on campus, such as Migration Studies, to broaden the discussion and analysis. We also hope to build connections with other initiatives on campus, such as The Matter of Black Lives project.

- (3) Finally, we envision this to be the first faculty-led program of this kind, with future programs—every second or third year—to other cities around the world, including in the US, with histories that are key to understanding the world around us today. We plan to use the one-day conference and mostly the exhibit to spark interest among faculty and programs at Stockton and begin a discussion on organizing and funding future faculty-led programs of this kind. We will thus urge faculty to visit the exhibit and use it in their teaching. And we will invite current and potential donors to the exhibit and arrange for students who will participate in the program, to present on their experiences in Thessaloniki and Haifa.

Assessment

We plan to assess the outcomes of our program in two ways:

- (1) The abovementioned exhibit and conference on campus, where students will show what they learned and how they are able to translate that learning into an exhibit and discussions in conference panels.
- (2) Following a meeting and discussion with Dr. Zhou, we plan to use BEVI (Beliefs, Events, and Values Inventory). We will circulate the BEVI survey at the beginning of the program and at the end of the program, after the conference on campus. The BEVI assessment tool will help us: (a) prepare for the two weeks in Thessaloniki and Haifa, as we will get some sense of the background, beliefs, and values of the Stockton students; and (b) interpret the impact of the program on the students.

Summary of Budget Request

We request \$3,500 to cover student hotel accommodation, according to the following breakdown for 5 Stockton students:

Expenses

Flights from Philadelphia/New York to Thessaloniki; from Thessaloniki to Israel; from Israel back to the US:

\$1,800 for each student X 5 = \$9,000

Accommodation in Thessaloniki and Haifa (a week in each city):

\$50 per night X 14 = \$700 for each student X 5 = \$3,500

Altogether: **\$12,500**

Students will be responsible to cover meals and local transportation in each city.

The cost of flights and accommodation for the instructors will be covered by their own research and travel funds.

Sources of Funding

GENS: **\$1,500**

ARHU: **\$1,500**

Lest We Forget Foundation fund: **\$2,000**

The Text Center: **\$2,000**

The Dean C. and Zoë S. Pappas Interdisciplinary Center for Hellenic Studies: **\$2,000**

Altogether: **\$9,000**

We therefore request \$3,500 from the 2020 fund to cover hotel accommodations for students.

We request funding to cover the accommodation of Stockton students in this faculty-led program for three main reasons:

- (1) This program promises to strengthen an existing international partnership in Thessaloniki and forge new partnerships in Israel. The program will thus serve as the basis for planning future collaborative projects that will benefit Stockton students, such as additional faculty-led programs and exchange programs. These global initiatives, in turn, will introduce students from outside the US to Stockton and help Stockton faculty in globalizing their syllabi. The program will thus promote the visibility of Stockton both globally and within the US.
- (2) As this program will take place over two weeks in two countries, it requires significant financial resources. We have managed to secure most of the funding we need, and we ask therefore for a small sum to provide us with a solid financial basis for the program.
- (3) Finally, covering a significant part of the costs of students is the only way to ensure that underprivileged Stockton students will truly be able to participate.