

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140110 P015B140110

Columbia University/Trustees

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text" value="N/A"/>	
5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="N/A"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="THE TRUSTEES OF COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="13-5598093"/>	* c. Organizational DUNS: <input type="text" value="0491794010000"/>	
d. Address:		
* Street1: <input type="text" value="615 West 131st Street Room 254, Mail Code 8725"/>		
Street2: <input type="text"/>		
* City: <input type="text" value="New York"/>		
County/Parish: <input type="text"/>		
* State: <input type="text" value="NY: New York"/>		
Province: <input type="text"/>		
* Country: <input type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input type="text" value="10027-7922"/>		
e. Organizational Unit:		
Department Name: <input type="text" value="MIDDLE EAST INSTITUTE"/>	Division Name: <input type="text" value="ARTS AND SCIENCES"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="LILA"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="ABU-LUGHOD"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="DIRECTOR"/>		
Organizational Affiliation: <input type="text" value="MIDDLE EAST INSTITUTE, COLUMBIA"/>		
* Telephone Number: <input type="text" value="212 854 2584"/>	Fax Number: <input type="text" value="212 854 1413"/>	
* Email: <input type="text" value="la310@columbia.edu"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A&B

CFDA Title:

*** 12. Funding Opportunity Number:**

ED-GRANTS-84.015 A,B

* Title:

NATIONAL RESOURCE CENTERS AND FOREIGN LANGUAGE AND STUDIES FELLOWSHIPS PROGRAMS

13. Competition Identification Number:

n/a

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

NATIONAL RESOURCE CENTERS AND FOREIGN LANGUAGE AND STUDIES FELLOWSHIPS PROGRAMS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="631,500.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="631,500.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

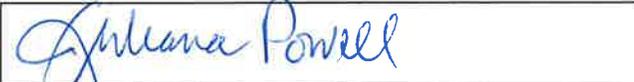
Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: 10027-7003 USA

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
THE TRUSTEES OF COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK/MIDDLE EAST INSTITUTE

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$115,000	\$135,960	\$138,429	\$136,908		\$526,297
2. Fringe Benefits	\$34,500	\$40,788	\$41,529	\$41,072		\$157,889
3. Travel	\$15,000	\$11,700	\$12,000	\$11,700		\$50,400
4. Equipment						
5. Supplies	\$1,500	\$1,500	\$1,500	\$1,500		\$6,000
6. Contractual						
7. Construction						
8. Other	\$97,889	\$74,641	\$71,931	\$74,209		\$318,670
9. Total Direct Costs (lines 1-8)	\$263,889	\$263,889	\$263,889	\$263,889		\$1,055,556
10. Indirect Costs*	\$21,111	\$21,111	\$21,111	\$21,111		\$84,444
11. Training Stipends	\$346,500	\$346,500	\$346,500	\$346,500		\$1,386,000
12. Total Costs (lines 9-11)	\$631,500	\$631,500	\$631,500	\$631,500		\$2,526,000

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? x Yes No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2014 until amended To: (mm/dd/yyyy)
Approving Federal agency: DHHS Other (please specify): The Indirect Cost Rate is 31 %
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY
 BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2014-August 14, 2018

Priority Activity	Year 1	Year 2	Year 3	Year 4
K. EVALUATION				
Evaluation services provided by CEEP (travel budgeted under travel @\$1,600)	\$20,000	\$15,000	\$20,000	\$15,000
E.-K. Subtotal:	\$97,889	\$74,641	\$71,931	\$74,209
TOTAL DIRECT EXPENSES	\$263,889	\$263,889	\$263,889	\$263,889
INDIRECT COSTS @8%	\$21,111	\$21,111	\$21,111	\$21,111
TOTAL NRC	\$285,000	\$285,000	\$285,000	\$285,000
FLAS FELLOWSHIPS				
Academic Year FLAS Awards				
8 Graduate Student Awards @\$33,000	\$264,000	\$264,000	\$264,000	\$264,000
1 Undergraduate Student Award @\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Summer FLAS Awards				
9 Student Awards @\$7,500	\$67,500	\$67,500	\$67,500	\$67,500
TOTAL FLAS	\$346,500	\$346,500	\$346,500	\$346,500
GRAND TOTAL NRC/FLAS	\$631,500	\$631,500	\$631,500	\$631,500

MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY
BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2014-August 14, 2018

Priority Activity	Year 1	Year 2	Year 3	Year 4
<i>E3. Cultural programming</i>				
- Film series (North African film, Palestinian film)	\$3,000	\$2,500	\$2,000	\$3,000
E. Subtotal:	\$24,400	\$10,000	\$13,000	\$16,000
F. ACADEMIC WORKSHOPS				
a. Faculty Workshops	\$400	\$400	\$400	\$400
b. MENA Faculty/Graduate Student Research Workshop	\$1,200	\$1,000	\$1,000	\$1,000
F. Subtotal:	\$1,600	\$1,400	\$1,400	\$1,400
G. OUTREACH				
<u>K-12 teachers and Schools</u>				
AP1				
<i>G1. Prof. Development courses for NYC Teachers:</i>				
a. <u>Workshops with other NRC Centers</u>				
- History of the Indian Ocean (workshop with SAI/IAS)	\$500			
- Civil War and Regional Conflicts		\$1,000		
- Future Programming			\$2,000	\$2,000
b. <u>Summer Institutes</u>				
- Teaching Islam	\$2,000			
c. <u>Workshops in conjunction with conferences/film</u>				
- <i>Palestinian Film in Harlem</i>	\$500	\$1,000		
- Democracy , Constitutionalism	\$500			
- Future Programming		\$2,500	\$1,500	\$1,500
AP1				
<i>G2. Teacher training workshops with Global Language Project:</i>				
a. In-service workshop Arabic teachers	\$2,000		\$1,500	\$1,500
b. School wide workshops for NYC schools with Arabic language	\$1,500	\$800	\$800	\$800
c. Seminar Materials	\$1,500	\$800	\$0	\$0
AP1				
<i>G3. Outreach specialist consulting services</i>				
(J.M. Oppenheim outreach lectures for schools/moderating teacher	\$2,000	\$2,000	\$2,000	\$2,000
<u>Postsecondary institutions outreach: title III/V colleges</u>				
CP1				
G4. Student employee, to develop curricula at LaGuardia Community	\$4,000	\$4,000	\$3,500	\$4,500

MIDDLE EAST INSTITUTE, COLUMBIA UNIVERSITY
 BUDGET EXPENDITURES FOR 4 YEAR PERIOD: August 15, 2014-August 14, 2018

Priority Activity	Year 1	Year 2	Year 3	Year 4
A2.4 South Asia/Afghanistan (Zaidi, 2 courses/yr 5% of FTE)	\$5,000	\$0	\$0	\$0
AP1 A2.5 Assistant Professor for TC (2 years, renewable for 3rd year) 37% of FTE for 3 years)		\$25,000	\$25,000	\$25,000
CP1 A2.6 Post-doctoral Middle East fellow through INTERACT (2 years, renewable for 3rd year) (50% of FTE for 3 years)		\$23,000	\$23,000	\$23,000
A2. Subtotal	\$21,000	\$64,000	\$64,000	\$64,000
A3. Library				
A4.1 Bibliographic Assistant <i>tbd at 25-27% FTE</i>	\$12,000	\$10,000	\$12,000	\$10,000
A. Salaries SUBTOTAL:	\$115,000	\$135,960	\$138,429	\$136,908
B.FRINGE BENEFITS @ 30%	\$34,500	\$40,788	\$41,529	\$41,072
TOTAL SALARY + FRINGE	\$149,500	\$176,748	\$179,958	\$177,980
C.TRAVEL				
C1. Center staff travel MESA	\$200	\$200	\$200	\$200
C2. Adjunct Faculty Travel Support	\$1,500	\$1,500	\$1,500	\$1,500
C3. Language Faculty Travel for Prof. Dev.	\$1,500	\$1,500	\$1,500	\$1,500

Columbia University
GEPA Section 427 Statement - 2014

Columbia University is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. As an institution, Columbia University is committed to the principles of equity and excellence and actively pursues both, adhering to the belief that equity is the partner of excellence. In furtherance of this commitment, Columbia has implemented policies and procedures that seek to ensure that its employment and educational decisions are based on individual merit and not on biases or stereotypes.

As an equal opportunity and affirmative action employer, Columbia University does not discriminate against or permit harassment of employees or applicants for employment on the basis of membership in a Protected Class. As set forth in the University's Policies and Procedures on Discrimination and Harassment, the University does not discriminate against or permit harassment of employees or applicants for employment on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status. This policy applies to all personnel decisions, including recruitment, hiring, and promotion.

As an equal opportunity and affirmative action educational institution, Columbia University does not discriminate against any person in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs or permit the harassment of any student or applicant for admission on the basis of membership in a Protected Class. The University provides students who believe that they have been the subject of discrimination or harassment with mechanisms for seeking redress.

Columbia University is also committed to fostering a working, learning and living environment that is accessible to persons with disabilities. The University conducts an on-going program to remove physical barriers and each year, it makes significant accessibility improvements. While Columbia continues to improve physical access to its campus and buildings, it ensures that all of its programs and activities are accessible to people with disabilities. If a program or activity is scheduled for a venue that is not fully accessible, it is Columbia's policy to relocate such events to accessible facilities that meet the needs of the individual student, employee or attendee.

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>.

World Area and Application Type Selection Sheet

Please check the World Area focus for this application:

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input checked="" type="checkbox"/>
Russia/East Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia / Pacific Islands	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>

Please check application type:

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

Abstract

Columbia University, Middle East Institute

Over the past four years, Columbia has reinforced an already strong ME program, making major new commitments, building on existing faculty strength; and opening up new opportunities for faculty and students to examine transnational connections, develop Islamic studies, and deepen expertise on key hotspots in the Middle East. Columbia has opened two Global Centers in the Middle East (Amman and Istanbul) that facilitate internationalization of programming and curriculum and that involve the professional schools. A key role of the MEI is to coordinate these developments, linking faculty, students, and thriving programs across the university while covering gaps, encouraging new initiatives, and ensuring broad outreach.

Through scholarship across a range of disciplines, extensive engagement with professionals and the public, and teaching undergraduates and graduates, Columbia University (CU) has been an exceptionally strong presence in the production and dissemination of knowledge about the Middle East (ME). Founded in 1954, the Middle East Institute (MEI) coordinates teaching across the university and develops creative ways to relate knowledge from the academy to the general public, the media, and schools. Over the past decade CU has strengthened its ME Studies program by recruiting outstanding faculty, endowing 5 chairs and creating 4 new lines. The university has offered substantial new funding for graduate study and doubled ME library acquisitions. The ME is well represented in undergraduate, graduate, and professional school programs with at least 130 courses distributed across 16 departments, interdisciplinary programs, and schools. Core faculty (those who devote 75 to 100% to the ME) include 24 full professors, 4 associate professors, and 5 tenure-track assistant professors. In addition, there are 15 language lecturers, 6 lecturers and adjuncts with short-term appointments, and 3 to 5 visiting faculty each year. Outside the core, 45 other faculty teach courses that cover ME topics.

More than 8,500 students took ME area studies courses in 2010-14, while 92 Ph.D. students are working on ME topics. In the same period, over 2500 students took ME language courses. Columbia has developed one of the largest Arabic programs in the country, recently adding two intensive Arabic summer programs at the Global Center in Amman. Coverage of modern languages extends to Hebrew, Persian, Armenian, and Turkish. The state-of-the-art Language Resource Center covers less commonly taught languages, provides support to language instructors, and organizes Language Maintenance Courses for students in the professional schools.

To provide resources for better understanding of the Middle East, our research libraries house ME research collections of 500,000 titles, growing at over 14,000 books per year. Library resources include unique film collections and on-line research tools and MEI faculty and librarians are committed to creating an informed public.

To increase our impact, the MEI has set three goals for its initiatives over the next four years:

(1) Teacher Capacity Building and increased participation in, and impact of, K-14 teacher and language instructor training: We seek to enhance our outreach to teachers through a partnership with Columbia Teachers College to support a new ME faculty position in TC's Department of International and Transcultural Studies; by offering training in pedagogy and cultural resources to teachers in nascent Arabic language/area studies programs in K-12 NYC public schools through direct classroom enrichment and partnering with GLP (Global Language Project) to provide training and resources for teachers of Arabic through the NYC Arabic Teachers Council; and to supplement our teacher professional development courses with intensive summer institutes on topics keyed to CU research strengths including "How to Teach Islamic Studies" and "The Politics of Muslim Women's Rights."

(2) Strengthening ME and Regional Studies at Minority-Serving Institutions and 2-year colleges: We seek to promote and improve instruction in Middle Eastern history at *LaGuardia Community College* in NYC by developing courses, working with world history faculty to strengthen ME knowledge, and providing speakers to stimulate student interest and preparation. A partnership with *Hunter College* will unite faculty scattered across departments, develop new courses that bridge Middle East, South Asia and Africa, ignite faculty and student interest in global studies through a lecture series, and offer resources and pedagogical tools for integrating ME and Islamic Studies into the CUNY Common Core. To support Hunter College's Arabic program, we will earmark a summer FLAS fellowship for a qualified student to study Arabic at Columbia's intensive program in NY or Amman. We will also share with MSIs innovative global teaching modules and courses created at Columbia through the INTERACT post-doctoral teaching fellows collective, supplemented by faculty training workshops.

(3) Increase participation of professional school students in area studies and in study of priority ME languages by covering disciplinary and regional gaps through continued support for area studies course offerings on the modern Middle East of special interest to students in the professional schools such as SIPA (Iran, the Gulf, Afghanistan, Turkey, and Security Studies); building on MEI and CPS's successful new partnerships with the Schools of Journalism and Law to sponsor programs with Middle East-based media makers and legal experts; joining the INTERACT program to develop transregional studies in the undergraduate curriculum; supporting our long-standing series of public lectures and conferences on contemporary ME politics; providing language faculty with continued training and funding to develop innovative teaching resources; and supporting initiatives that bolster language practice outside of the classroom (language maintenance courses/language tables/film screenings/cultural events).

List of Acronyms

AATA	American Association of Teachers of Arabic
AATP	American Association of Teachers of Persian
AATT	American Association of Teachers of Turkic
ACO	Arabic Collections Online
ACTFL	American Council on the Teaching of Foreign Languages
AIYS	American Institute for Yemeni Studies
A&S	Arts & Sciences
ARC	Academic Review Committee
ARIT	American Research Institute in Turkey
CASA	Center for Arabic Studies Abroad
CALL	Computer-Assisted Language Learning
CASAMESA	Center for the Advanced Study of the Middle East, South Asia and Africa
CCE	Center for Career Education
CCLS	Center for Comparative Literature and Society
CDRS	Center for Digital Research and Scholarship
CEO	Columbia Experience Overseas
CIAO	Columbia International Affairs Online
CCNMTL	Columbia Center for New Media Teaching and Learning
CLS	Critical Language Study (fellowship)
CLS	Collaborative Learning Space (language learning facility)
CPS	Center for Palestine Studies
CSSAAME	<i>Journal of Comparative Studies of South Asia, Africa and the Middle East</i>
CSSD	Center for the Study of Social Difference
CU	Columbia University
CUIT	Columbia University Information Technology
CUL	Columbia University Libraries
CUNY	City University of New York
DAATL	Deep Approach to Turkish Teaching and Learning
DGS	Director of Graduate Studies
DUS	Director of Undergraduate Studies
GEPA	General Education Provisions Act
GLP	Global Language Project
GSAS	Graduate School of Arts and Sciences
IAS	Institute of African Studies
ICLS	Columbia's Institute for Comparative Literature and Society
IIJS	Institute for Israel and Jewish Studies
IIS	Institute for Iranian Studies
INTERACT	International Network to Expand Regional and Collaborative Teaching
IRCPL	Institute for Religion and Culture in Public Life
IRWGS	Institute for Research on Women, Gender and Sexuality
ISHR	Institute for the Study of Human Rights
LMTs	Language Maintenance Tutorials
LRC	Language Resource Center
MaRLI	Manhattan Research Library Initiative

Middle East Institute

Title VI Proposal

Table of Contents

Abstract

List of Acronyms

1. Commitment to the Subject Area
2. Quality of Curriculum Design
3. Quality of Non-Language Instructional Program
4. Quality of Language Instructional Program
5. Strength of Library
6. Quality of Staff Resources
7. Outreach Activities
8. Program Planning and Budget
9. Impact and Evaluation
10. FLAS Awardee Selection Procedures
11. Competitive Priorities

Appendices

A. Budget

B. Course List

C. Profiles for Project Personnel

D. Performance Measure Forms

E. Letters of Support

1. Commitment to the Subject Area

1.1 Columbia's Strengths. Columbia University has a long and distinguished history in the academic study of world cultures. In addition, the university's professional schools have trained scores of individuals who have been leading figures in world affairs. With the opening of 8 Global Centers in the past 6 six years, including one in Amman and one in Istanbul, the university has further extended and deepened its international engagement. The Centers have helped supplement the curriculum with international programming, including study abroad and internship opportunities, as well as course offerings; facilitated research opportunities for Columbia students and faculty on globally relevant, interdisciplinary topics; and provided a point of ongoing engagement for international alumni. Columbia's ability to expand and deepen its global focus is due in no small measure to its existing strengths in area studies, in particular Middle East (ME) studies. Columbia continues to be one of the leading American academic institutions in research, outreach, and the range and depth of its course offerings in Middle Eastern languages and literatures, history, the social sciences, and international affairs. In the past decade, the university has established six new endowed professorships in this field, 2 in Modern Arab Studies, 2 in Israel and Jewish Studies, one in the Social Sciences, and, most recently, one in Islamic Art. A new chair in Islamic history is also being established. The newest and most significant addition to our academic community is the pioneering Center for Palestine Studies (CPS). Established in 2010, the new center promotes the academic study of Palestine by supporting research, teaching and intellectual collaboration among scholars within Columbia and beyond. Three other institutes, the Institute for Iranian Studies (IIS), the Institute for Israel and Jewish Studies (IIJS) and the Institute for Religion and Culture in Public Life (IRCPL), which focus primarily on our region, further strengthen Columbia's ability to foster scholarship and to

enrich discussion both within the classroom and in other campus settings. In addition, Women Creating Change, a global initiative of the Center for the Study of Social Difference (CSSD), adds to our strengths through a focus on women in the Muslim world.

The recruitment of dynamic senior and junior faculty in political science, modern political history, Islamic law, and the history of science in the Arab world, enhanced by the creation of new faculty positions in Indo- Persian history and literature, religion, and Islamic philosophy and the tenuring of stellar junior faculty have further strengthened the ME program across departments. Columbia's Middle East program continues to attract talented Ph.D. candidates as well as M.A. and undergraduate students, in particular those interested in the contemporary period. In 2013-14, the institutional support for the 88 Ph.D. students working on the ME amounted to \$ 3,494,399 in tuition, stipends, and fees, and \$232,290 in summer research funds. Support for area and language faculty salaries has grown by over 33% from \$7,800,230 in 2010 to \$10,413,470 in 2013. The MEI's director, Lila Abu-Lughod, a senior Anthropology professor, and its faculty committee, including Rashid Khalidi (the new chair of the History Department) and Timothy Mitchell (MESAAS chair) have successfully advocated within the university for the continued expansion and strengthening of ME studies. Since 2009 the MEI has been housed in a newly renovated building together with MESAAS, the Southern Asian Institute (SAI) and the Institute for African Studies (IAS). With classrooms and seminar rooms that are used principally by the 3 regional institutes and the department that houses a majority of the ME faculty, the new building is a hub for students interested in our region and allows for closer cooperation among the institutes and with MESAAS. Among the innovative projects that bring affiliated faculty together is the *Journal of Comparative Studies of South Asia, Africa and the Middle East* (CSSAAME), edited at Columbia since 2012; the Ifriqiyya faculty seminar and

public lecture series focused on the study of Islam in Africa; and the new Islamic Studies Initiative which seeks to capitalize on Columbia's extensive resources for the study of Islam and Muslim societies, including more than a dozen leading faculty who are forging new ways of studying and teaching about Islam and the Muslim world. As an outgrowth of the dynamic cross-regional exchanges facilitated through these initiatives, MESAAS and the 3 regional institutes have embarked on an ambitious plan to establish a Center for Advanced Study of Africa, the Middle East and South Asia (CASAMESA) to provide an intellectual home for faculty and cohorts of visiting scholars who together will advance research and teaching across the three regional specialties.

MEI is now administratively housed within the Arts & Sciences (A&S), connecting it more closely with Columbia's core mission, in particular the training of undergraduates in the expanding Global Core Curriculum. Our closer relationship with A&S has also resulted in a significant and exciting new project: starting in fall 2014 MEI will take over the running of the interdisciplinary MA in Islamic Studies. With more selective admission procedures and closer advising, combined with a rigorous intellectual program that builds on the unique strengths of Columbia faculty in law, politics, and culture, we hope to build the MA into an internationally recognized and academically challenging program. The MEI vision for a "new" Islamic studies is to make it appropriate to the current political climate. MEI continues to collaborate with SIPA ensuring coverage of ME courses of interest to international affairs students. The MEI's ability to strategically use its Title VI grant funds to pay for adjunct salaries ensures that needed courses on the Gulf, Iran, Turkey, as well as courses on ME security, can be offered both at SIPA and through the Arts & Sciences departments, with the university committed to providing required cost sharing.

The university's direct funding for the MEI's operations, while fairly modest, is a stable and solid source of income. Annual gifts from MEI's advisory board members provide crucial funding for current and new programs and help fill in gaps when no other funds are available. The university provides the MEI free office space and reduced-cost access to lecture/conference facilities across campus. Through the Global Center in Amman, the university's development office has provided important support in fundraising for the Center for Palestine Studies. Columbia continues to enhance support of ME library collections, which are growing by more than 14,000 books a year. The annual allocation for purchase of ME monographs has grown from a healthy \$230,000 in 2009-10 to \$319,000 in 2013-14.

Table 1: Columbia's financial commitment to Middle East programs (\$/year) for 2013-14

Area faculty salaries	\$9,279,570	Operation of the MEI*	\$120,000
Language faculty salaries	\$1,133,900	Fellowships (including summer)	\$3,726,689
Library staff salaries	\$391,000	Library acquisitions	\$319,000
Total salaries	\$10,804,470	Salary research/travel allocation	\$879,000
Amman and Istanbul Global Center operations	\$1,700,000	Non-salary total	\$4,765,689
		TOTAL:	\$ 17,270,159

**does not include use of office space and facilities or student support provided free of cost to MEI*

The university supports MEI's outreach program in multiple ways: through its Office for Public Affairs which helps promote the MEI's public events and through the Office for Community Relations to reach out to the community, in particular schools and teachers. We continue to foster linkages with institutions and scholars in the region, in part through memberships - American Institute for Yemeni Studies (AIYS), American Research Institute in Turkey (ARIT), Center for Arabic Studies Abroad (CASA), and by hosting visiting faculty and researchers from the Middle East at the MEI and in many of our departments and centers. The MEI and our colleagues at MESAAS, SAI and IAS are seeking new ways to strengthen our global connections to foster more exchange of research and theory with our counterparts in the region. The Center

for Advanced Study of Africa, the Middle East and South Asia will host its first fellows in 2014-15, social scientists from the Arab world funded through a grant from the Carnegie Corporation.

2. Quality of Curriculum Design

2. A Undergraduate Instruction. Columbia University is renowned for its undergraduate “core curriculum” that includes a rigorous area studies component. All undergraduates must take at least two courses to fulfill the “global core” requirement which asks students to engage directly with the variety of civilizations and the diversity of traditions that, along with the West, have formed the world and continue to interact in it today. Courses on the Middle East are some of the most popular ways to fulfill this core requirement. Undergraduate interest in the ME is kindled and greatly enhanced by these requirements, frequently resulting in students pursuing additional

Table 2: Enrollments in ME Courses

Acad. Years	Undergraduates					Graduates				
	2010-11	2011-12	2012-13	2013-14	Total	2010-11	2011-12	2012-13	2013-14	Total
Area Studies	1363	1326	1555	1452	5696	604	548	826	854	2832
Language	456	477	532	520	1985	179	125	116	130	550
Total	1819	1803	2087	1972	7681	783	673	942	984	3382

coursework in the field; enrollments continue to be robust in courses on the region, both for language and non-language offerings. Our ME majors are found in the MESAAS department and are expected to develop two closely related skills. The first is linguistic expertise: a minimum of two years of course work (16-20 credits) in one language is required, and further work (including intensive summer language study) is greatly encouraged, with the aim of learning how to study a cultural field through its own texts. Students begin their work with an introductory course on the region (*Contemporary Islamic Civilization*) followed by a small-group seminar course (*Major Texts ME*) in which they explore some of the classic texts of the region. An additional 5 courses and a capstone seminar in their senior year complete the major requirement. A senior thesis, while not required, enables a student to be considered for departmental honors. In addition to

MESAAS majors, we also track students in other departments who take a minimum of 15 credits of ME classes, including language (Table 3). Undergraduates at the School of General Studies have the option of enrolling in the new dual degree program with Sciences Po, allowing them to spend their first 2 years in France at one of the specialized area campuses. In 2013-14, 21 GS students were enrolled in the program at the Sciences Po campus in Menton where the curriculum focuses specifically on the Middle East.

Table 3: ME Degrees

Degrees	2010	2011	2012	2013	2014	TOTAL
B.A	77	83	84	75	81	400
<i>MESAAS majors</i>	23	27	24	17	25	116
M.A	47	27	49	38	42	203
<i>MESAAS majors</i>	24	21	27	23	24	119
Ph.M	7	12	15	9	17	60
Ph.D	9	11	7	21	12	60

With the goal of further enhancing the curricular offerings for undergraduates, a new teaching collaborative was established in 2010. The International Network to Expand Regional and Collaborative Teaching (INTERACT) is a cross-comparative, multi-disciplinary teaching collaborative of post-doctoral fellows drawn from different regional units across Columbia who, under the guidance of area faculty, have created innovative global teaching modules as well as stand-alone courses. In the coming grant cycle the modules and courses will be rolled out for national use in 2-4 year colleges. We are requesting Title VI funding to cover 50% of one post-doctoral fellow salary to participate in the collaborative (budget A2.6). Our aim is to bring fellows with different ME expertise, the first being on the Palestinian/Israeli conflict to develop fresh perspectives for curricula on global conflicts in comparative frames.

2. B. Graduate Training. Graduate training relating to the ME occurs mainly through the Graduate School of Arts & Sciences (GSAS) and in SIPA. GSAS departments that recognize the ME as a special area of study are Anthropology, History, Political Science, and MESAAS. Religion recognizes Islam as a specific area of graduate concentration. Graduate students in

Sociology, Economics, Ethnomusicology, Art History, Comparative Literature, French, and at Teachers College (TC) and Mailman School of Public Health have also produced dissertations focused on the ME. Requirements for dissertation defense stipulate that two members of every 5-member defense committee be from outside the sponsoring department. Consequently, students working on the region typically work extensively with ME specialists from departments other than their own. There are currently 90 Columbia Ph.D. students working on topics related to the Middle East: 35 in MESAAS, 18 in Anthropology, 5 in Political Science, 9 in History, 2 in Religion, 8 in Sociology, 2 in French, 2 in Art History, 2 in the socio-medical sciences and 7 at TC. Students interested in gaining a competence in ME affairs before joining the work force or going on to another graduate degree normally enroll in M.A programs in A&S departments, with the majority found in MESAAS (27 MAs in 2014), but also in Anthropology and International History. The MESAAS MA program requires 30 credits of non-language courses, proficiency at the intermediate level of one regional language, and a thesis. The Masters of International Affairs (MIA) program at SIPA allows students to pursue a “specialization” in ME (19 students in 2014) and requires foreign language competency; those in the ME specialization study Arabic or one of the other ME languages. Law, Business and Journalism students enrolled in dual-degree programs with SIPA have the opportunity to focus on language and area studies courses, as do journalism students who pursue a dual degree with Religion. Many of these dual degree candidates specialize in Middle East. In addition, Columbia has expanded its dual degree programs for graduates (as well as undergraduates) with Sciences Po in France which offers a large number of courses on the modern Middle East as well as advanced Arabic at its graduate and undergraduate campuses (see 2.A). In 2013-14, 21 SIPA students spent their 1st year studying in Paris at Sciences Po in the Dual Degree Program, many of them focusing on the ME

and studying Arabic. Students interested in the study of the larger Islamic world can enroll in the interdisciplinary Islamic Studies M.A (see p: 3). TC, the leading graduate school of education in the U.S. offering courses on issues relating to the ME and the Muslim world, has a strong cohort of graduate students pursuing academic or professional careers in this field.

2. C. Academic and Career Advising. Advising takes place within departments at the undergraduate and graduate levels. Professors are designated as Director of Undergraduate Studies (DUS) and Director of Graduate Studies (DGS) and each student also chooses an individual advisor from among the faculty in the field. Advisors provide counsel and information about course selection, outside funding opportunities, theoretical development, language training, job search strategies and specific job opportunities. The university's Center for Career Education (CCE) helps students assemble dossiers for prospective employers or graduate and professional programs. SIPA maintains its own Office of Career Services (OCS) with a reference library and a 5-person staff, advising students on job placement and internships, including placements in the ME and in ME-related jobs. Both of these offices sponsor recruiting events for employers, including government agencies seeking students with regional expertise.

The MEI begins each semester with an orientation for SIPA students who are interested in the Middle East and continues to advise them throughout their time at SIPA. The Institute holds information sessions for graduate and undergraduate students on summer internships and language programs, and serves as a clearinghouse for job information specific to the region. The MEI also spends significant time advising students interested in applying for the FLAS fellowship, ensuring that the requirements of the program are well understood.

2. D. Research/Study Abroad

Table 4: Undergraduate Study Abroad

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Egypt	5	11	3	2	0
Morocco	2	4	1	7	3
Israel	7	13	8	5	6
Jordan	8	15	18	21	33
Turkey	3	9	1	3	9
Tunisia	0	1	0	2	0
UAE	0	0	0	0	0
Yemen	0	0	0	0	0
TOTAL	25	53	31	40	51

The university has made “global studies” and “global experience” a central part of its mission and is funding various initiatives to increase the range of international experiences available to undergraduates in research, work, or study abroad. Study abroad opportunities for undergraduates are coordinated through the Office for Global Programs (OGP) as well as Barnard College’s Office of International Programs. There are a 11 approved junior year study-abroad programs during the summer and academic year in addition to Columbia’s own programs in Amman (the Intensive Arabic Summer Language Program, a Summer Ecosystem Experience program for undergraduates, and the new ME and North African Studies program) and in Istanbul (the new Bogazici Byzantine Studies and Urban Mapping program). In addition, Columbia students have been very successful in obtaining Critical Language Study (CLS) fellowships to study Arabic, Turkish, and Persian in the region. New programs are planned, including a new study-abroad opportunity in which Columbia undergraduates will be integrated with students from the ME region to study democracy and constitutional engineering, as well as empirical methods for social science. We are very fortunate in that, unlike many of the programs in the region that have been affected by the recent upheavals, ours are stable. The availability of summer FLAS awards for undergraduates and a new Presidential Global Fellowship for rising sophomores have allowed an increasing number of talented undergraduates to attend summer

programs abroad. For the past 10 years, MEI funding has helped undergraduates pursue summer research projects and unpaid internships in the region (on average 6 to 8 awards per year). Students going to Israel for short term study projects, internships, and volunteer positions have been funded by the Institute for Israel and Jewish Studies (on average 20 awards annually). Working with the Global Centers and Columbia alumni associations in over 10 countries, OGP and CCE have created the new Columbia Experience Overseas (CEO) program which offers Columbia students high quality internship experiences in a diverse array of industries. Students have interned in Amman and Istanbul, as well as a number of Gulf countries. SIPA requires students to pursue a semester long internship and many students specializing in ME choose to fulfill this requirement during the summer, interning at organizations in the ME. When possible, MEI has supplemented SIPA funding with travel grants to allow students to pursue these opportunities. Most doctoral students spend between one and two years abroad conducting dissertation research in the ME with departmental or outside funding. In 2014, 62 Ph.D. students received funding from Columbia for summer travel and research in the region. Graduate students in all departments are also extraordinarily successful in raising dissertation research funds from the Social Science Research Council, the Fulbright program, the U.S. ED Javits fellowship program, the National Science Foundation, the Wenner Gren Foundation, and others.

3. Quality of Non-Language Instructional Program

3.A/B. Depth and Breadth. In 2013-14, the university offered 130 courses with significant ME content distributed over 1 A&S departments at Columbia and Barnard, as well as through the graduate schools of Journalism, SIPA, and Law. Of these courses, 40 were entirely new. Offerings were balanced between humanities, primarily literature and history, and

Table 5: Sample New Courses Offered in 2013-14*

Department	Course Name	Professor
<i>Anthropology</i>	<i>Modern State & Colonial Subject</i>	<i>M. Mamdani</i>
<i>Art History</i>	<i>Genesis of The Arts of Islam</i>	<i>A. Shalem</i>
<i>History</i>	<i>Modern Turkey</i>	<i>C. Philliou</i>
<i>History</i>	<i>Constitution/Democracy-The Middle East</i>	<i>R. Khalidi</i>
<i>International Affairs</i>	<i>Security/Int'l Politics Persian Gulf**</i>	<i>L. Potter</i>
<i>International Affairs</i>	<i>Mid East Conflicts & Global Security**</i>	<i>N. Weinberger</i>
<i>MESAAS</i>	<i>Palestinians in Israel 1948 - 2013</i>	<i>A. Sadiya</i>
<i>Religion</i>	<i>Muslims In Diaspora</i>	<i>K. Ewing</i>
<i>Religion/UTS</i>	<i>Islam: Origins, Thought, Practice</i>	<i>J. Lamptey</i>
<i>Sociology</i>	<i>Israeli Society - Spec Topics</i>	<i>Y. Cohen</i>

*Partial list – see Appendix B for comprehensive list **Courses taught with support from Title VI grant funds

social sciences. Core courses (see 2.A) on the region for undergraduates are among the most popular offerings. *Major Topics in the Civilizations of the Middle East and India, Islamic Civilization*, and *Contemporary Islamic Civilization* each draw close to 100 students. One of the core “great books” courses, *Contemporary Civilization*, includes study of the Quran. Each year a member of the ME program faculty offers a pedagogical seminar session devoted to teaching the 50 instructors and preceptors in this course how to present the Quran for student discussion. The Anthropology Department teaches popular undergraduate courses on *Muslim Societies* and *Women and Gender Politics in the Muslim World* that cross normal regional borders and count towards the “global core” requirement. In addition, since 2013, the themed sections on women’s studies and on human rights in University Writing (the required course for all first year students) have used a text on the Middle East as the core text for teaching students how to do research.

Formerly a post-disciplinary Middle East-South Asia department, MESAAS now also includes Africa, and is unique in this respect. Its faculty is pioneering an interdisciplinary approach to regional studies focused on the development of social and political theory with courses on topics ranging from Islamic science and Islamic Law, to colonialism and the history and politics of the Middle East, as well as courses on Middle Eastern cinema and literature. Within the department are faculty trained in political science, sociology, and anthropology, in

addition to faculty teaching literature and languages. The department has been strengthened in recent years by the hiring of Timothy Mitchell (an eminent social scientist who chairs the department), as well as Wael Hallaq, a senior Islamic Law scholar, whose recruitment reinforces our faculty resources in this important field. In addition, a number of senior faculty (Khalidi, Mamdani, Messick) now hold joint appointments in MESAAS as well as their home departments. The French department has three faculty members working on issues relating to our region. Madeleine Dobie and Emmanuelle Saada both focus on France's former empire and North Africa in particular. A preeminent expert on Islamic Philosophy, Souleymane Bashir Diagne, holds joint appointment in Philosophy and French. Columbia also has strong social science faculties focusing on the ME. With three senior socio-cultural anthropologists (Abu-Lughod, Messick, and Combs-Schilling), the Anthropology Department has one of the largest concentrations of tenured Middle East faculty in the nation. Complementing this group are two recently tenured professors in Barnard's Anthropology Department, Brian Larkin and Nadia Abu El-Haj. Three new faculty with expertise in Islam have been hired in the past 4 years, joining Peter Awn (the senior professor of Islam), Barnard-based historian Hossein Kamaly as well as Gil Anidjar (formerly of MESAAS): Najam Haider (Barnard), who teaches courses on all aspects of Islam, including Islamic Law and Shi'ism, Katharina Ivanyi (Religion) whose research focuses on Sufism and modern Islamic thought, and Katherine Ewing (Religion), whose focus is on Turkish and South Asian Muslims in the diaspora. Their courses have added depth and breadth to our offerings in this area for which student interest continues to grow. The Religion department also has 3 senior faculty in Jewish Studies. In History, Christine Philliou (recently tenured) who covers the late Ottoman period and Marwa El Shakry, a historian of science who specializes in the ME, complement the History Department's three senior faculty members (Van

de Mieroop, Bulliet, Khalidi). In Political Science, a new hire, Daniel Corstange, works on ethnic politics in the ME and Al Stepan focuses on comparative democratic transitions and the role of religion. Shahrough Akhavi teaches comparative courses on Middle East politics. In addition, there are 2 Barnard-based political scientists: Alexander Cooley, who works on state formation in Central Asia and the Caucasus and Kimberly Marten whose courses about political violence, weak states ,and non-state actors include large sections on countries in the ME.

A significant number of faculty, both at SIPA and in the Arts & Sciences departments, are strong on contemporary politics, with tremendous geographic range. Former member of the National Security Council staff and Iran expert Gary Sick brings to the classroom years of first-hand experience with US foreign policy in the region. Courses on international security issues (Freilich, Gottlieb, Betts, Weinberger), energy (Shrier, Binanichvili), and human rights and conflict resolution (Barkan) focus in large part on the Middle East. The expanse of territory encompassing the Arabian peninsula, the Persian Gulf, Iran, Afghanistan, Turkey and Central Asia is exceptionally well covered, with SIPA and other faculty providing expertise on the Persian Gulf (Sick and Potter), on Turkey (Philliou, Kebranian), on modern Iran (Sick, Potter, Dabashi, and Akhavi), on Afghanistan (Potter, Mukhopadhyay, Marten), and on Central Asia (Sestanovich, Abazov, Kendirbai, and Cooley). Israeli history, politics and society are covered by Yinon Cohen (Sociology), Michael Stanislawski (History) and Israeli culture, film and literature by Dan Miron (MESAAS). Rashid Khalidi, Timothy Mitchell and Joseph Massad (MESAAS), teach courses that focus on the modern history, political economy, politics and culture of the region. Mahmood Mamdani (Anthropology, MESAAS, SIPA) teaches courses on Islam, state violence, and international relations.

The Arcapita Visiting Professorship in Modern Arab Studies and the Krueger Family Professorship for Israel Studies have added 4 courses yearly to the ME offerings. Recent courses offered included *The Arab Uprisings: Contexts and Origins* (2013), *Palestinians in Israel* (2013), *Jewish Immigration 1881-1924* (2011), and *The Arab-Israeli Conflict* (2011). A long-established Visiting Professorship in Armenian Studies allows for a semester-long hire in the field of Armenian studies. The Quaid-i-Azam Visiting Professorship brings in experts who cover issues relating to politics and security in Pakistan and its neighbors, in particular Afghanistan.

Teachers College's International and Comparative Education program (now International and Transcultural Studies) was established in 1899 making it the oldest graduate program in the United States. Offering courses on ME education and fostering strong connections to the region have been hallmarks of the institution. In recent years, TC has been working in partnership with the Columbia Global Center in Amman and the Queen Rania Teacher Academy to provide professional development to educational leaders and teachers in Jordan. In the past 4 years, and despite budget cuts that have curtailed a dedicated TC lecturer position in ME studies, TC was able to offer courses such as *Women and Education in the ME* in 2011 and 2012 through a visiting lecturer, as well as *Teaching ME History* (Oppenheim), a course specifically targeted to social studies teachers. Recently we have created an opportunity to significantly impact TC's capacity to offer courses on ME education, develop curricula, and engage in educational outreach on Islam and the ME. TC and the MEI have established a partnership with the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research in the UAE to create a visiting professorship for a specialist on education in the Arab Middle East. This faculty member will bring expertise in international education policy and research interests in the Gulf region to TC.

The initial commitment is for 3 years, with the intention of renewal for another term and establishment of a permanent line at TC. (budget A2.8).

3.C Interdisciplinarity. The undergraduate core curriculum is explicitly interdisciplinary. Furthermore, MESAAS is designed at both undergraduate and graduate levels to provide perspectives on the ME that cross disciplines, with its faculty drawn from disciplines as diverse as history, sociology, political science, and comparative literature. Anthropology at Columbia is fundamentally interdisciplinary, and many faculty members teach courses that draw on other fields: women and gender studies (Abu-Lughod), media studies (Larkin), science studies (Abu El-Haj), history and law (Franke, Messick). ME faculty actively participate in innovative venues for interdisciplinary teaching such as the Center for the Study of Ethnicity and Race (CSER), the Institute for Comparative Literature and Society (ICLS), the Institute for Research on Women, Gender and Sexuality (IRWGS), the Institute for Religion, Culture, and Public Life (IRCPL), and the Institute for the Study of Human Rights (ISHR). Many MESAAS courses are cross-listed with ICLS and co-taught with faculty from other disciplines.

Within professional schools, SIPA offers more than 15 interdisciplinary courses in which students can develop case studies on the ME or make it the primary focus of seminar research, including courses such as Al Stepan's *Issues in Comparative Secularism and Democracy*.

The MEI offers a setting in which specialists and students with diverse disciplinary interests meet to debate issues and get exposed to diverse ideas and perspectives. For the past 10 years we have sponsored the MENA Faculty/Graduate Student Research Workshop, a monthly forum which encourages interdisciplinary exchange among faculty and graduate students working on a wide range of topics having to do with the modern ME (budget F.b.). Over 50% of the MEI's sponsored lecture series and conferences in the past 4 years were organized

collaboratively with fellow regional institutes as well as other university based centers and programs. We work in close partnership with IRCPL, which brings together scholars and students in religion, anthropology, history, and political science, to sustain multi-disciplinary analysis to address the rapidly changing role of religion in culture and political life. In spring 2015, MEI and IRCPL will hold a two day conference and workshop bringing together political leaders, activists, scholars and practitioners from Egypt, Tunisia, Indonesia and India to discuss democratic transformations, religion, and pluralism. (budget E2.b). The Ifriqiyya faculty seminar brings together ME and African scholars to discuss the inter-disciplinary study of issues that affect Islamic Africa from Sufism to slavery. In the coming grant cycle we will open up selected Columbia faculty initiatives, such as Ifriqiyya and “Toward a New Islamic Studies between Islamism and Islamophobia”(budget G6.b) to faculty from the CUNY colleges as part of our outreach program to these institutions (Section 7.2).

3.C. Pedagogy and Resources. Ph.D. and M.A students in the Arts & Sciences are offered teaching fellowships as an integral part of their training. Following guidelines established by the GSAS Teaching Center, the fellows are guided by faculty and exposed to relevant pedagogical theories and methodology. In addition, the Teaching Center provides numerous resources for teaching fellows including workshops on course design, credentialing in teaching and pedagogy, and individual consultations to discuss pedagogical methods.

4. Quality of Language Instructional Program

4.A. Language Instruction. MESAAS has a robust language program including Arabic, Hebrew, Persian, both Ottoman and Modern Turkish, as well as Armenian. MESAAS’s ME language faculty includes 11 full-time lecturers and 2-3 adjunct instructors. The Arabic program is one of

the largest in the country, with the numbers of students taking Arabic more than doubling since 2001. The introduction in the early 1990s of several new ME-related undergraduate culture courses with large enrollments (*Introduction to Islamic Civilization, Contemporary Islamic Civilization*), as well as popular survey courses such as *History of the Modern Middle East* (210 enrolled in Fall 2013) has led to an increase in language enrollments, in particular among undergraduates (see Table 2) who constitute 65% to 75% of most language classes.

Table 6: Number of Students Enrolled in ME Language Courses

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
ARABIC	301	325	350	402	348	285	315	298
ARABIC (SUMMER)	91	75	72	79	77	66	72	74
ARMENIAN	6	5	4	8	4	4	2	5
HEBREW	136	136	115	124	121	155	147	153
PERSIAN	75	72	60	72	102	77	90	93
TURKISH – MODERN	39	55	49	60	34	35	45	52
TURKISH - OTTOMAN	10	9	5	8	8	6	7	10
Total	658	677	651	753	694	628	676	695

In the past 4 years, enrollments in Arabic have reached a very healthy plateau with an average of 300 students enrolled, while Hebrew, Turkish and Persian enrollments have been rising steadily (Table 6). A second section of elementary Persian was added to accommodate student demand. Credit points for Arabic, Turkish and Hebrew courses were raised 5 years ago from 4 to 5 credits (in line with languages such as Chinese, Japanese and Russian), the additional contact hours allowing for additional material to be covered and, more importantly, greater opportunity for in-depth language study. New technologies are used extensively in the classroom and available to students outside of it. Classes are held in “smart” classrooms found throughout the university, including Knox Hall where most of our language classes are taught. The Language Resource Center (LRC) offers additional learning spaces and tools for enhanced teaching and learning, including Collaborative Learning Space (CLS), ideal for student collaboration, team and project-based learning activities, and conversation groups, as well as Computer-Assisted Language

Learning (CALL) spaces with computer terminals that support multi-language input (including non-Western characters) for international word processing with headphones and a microphone for listening and speech activities. MESAAS and MEI run weekly “Language Circles” for Arabic and Persian that revolve around activities such as viewing and discussing films from the region, and learning about music, food, and culture. Supervised by graduate students who are native speakers, the circles expose students to cultural knowledge and allow them to practice their language skills outside the context of a formal classroom (budget H6). The LRC offers semester-long Language Maintenance Tutorials (LMTs) that allow students with previous language knowledge to maintain and expand their language skills, emphasizing spoken language. The program is especially important for professional school students who may not always be able to incorporate formal language courses into their course of studies (budget H2.).

4.B. Columbia is one of the few universities to offer the study of Armenian, which is taught at the elementary and intermediate levels, including an intensive intermediate course designed for heritage speakers. The advanced level is offered as an independent study. While making use of existing textbooks, largely grammar based, the courses are also designed to reflect current developments in language teaching. Material created by the instructor is task-based, promotes communication in real-life situations, makes use of authentic reading materials like short stories, newspapers articles, short films, and online broadcasts. The program also strives to reflect the current merge between Diaspora communities and the Republic of Armenia by introducing authentic material in both dialects (Western and Eastern Armenian).

4.C. Arabic. MESAAS’s Arabic language program, directed since 2007 by Dr. Taoufiq Ben Amor, is staffed by 8 full time instructors, as well as 3 Teaching Fellows, and 2 graders, all native speakers. Arabic is taught as a living language to a diverse body of students with a wide

range of academic and professional needs and courses aim to develop all five skills, listening, speaking, reading, writing and culture. The program offers courses at four levels, as well as graduate reading seminars. A total of 6 Elementary Arabic sections, 4 Intermediate, and 2 Advanced/Third Year sections are offered. In addition, off-sequence courses were introduced so that students can start their study of Arabic either in the fall or spring semesters. The department offers a course in Arabic for Heritage Speakers which combines the curriculum of First and Second Year Arabic. Fourth-year Arabic includes 4 courses: Modern Prose I &II, Advanced Grammar Review, and Classical Prose. The content of fourth-year courses and seminars changes from year to year so they can be taken more than once. The department is also adding specialist courses that use almost entirely Arabic sources, including *Contemporary Islamic Thought* (Hallaq) and *Arabic Literary Tradition* (Al-Musawi). These will be taught in a mixture of English and Arabic, with students writing in Arabic. A course on Arab teaching pedagogy is being developed to respond to the needs of a growing number of MESAAS graduate students who go on to teach Arabic language after graduation. The Alif Baa and Al-Kitaab I, II, and III textbooks are used in Elementary, Intermediate and Advanced Arabic along with expansion vocabulary and grammar sheets developed by the Arabic instructors, and supplementary material drawn from medieval, media, and classical Arabic. To support and expand listening comprehension, the program has created a series of special videos for 1st and 2nd year students to reinforce vocabulary and to introduce students to the culture, history and politics of the region. Pre-listening and post listening exercises will be integrated into the video clips (budget H1.a). Program instructors are also developing a teaching manual for heritage speakers, with plans to make it available for wider dissemination (budget H1.b). The Columbia Summer Arabic program in Amman has expanded significantly since its inception in 2010. The program offers intensive

Arabic courses through the 4th year level, in addition to Levantine/Jordanian Arabic. The new MENA Arabic summer program, which combines the study of Modern Standard Arabic in Amman with the study of North African culture and history in Paris, also offers a course on Dirija, the Arabic dialects of North Africa. With the ACTFL Proficiency Guidelines as a model, the program uses performance-based standards not only to test its students but also to design and review all its courses to ensure that students achieve needed competencies. Four of the eight instructors are certified Oral Proficiency Interview (OPI) testers. New teaching and assessment tools are shared through an online Teachers Resource website.

4.D. Hebrew. The teaching of Hebrew has been significantly restructured in the past four years. The Hebrew program is directed by Dr. Rina Kreitman, who is assisted by one other full time permanent lecturer and an additional temporary full time lecturer, who was hired in 2012 due to increasing enrollments and student demand over the past four years. Three levels of Hebrew instruction are currently offered, from Elementary through Advanced Hebrew. The switch from 4 credits per course to 5 credits has allowed the program to bring students to a more advanced level more quickly. Consequently, students who finish 3rd year Hebrew achieve proficiency levels close to those achieved in the past by students who completed 4th year Hebrew. Students who wish to take a fourth year of Hebrew can sign up for a supervised readings course. Two years ago, the program also initiated a new track for Heritage speakers. The Hebrew language program aims to develop oral and written communication skills, reading comprehension, and cultural knowledge. As students progress from one level to the next, they build vocabulary, learn more complex grammatical, morphological and syntactic structures and are challenged with authentic reading materials. Readings include selections of literary, journalistic and academic Modern Hebrew texts. Cultural topics are presented in conjunction

with the readings. Textbooks used in the classroom, Brandeis Modern Hebrew I for the elementary level and Shalom, a series of text books developed by Shalom Shoer of Cornell University at the intermediate level, are in line with the proficiency approach in that they develop vocabulary thematically and in an organized fashion. In the third year, students are exposed to Israeli literature and culture and learn through the introduction of authentic materials. All levels enjoy exposure to media which is now incorporated in all classes. All instructors are native speakers, highly trained in Hebrew language-teaching pedagogy, and regularly participate in language-teaching workshops in the U.S. and Israel as well as contributing to the field through articles in various Hebrew language, linguistics and pedagogy journals.

4.E. Persian. Dr. Ghazzal Dabiri, who has taught Persian for more than ten years and joined Columbia in 2008, directs Persian language teaching, assisted by Hassan Husseini, an adjunct lecturer. Three levels of instruction are offered (with two elementary sections) and a fourth year Persian course is being considered. The program aims to train students to gain fluency in practical aspects of the language, to be able to use primary sources (texts, documents, official records, scholarly journals) with ease, to conduct everyday business in Persian, to appreciate its vast literary and cultural heritage, and to feel at home among native speakers. Clearly defined goals are set for each level of instruction, based on exit criteria guidelines developed by the American Association of Teachers of Persian (AATP) and ACTFL. A variety of interrelated teaching materials are used, including handouts and video and audio recordings created by the instructors on trips to Iran or from online sources. In addition to the textbooks and multi-media materials, the courses make use of authentic texts from news outlets, social media sites, and cultural productions from the traditional (fables) to the contemporary (short stories and films) to foster deep cultural awareness while developing students' reading, writing, oral and aural skills.

4.F. Turkish. Under the direction of Dr. Zuleyha Colak since 2010, the Turkish program at Columbia has served as one of the pilot sites for the implementation of the Deep Approach to Turkish Teaching and Learning (DATTL) program, pioneered by a group of researchers at the University of Wisconsin. ACTFL standards have been integrated with the Deep Approach pedagogy over the past 4 years. From their first semester of their study of Turkish, students are considered curriculum builders and are given opportunities to pursue real life projects and make oral presentations. Working with authentic materials such as newspapers, Turkish films, TV series, and songs, the program teaches language by emphasizing culture. Teaching modules developed through the DATTL program are available for downloading for instructors and students. Students have shown remarkable progress in proficiency in the 5 language learning skills. Assessments using the ACTFL OPI conducted by the program's instructors have shown that by the end of the year, the majority of the students in Elementary Turkish reach the "intermediate low" level and those who complete Intermediate Turkish reach the "advanced" level on the ACTFL scale. Students who complete Advanced Turkish, taught as a research seminar, usually achieve the "superior" level on the ACTFL scale. Most students enrolled in the Columbia Turkish program spend at least one summer studying Turkish abroad.

4.G. Performance-Based Instruction and Proficiency Testing. To ensure functional language acquisition by students, all classes are currently taught using performance-based instruction that conforms to established national standards. Training in proficiency testing and performance-based pedagogy is required of all full-time language instructors. A two-day introductory training for new instructors is provided by the LRC, which also works with instructors on producing performance-based materials and developing other teaching resources.

5. Strength of Library

5.A. **Collections**. Columbia University Libraries' Middle East collections serve and support both multidisciplinary and specialized scholarly interests in the Middle East at Columbia, and reflect the University's mission to "support research and teaching on global issues... to create academic relationships with many countries and regions... and to convey the products of its efforts to the world." Outstanding in their deep and comprehensive coverage of Arabic, Persian and Turkish cultures and languages, and their relevance to current research and public debate about the ME, the collections also display a unique commitment to documenting languages and cultures on the fringe of the mainstream ME, e.g. Armenian, Assyrian, Kurdish, and Maltese, among others. The collections include materials from and about the region and its individual countries, in major Western languages as well as in the many languages of the area. Geographical coverage ranges from Morocco to Afghanistan and from Turkey to the Sudan; chronological coverage extends from the third millennium B.C. to the present; and subject matter spans virtually all disciplines in the humanities and the social sciences. Blanket order contracts with vendors (and our participation in the Library of Congress ME Cooperative Acquisitions Program) cover almost all ME countries and document underrepresented minorities in the Middle East. Special attention is also given to materials about and from ME diaspora communities in Europe and the U.S, and about Islam and Islamic groups in Africa, Europe, the U.S, and Asia. The number of monographs in the ME collections approaches half a million titles (100,750 titles for Arabic, 40,480 titles for Hebrew, 32,773 titles for our outstanding Turkish collection, and 19,137 titles for Persian). In the years 2010-2014 Columbia added almost 30,000 monographic titles in Middle East languages. Subscriptions to serials and periodicals from and about the ME currently number over 1,300. Licensed electronic resources with dedicated ME and Islamic Studies content include the

Encyclopedias of Islam, the Encyclopedia of the Qur'an, Encyclopedia of Arabic language and linguistics, Encyclopedia of Women & Islamic Cultures, Brockelmann Online, Gale Middle East Online Series (Arab-Israeli Relations, Iraq), Index Islamicus, the Middle East and Central Asian Studies database, and Oxford Islamic Studies Online. Recent acquisitions include KotobArabia collection of over 4000 e-books in Arabic, Oxford Bibliographies in Islamic Studies, Confidential Print - Middle East, Early Western Korans collection, and Cambridge Histories Online with access to multi-volume reference series. These are complemented by a growing number of general electronic resources that have substantial ME-related content, e.g. ISI Emerging Markets and Factiva news, government, business and financial/economic information, the Foreign Broadcast Information Service Daily Reports, 1941-1996, and the MideastWire (news translations from regional sources). While most major newspapers from the region are now available online the library also provides access to news through airmail subscriptions to daily print ME newspapers. The libraries' media center houses a growing and heavily consulted collection of audiovisual materials from and about the ME. It currently holds over 1,100 documentary and feature films in ME languages, some of which are unique holdings in North American libraries. In addition, our Rare Books and Manuscript Library houses numerous important Judaic, Hebrew and Islamic manuscripts (Arabic, Persian and Turkish).

Columbia University Libraries take seriously their public role and so contribute to the creation and dissemination of valuable information about the region to a diverse public. CUL hosts the Virtual Library for the Middle East. It is organized by region, country, and subject, and currently contains annotated links to selected free Internet resources. The librarian is a co-founder of AMIR, a web-based publication (with over 1,100 international subscribers), that distributes information on Open Access resources in ME and Islamic Studies.

5.B. **Support for Acquisitions and Staff.** Annual acquisitions expenditures for ME Studies resources have grown from \$230,000 in 2009-10 to \$289,000 in FY 2013-14. This year the library also expended an additional \$30,000 for materials from Israel. Additional funds from gifts and endowments are available for the acquisition of materials to support Armenian, Ancient Near East, and Israeli and Jewish Studies. These expenditures do not include funds expended by other library units for materials in English and Western European languages from and about the region (e.g. the Avery Architectural and Fine Arts Library, the Music Library, the Burke Theological Library). Expenditures for some electronic databases and journals are also covered through general library funds. CUL spends approximately \$391,000 per year on salaries for staff directly associated with selecting, acquiring, and processing ME materials. This includes support for a full-time Middle East and Islamic Studies Librarian and a Librarian for Jewish Studies.

The MEI Librarian, Peter Magierski has an M.A in ME Studies from New York University and an MLIS from Rutgers University and is an active member of the Middle East Librarians Association. He coordinates the development of the collections and works with faculty to support research and teaching about the ME at the University and beyond. He is responsible for reference consultations, library instruction sessions, targeting faculty, students, ME scholars and professionals at Columbia, and in the broader research community.

5.C. **Collaboration.** The University participates in various inter-institutional cooperative endeavors on the local, national and international level. One of the most exciting recent developments is the partnership with New York University, Princeton, and Cornell to create a digital library of public-domain Arabic language books. The goal of the Arabic Collections Online (ACO) is to make available online thousands of volumes over a period of five years. Columbia contributes many unique resources to this project to be launched by the end of 2014.

In the past 4 years Columbia and Cornell University Libraries have been in a partnership that enables them to pool resources to provide content, expertise, and services that are impossible to accomplish acting alone. Librarians at Cornell and Columbia libraries will coordinate building ME and Islamic Studies collections, integrating resources in cataloging, e-resource management, digital preservation, and collaborative collection development. This partnership will expand both the depth and breadth of our Middle East research collections by eliminating unnecessary duplication and redirecting resources to acquire additional materials.

Within the NYC area, the libraries have strong ties with the New York Public Library (NYPL) and NYU Library. Columbia and NYU have reciprocal access agreements and collaborate on North Africa collection development policy. The recently launched Manhattan Research Library Initiative (MaRLI) enables Columbia and NYU doctoral students, faculty, and librarians and NYPL researchers to borrow materials from all three institutions.

CUL is also a member of a variety of regional consortia, including the North East Research Library Consortium, the North East ME Libraries Consortium, and the NY State Library Consortium. Nationally, the University is an active member of OCLC and SHARES, which provides on-site reading and interlibrary loan privileges to patrons of member libraries. Membership in the Center for Research Libraries and its ME Studies-specific group, the ME Materials Project (MEMP), provides access via interlibrary loan to rich collections of foreign newspapers, specialized, rare, or unusually expensive materials. To share more widely its collections, Columbia was a founding member of BorrowDirect, which provides expedited access to circulating books held at Brown, Columbia, Cornell, Dartmouth, Harvard, MIT, Princeton, University of Chicago, University of Pennsylvania, and Yale.

CUL works closely with Columbia's Center for Digital Research and Scholarship

(CDRS) which engages in outreach, education, and advocacy to ensure that the scholarly work produced at Columbia University has a global reach and accelerates the pace of research across disciplines. CDRS is actively developing and promoting Academic Commons, a digital repository of open access scholarship. Academic Commons allow faculty, students, and staff of Columbia and its affiliate institutions to deposit the results of their scholarship online.

6. Quality of Staff Resources

6.A. Faculty. Columbia's ME faculty are highly productive and nationally visible, with firm links not only to national and international scholarly networks, but also to the disciplinary departments in which they are appointed. In the "core," those who hold full-time professorial appointments or lectureships and typically devote 75-100% of their university effort to the ME, we have 54 full-time faculty, including 24 who are full professors, 4 Associate Professors, 5 assistant professors in tenure track positions as well as 6 full time lecturers, and 15 language lecturers. In addition there are 6 adjuncts who for the most part have been teaching long term, as well as 3 to 5 visiting faculty each year. Outside the core, 45 other faculty across the university teach courses that cover the ME in one form or another. Substantive faculty strengths are detailed in section 3.A and in Appendix C.

Columbia University's commitment to excellence ensures that it recruits only the most highly qualified faculty for its programs. All full-time faculty are chosen in a rigorous search process; positions are advertised nationally and internationally. Tenure requires excellence in teaching, university and professional service, and national recognition as a published scholar. Committees on Instruction scrutinize courses, and students are asked to evaluate faculty instruction. All faculty expect to be called upon to advise students, write letters of recommendation, and

supervise special projects, along with formal classroom activities. The university offers strong support in faculty development, granting tenured faculty a semester of paid leave (or a year at half pay) every 3.5 years. Assistant professors are granted one similar leave during their first five years of teaching. Columbia supports faculty research and travel through yearly allocations (see Table 1) and faculty have also been very successful in securing additional funds to support travel or residence in the region. In the course of their activities, virtually all of the core faculty can be expected to spend time in the ME over any given four-year period. We are requesting funds in order to assist travel to the region by our regular adjunct faculty for whom travel funds are not available but are needed (budget C2).

6.B. MEI Staff and Structure. Professor Lila Abu-Lughod has directed the MEI since 2012. She is the Joseph L. Bottenwieser Professor of Social Science at Columbia University, and Professor of Anthropology and Women's and Gender Studies. Her courses focus on gender politics, human rights, and nationalism in the Muslim world. She is a leading voice in debates about gender, Islam, and global policy and is the founder of the new Center for the Study of Social Difference (CSSD), which promotes innovative interdisciplinary scholarship on gender, ethnicity and race in global dynamics of power and inequality. Her books and publications have been translated into more than 13 languages. The MEI's Associate Director and Outreach Coordinator, Astrid Benedek, was hired in December 2003. Holder of an M.A from SIPA and a B.A in Middle East and African Studies from Georgetown University, she previously spent 15 years in the not-for-profit sector managing international education programs, including teacher-training programs in the Former Soviet Union for the Open Society Institute. Dahlia El Zein, the Program Director for the new Center for Palestine Studies (CPS) oversees CPS' programming and outreach. She holds an M.A in

Arab Studies from Georgetown University and has worked for several not-for-profit organizations prior to joining the Center in October 2013. The MEI's Administrator, Mirlyne Pauljajoute, has worked for a number of not-for-profit organizations dealing with international programs and has experience with grant management. In addition, a SIPA-funded student assists the Associate Director with our public lectures and other events. The MEI Director works with an Executive Committee consisting of senior faculty representing the ME faculty across academic departments in the social sciences and humanities. The director also consults with our external advisory board composed of prominent individuals from a variety of backgrounds. Over the past 4 years, the board has raised over \$300,000 for the MEI, monies that have been crucial for our operations. These funds help pay for our student fellowships, and are used to cover costs for events, adjunct salaries, and some other activities for which grant funds cannot be used. The MEI Director and Associate Director work closely with their counterparts at Columbia's other regional institutes to advocate for area studies at the university (through the Inter-regional Council), to co-sponsor lectures and events, and to co-operate on outreach activities.

6.C. Nondiscriminatory Employment Practices. Pursuant to Section 427 of GEPA, CU's non-discriminatory employment policies require rigorous attention to the recruitment of people belonging to traditionally underrepresented groups. At CU, 26% of the faculty and 37% of the professional staff are racial and/or ethnic minorities, while women represent 40% of the faculty and 57% of the professional staff. Ten of Columbia's 20 schools and colleges are headed by women, including most of its professional schools. A new Vice Provost for Diversity Initiatives position was established in 2004. A private donation of \$15 million in 2005 and a \$30 million Presidential award in 2012 were made to support the recruitment and retention of women and minority faculty members.

7. Outreach Activities

7.A Elementary and Secondary Schools: The MEI reaches out to schools and teachers in a variety of ways. A number of our faculty (Awn, Ben-Amor, Khalidi, Mitchell, Oppenheim and Bulliet) regularly participate in outreach visits to area private schools. Our major outreach vehicle is our series of professional development courses for NYC teachers to meet the needs of teachers using the K-12 New York State Global Studies Curriculum. (see Table 7). The majority of participants have been high school teachers, but elementary, middle school, and two-year college instructors have attended as well. The courses are organized as a coherent series of two hour lecture-discussions featuring full-time faculty of Columbia, advanced Columbia doctoral candidates, and full-time faculty from other universities. In Spring 2011, instead of a teachers' workshop, we invited teachers and instructors on our mailing list to attend a series of public lectures on the momentous events developing in Egypt. Dr. Jean-Marc Oppenheim (who teaches "Teaching Middle East History" at TC) often served as facilitator for these sessions, leading discussions on how teachers can integrate what they learn from the lectures into their lessons. Reading materials as well as classroom materials were provided and their use discussed. In the past four years, 112 K-12 teachers from NYC public and private schools, who collectively teach over 8000 students per year, have attended our Professional Development courses.

Table 7: Prof. Development Courses

Semester & Attendance	Course Title	Partners	Speakers
Spring 2010 (14 classes); 33 K-12 teachers, one two-year college instructor	Colonialism and Nationalism in the Middle East and South Asia	South Asia Institute; Teachers College	Columbia F/T Fac (8) ABD Columbia (2) Teachers College Fac (2) Other Univ F/T Fac (2)
Fall 2010 (6 classes) 22 K-12 teachers	A Short History of Pakistan	South Asia Institute	Columbia F/T Fac (1)
Spring 2011 (<i>public lectures and film</i>) 11 K-12 teachers, 6 two-year college instructors	Egypt Arising (2/10/11) Notes from the Egyptian Revolution (3/8/11) Film: We are Egypt (3/28/11)	IRCPL	Columbia F/T Fac (3) Other Univ F/T Fac (1) Writer and filmmaker (2)

Spring 2012 (7 classes) 18 K-12 teachers, one two-year college instructor	Keys to Understanding the New Political and Social Landscape in the Middle East, Afghanistan, and Pakistan	South Asia Institute Teachers College	Columbia F/T Fac (2) Columbia P/T Fac (4) Teachers College Fac (1)* Other Univ F/T Fac (1)
Fall 2012 (6 classes) 26 teachers, 2 two-year college instructors	Muslim Societies: Local Histories and Local Practices in Africa, the Middle East, and South Asia	South Asia Institute; Africa Institute	Columbia F/T Fac (4) Other Univ F/T Fac (2)
Spring 2014 (4 classes) 13 K-12 teachers, 2 two-year college instructors, 2 TC PhD students	Democratic Contestations and Political Violence: the Middle East and South Asia	South Asia Institute	Columbia F/T Fac (1) Other Univ F/T Fac (3)
Total classroom hours: 70 hours Total attendance: 112 K-12 teachers, 4 college instructors, 2 PhD Taught by FT Columbia Faculty: 48 hours Taught by Teachers College Faculty: 4 hours Moderated by Teachers College Faculty: 14 hours		Taught by FT Faculty from other schools: 18 hours (Boston Univ., Brooklyn College, California-Berkeley, Connecticut College, Hunter College, NYU, Rutgers, Stanford, and William Patterson Univ.)	

*TC lecturer moderated discussions and addressed pedagogical questions

The Institute plans to continue to offer Professional Development classes during the academic year (budget G1.a/b). The first two themes already planned are “Civil War and Regional Conflicts” and “History of the Indian Ocean: Cultural and Religious exchanges from East Asia to East Africa.” In addition we will organize shorter workshops for teachers in conjunction with some of our upcoming conferences. Our spring 2015 conference co-sponsored with IRCPL on *Democratic Transformations, Religion, and Pluralism*, with participants from Egypt, Indonesia, India, and Tunisia, will include a special session for teachers. In Summer 2015, we intend to offer a summer institute for teachers on “Teaching about Islam” led by visiting scholar Dr. Munir Jiwa (a TC graduate who directs the Center for Islamic Studies at the Graduate Theological Union in Berkeley). Another teacher workshop will be organized in conjunction with the Center for Palestine’s screening series *Palestinian Film in Harlem* in partnership with the Schomburg Center for Research in Black Culture and the Mayles Documentary Center (budget G1.a.b). With one of the most diverse populations in the nation, New York City has opened up many opportunities for introducing critical languages, in particular Arabic, into the regular curriculum in K-12 schools. We have recently partnered with the Global Language Project (GLP), which

has introduced Arabic language classes taught by certified teachers as a regular part of the curriculum in 2 NYC elementary schools so far (reaching 480 students in 2014). We have provided outreach sessions to the schools on Arab culture (including calligraphy and dabka dance performance). We plan to expand our activities to school-wide outreach workshops to introduce the non-Arabic speaking teachers to the history, culture and language of the Arab world so that they can better integrate the language learning with the wider curriculum (budget G2.b). For more far-reaching impact, we have joined GLP to work with the recently formed Arabic Teachers Council that brings together interested K-14 Arabic teachers from a variety of area public and private schools. Columbia’s Arabic language lecturers will share with them curricula, authentic materials, and methodologies through a series of workshops and one-day conferences (budget G2.a).

Teachers College is uniquely positioned to extend MEI’s outreach activities. Its extensive contacts with schools, administrators and the educational research community are a starting point for developing a strong sense of audiences in education—from teachers to policy makers—who can best guide us in serving the K-12 needs for ME outreach. We expect the new TC lecturer (p: 14-15) to be active in MEI’s outreach program for educators and schools.

7.B. Postsecondary Institutions. Columbia’s principal vehicles for outreach to faculty at other universities and colleges in the NY metropolitan area are the Columbia University Seminars of which 5 focus specifically on the ME. There are Seminars on Iranian, Arabic, Jewish and Israeli, and Ottoman and Turkish studies. These provide one of the city’s only venues for academics in these fields to meet on a regular basis. In addition, the “Middle East Seminar” which focuses on the modern ME brings together policy makers, journalists, and other

professionals with scholars from NY-area universities on a regular monthly basis. The Columbia Libraries have provisions for granting scholars in the NY area and adjoining region, including members of the university seminars and visiting scholars, access to its collections. Faculty from the CUNY system, in particular, have benefitted from this access and we seek to facilitate this process and expand the numbers of faculty from these Title III and V schools who have access to the Columbia library system and consultation with the ME librarian about the many free and licensed online resources in Middle East and Islamic Studies.

To reach out directly to post-secondary institutions in the NY region, in particular those receiving Title V and III support, we propose to (1) partner with LaGuardia Community College for a wide-ranging collaboration to raise the profile of and institutionalize Middle East Studies. We will hold faculty workshops to introduce the field, discuss strategies to add ME modules and courses to the existing world history curriculum (budget G6.d), and build a syllabus for a new course on Middle East history and politics, to be taught initially by Columbia personnel, to align with the LaGuardia curriculum (budget G4/5); (2) establish a direct collaboration with Middle East, South Asia, and African Studies faculty at Hunter College (co-ordinated by Professors Jill Schwedler and Rupal Oza) to help them strengthen regional studies at Hunter in line with the CUNY Common Core requirement in World Cultures and Global Issues. We will support closer coordination among faculty scattered in different departments (Political Science, Anthropology, Women's Studies, History), generate student interest through a faculty led lecture series on the Middle East, South Asia and Africa (budget G6.a), and organize joint annual faculty workshops at Columbia devoted to cross-regional curriculum development in such subjects as Islamic Studies and Crossing Borders/ Connecting Regions (budget G6.b/c); and open selected Columbia faculty initiatives to Hunter faculty; (3) build on Hunter College's special commitment to

foreign language studies by opening the FLAS summer fellowships to a qualified Arabic undergraduate from Hunter and by inviting Hunter faculty in Classical and Oriental Studies (several are Columbia alumni) to join our language pedagogy training courses; and (4) will partner with several other colleges in the City University system and the New York metropolitan area through joining other Columbia NRC Centers in the successful INTERACT global teaching collaborative (budget A2.6).

7.C. Business, Media, and the General Public. The MEI organizes and promotes conferences, public lectures and cultural events, including films. Over the past 4 years, we sponsored 207 events (with more than 8,500 people attending). The events are advertised through our email newsletter (over 1200 subscribers), posters and flyers, the CU online events calendar, as well as our website and Facebook page, and draw a public from within and outside the university. In addition, we also use our email newsletter to publicize other ME related events, language study, job and internship opportunities at the university and in the region, providing an invaluable service to those interested in learning more about the region.

Table 8: MEI Events, September 2010-May 2014

	Total Events		Total Attendees		Columbia lecturer	Non-Columbia	Co-sponsored w/NRCs	Co-sponsored w/other	International Lecturer	Mixed Panels Conference		
#	207		8500		7	200	25%	38%	48	17		
Countries	Gen ME	Iran	Iraq	Israel/Palestine	Turkey	Afghanistan Pakistan	Caucasus Central Asia	Gulf	Egypt	Syria, Jordan Lebanon	North Africa	Other
#	46	20	5	68	15	4	3	7	9	15	10	5
Event type	Films		Academic		Current Affairs/Pol.		Literature		Cultural Events		Information Sess.	
#	21		32		123		7		16		8	
Lect. type	Academic		Auth	Gov. Off.	Journal	Filmmaker	Panel	Performer		Grad Stu.	Professional	
	65		42	23	12	8	24	5			4	

Our faculty are called on for their expertise by local, national, and international media.

The former director Rashid Khalidi, Gary Sick, and Hamid Dabashi alone have given more than

100 interviews to these media over the past 36 months and contributed 40 or more articles/op-ed pieces to a variety of printed and online media outlets. Gary Sick's blog which surveys articles and commentary on Iran is a valuable resource. Faculty associated with the MEI, including Gary Sick, Richard Bulliet, Peter Awn and Jean-Marc Oppenheim, regularly conduct briefings for visiting groups, most recently a group of university students from South Carolina on their way to a summer program in Jordan (April 2014) as well as groups from the ME visiting through the State Department's International Visitor Program. In addition to the electronic resources available through CU Libraries (see 5.A) there are other important online resources aimed at both non-scholarly and academic audiences. In 2014, Web-CSSAAME was launched, providing open access to original articles linked to the journal on the Middle East, South Asia, and Africa edited at Columbia. The Center for Palestine Studies regularly posts on its website videos of its major lectures and forums and live-streams its most prominent programs. Other resources available to non-Columbia affiliates are the recently launched Columbia on YouTube channel (Section 3.C.) as well as CIAO (Columbia International Affairs Online), an Internet-based, full-text resource that offers journal articles, reports, studies, conference proceedings, books and works in progress for all areas of international affairs.

8.A Program Planning and Institutional Goals. Three institutional goals guide the initiatives for which we seek funding for the next four years: (1) **Teacher Capacity Building and increased participation in, and impact of, K-14 teacher and language instructor training**. We seek to (a) enhance our partnership with Columbia Teachers College for increased impact of our outreach activities by supporting curricular offerings and ensuring faculty expertise on the ME through a new partnership with a ME education policy foundation to seed a new faculty position

in the Department of International and Transcultural Studies that will also offer regional research opportunities for students at TC; (b) offer training and cultural resources to teachers and administrators in nascent Arabic language/area studies programs in K-12 NYC public schools through classroom programs and a collaboration with GLP (Global Language Project) for professional training in Arabic pedagogy for a new Arabic Teachers Council for K-12; (c) supplement and expand our teacher professional development courses with intensive summer institutes, as well as short workshops building on Columbia's e cross-regional research initiatives in Islamic Studies, Women's Rights, Indian Ocean Connections, and Politics and Revolutions.

(2) Strengthening ME and Regional Studies at Minority Serving Institutions and 2 year colleges through 3 new initiatives: (1) Promoting and improving instruction in Middle Eastern Studies at LaGuardia Community College in NYC by: developing courses in Middle Eastern history (to be taught initially by qualified graduate students from Columbia); working with full-time and part-time faculty at LaGuardia who teach world history to strengthen their knowledge of Middle Eastern history through reading lists and seminars; providing speakers at LaGuardia to stimulate interest in ME topics. (2) Through a new partnership with faculty at Hunter College, we will collaborate on developing programs that bridge Middle East, South Asia and Africa by supporting global studies faculty to create a lecture series at their institution; organizing collaborative annual workshops to share resources and sharpen pedagogical tools for integrating Islamic and regional studies into the curriculum and identifying connections and common themes across the Middle East, South Asia, and Africa; opening up selected Columbia initiatives, such as the Ifriqiyya Faculty seminar and "Toward a New Islamic Studies" to faculty from the CUNY colleges; and opening the competition for summer FLAS fellowships to qualified students, earmarking one of our summer FLAS fellowships for a qualified Hunter College student to study

Arabic at one of Columbia's Arabic programs, either in New York or Jordan. (3) We will share with MSIs innovative global teaching modules and stand-alone courses created at Columbia through the INTERACT post-doctoral teaching fellows collective, through a newly launched web portal supplemented by faculty training workshops on how to adapt the modules and courses to their needs.

(3) Increase participation of professional school students in area studies and in study of priority ME languages by (a) covering disciplinary gaps through continued support for area studies course offerings on the modern Middle East (including courses on Iran, the Gulf, Afghanistan, and Turkey), which are of special interest to students in professional schools but also undergraduates; (b) joining the INTERACT program to develop global studies in the undergraduate curriculum through a network of post-doctoral scholars who focus on cross-regional, trans-regional and interdisciplinary study; (c) building on MEI and CPS's successful new partnerships with the Journalism and Law Schools to sponsor lectures and conferences with Middle East-based journalists, photojournalists, and legal experts; (d) continuing to support our long-standing series of public lectures on contemporary ME politics; (e) providing our language faculty with continued training as well as funding to develop teaching resources; and (f) continuing to support initiatives that bolster language practice outside of the classroom (language maintenance courses/language tables/film screenings).

8.B. Development Plan. The Funds representing 23% of the 2010-14 budget request will strengthen and expand our teacher training capacity and K-12 outreach programs and further strengthen Columbia's ability to train teachers who are knowledgeable about the ME; 20% of our request will be allocated to expenditures that strengthen our collaboration with MSIs and 2-year colleges. 22% of our budget request will support area studies instruction and includes the

salary of the new INTERACT post-doctoral fellow who will also produce courses/modules for use in partnering MSIs and 2-year colleges. 8% of our requested budget will provide support to our language programs. Workshops, conferences, public lectures as well as cultural events, representing 9% of NRC funded activities, will improve the breadth, depth, and quality of student training in Middle East studies and are part of our outreach to the general public and K-14 instructors. Institute administration costs, including personnel costs and our evaluation plan, are 41% of our request. Absolute priority activities and competitive priority activities constitute 42% of our overall NRC request.

8.C. Costs. The costs of the proposed activities are substantial yet reasonable, and are leveraged with university and other funds wherever possible. In 2015, we will host a 2 day conference comparing democracy, religion and constitutionalism in 5 major countries (India, Turkey, Indonesia and Iran) using \$5,000 of USED funds, with the remaining \$44,000 budget coming from the Henry R. Luce Foundation. Costs for the fall 2014 series on “The Aftermath of the Egyptian Revolution” represent a fraction of what the Carnegie Foundation is contributing and CSSD will contribute \$7000 of the \$12,000 required for the multi-year collaboration between the School of Journalism and Women Creating Change on “Muslim Women: Can the Stories be Changed? (budget E1.b)” The \$83,82 we are requesting for the library for 4 years represents a mere 3% of what Columbia spends directly for ME library salaries and collections alone.

8.D. Long-Term Impact. New courses on the ME developed by the new visiting professor at TC will strengthen TC’s ability to educate future teachers. The funds allocated for the training of new and current area Arabic language instructors in secondary schools, as well as post-secondary institutions, will build much-needed capacity, widening the pool of qualified Arabic language teachers in the region and beyond. Curricular development funds aimed at introducing new and

vital cross-disciplinary ME courses for undergraduates (through the INTERACT post-doctoral collaborative), as well as funds provided to the language department for enhanced teaching resources will enhance the quality of the training and attract more students into the field at an earlier stage of their studies. Continued funding and expansion of curricular offerings for the professional schools, in conjunction with increased study-abroad opportunities and internships will increase the number of students with regional experience and advanced language proficiency. New courses on the ME developed by the new post-doctoral fellow at TC will strengthen TC’s ability to educate future teachers.

9. Impact and Evaluation

9.A Impact. Our program impacts the university, community, region and nation as outlined in Table 9. In the next 4 years, we will enhance our impact by reaching more systematically beyond our campus to work to develop ME interest and expertise in 2-year colleges and MSIs through partnerships with faculty and administrators, to provide more courses for the professional schools at Columbia in particular TC and SIPA; increasing career placements in K-12 teaching, government and the not-for-profit sector;

Table 9: Impact of Activities on University, Region and Nation, 2010-2014

	Activity	Impact	Output Indices
Training students	Language Instruction	Increased ME language expertise in the U.S.	2535 students enrolled in ME languages 77 students took Language Maintenance Tutorials in ME languages
	Undergraduates	Increased awareness and knowledge of ME among college-trained Americans	5,696 undergraduates enrolled in area studies courses 116 MESAAS majors
	Graduates	Increased number of ME specialists prepared for academia, government, and the professions	90 Ph.D. students working on ME in 1 departments in 2013-14 2,832 graduate students enrolled in area studies courses 400 students graduate w/15 or more ME credits (55% increase over previous period) 203 MAs graduate w/15 or more ME credits, 50% of those are SIPA students, 60 Ph.D.s Awarded
	FLAS Fellowship	Increase in students pursuing advanced ME language proficiency	32 AY FLAS , 34 Summer FLAS awarded 35% studying at Advanced Level, 65% at Intermediate Level

	Study Abroad	Enhanced experience for American students in the ME	175 undergraduate students studying in ME, 11 approved programs Columbia Arabic Program in Jordan enrollments increased by 55% 154 students pursuing internships, voluntary work and summer research in region New CEO program brings more students to region for internships Funding for language study, research and other projects funded through MEI and IJS grants, as well as CU Presidential Fellowships for undergraduates
Placement of Graduates	Grants for Research & Conferences	Facilitate dissertation research in the ME and professional development opportunities for Ph.D. candidates	62 Ph.D. students funded in summer 2014 for research in region Over 60 papers at conferences, with over \$35,000 in conference travel funds by depts. and \$3000 by MEI
	Career Placement	ME studies graduates placed in a variety of positions in education, government, NGO sector, and business	15% SIPA graduates in 2013 work for US government 16% of undergraduates working in education, 8% in government and military
Curriculum & Staff Development	New Course Development	Building a curriculum to meet the training needs and attract more students	130 area studies courses in 2013-14, 40 of them new New courses taught in region through Global Centers
	Staff Development	Building Staff capacity to meet the teaching and research needs on the ME at Columbia	4 new core faculty lines, 6 new chairs established (2 visiting), 3 junior faculty tenured, 33 % increase in area faculty salaries
	Faculty Research	Furthering and dissemination knowledge about the ME	77 Books, 12 edited books, 83 Articles \$879,000 in research funds
Outreach to postsecondary institutions, general public, schools and media	Library Resources	Increasing access to the ME collection for the university, region and nation.	26 visiting scholars in ME provided access to library www.virtualMElibrary , 20,000 hits/month AMIR (Open Access ME resources), 1,000 subscribers
	Online Resources	Providing comprehensive resources for collaboration, research, news, opportunities, events, and publications	Gulf 2000 , 1,500 experts Columbia on YouTube, TCs "iTunes" site CIAO website, 45,000 hits/month MEI subscriber list, 945
	Post-secondary conferences & events	Increase exposure to expertise on ME for students, faculty and community; engage with ME specialists worldwide; collaborate with other centers	Total events: 207, of which 122 brown bag events w/average attendance ~27, 22 symposia and conferences w/attendance from 40-288, total attendance 8500; 48 international lecturers 25% jointly with regional institutes, 38% with other units of the university,
	K-12	Exposing K-12 pupils in NY region to ME Training teachers to integrate ME into the K-12 curriculum Developing and providing materials for K-12 teachers and students	112 teachers reached through professional development workshops, 130-145 through school visits by CU faculty \$2000 worth of books and materials provided to teachers
	Media, Business, General Public	Increasing exposure of general public to ME-related knowledge and information	40 to 60% of audience for MEI public events are members of general public; over 120 media appearances/articles by ME faculty

9.B. Equal Access. As pursuant to Section 427 of GEPA, CU and MEI in particular are committed to equal access and treatment of students and program participants. CU employment policies and admissions policies expressly prohibit discrimination and actively encourage

increased minority participation in the academic mission of the university. Within the Ivy League, Columbia College has the highest percentage of minority students enrolled. Since Columbia College shares courses with Barnard, approximately two-thirds of the undergraduate population is female. The School of General Studies (GS) hosts a number of programs to encourage increased minority student participation in international affairs and area studies programs, including the Global Scholars Program which brings students from Hostos Community College to GS and then to SIPA, and the Yellow Ribbon program which attracts veterans to Columbia (126 enrolled this year). Quite a few of these veterans have spent time in the ME and Afghanistan and are interested in building upon this experience by studying the languages, history and culture of the region.

All events, competitions, courses, and projects operate in accordance with Columbia's strict guidelines on affirmative action (see GEPA). Redesigned walkways and building entrances, new ramps and elevators make the campus more accessible to wheelchair-bound people. Elevators refurbished with Braille control panels, and equipped with audible floor indicators have improved facilities for the blind. Restrooms in many buildings, including Knox Hall where many ME classes are taught, are now wheelchair accessible. Free "reporter" services are provided for deaf students. The MEI is also working with the university's ethnicity coding project, which collects data for the federal government's IPEDS program, to specifically monitor participation rates of minority students and students with disabilities in all ME related programs.

9.C. Evaluation Plan

The external evaluation of the Middle East Institute is designed by the Center for Evaluation & Education Policy (CEEP), an internationally and nationally recognized and fully self-funded

LCTLs. (F1, F2, FI). As evidenced in Table 10 below, CEEP worked with the Middle East Institute to develop meaningful and specific objectives (referred to as *performance measures* for the purposes of this proposal) linked to each of these three goals; and to develop project-specific, and quantifiable, outcome measures (referred to as *indicators* for the purposes of this proposal) to assess progress towards goals. Similar information plus corresponding activities are included in Appendix 3 on the required Performance Measure Form (PMF). However, the table below also indicates the types and sources of data, and the frequency of data collection.

Table 10: Evaluation Components and Scope

Key to Priorities		Absolute Priority: Teacher Training Activities	AP
NRC Competitive Preference Priority 1: Collaborative activities with Minority-Serving Institutions (MSIs) or Community Colleges	CPP 1	FLAS Preference Priority 1: Fellowship award preference to students with financial need	F1
NRC Competitive Preference Priority 2: Collaborative activities on or off the NRC campus	CPP 2	FLAS Preference Priority 2: 25% or more academic year FLAS fellowships in U.S. DoE LCTLs	F2
NRC Invitational: Linkages with overseas educational institutions	NI	FLAS Invitational: Academic year fellowships in priority languages used in sub-Saharan Africa, South Asia, and Southeast Asia	FI

Project Goal #1: Teacher Capacity Building: increase participation in, and impact of, K-14 teacher and language instructor training. (AP and CPP 2)

Performance Measures	Indicators	Timeline	Method
A) Increase K-16 teachers' knowledge and use of Middle East content by 10% annually	<ul style="list-style-type: none"> Number of teachers participating in workshops Percentage of participating K-14 teachers who report increased knowledge of Middle East content as a result of sponsored workshops Percentage of participating K-14 teachers who report using workshop content in their teaching 	Annual Annual Annual	Grantee/program records Survey Survey
B) Increase the language proficiency and instructional practices of K-14 Arabic and other Middle East language instructors by 10% annually	<ul style="list-style-type: none"> Numbers of K-14 language instructors participating in workshops Percentage of participating language instructors reporting use of curricular units /modules in their instructional practices 	Annual Annual	Grantee/program records Survey
C) Increase K-16 teachers' of Arabic knowledge and use of Arabic Language pedagogy by 10% annually	<ul style="list-style-type: none"> Percentage of participating K-14 teachers who report increased knowledge and use of language pedagogy content as a result of sponsored conferences and workshops 	Annual	Survey
D) Increase production of qualified language instructors for NYC school system through collaboration with Global Language Project	<ul style="list-style-type: none"> Number of qualified language instructors for NYC school system through collaboration with Global Language Project (GLP) 	Annual	Survey

E) Increase curricular offerings on ME at TC for pre-service teachers.	<ul style="list-style-type: none"> • Number of classes on ME offered at TC 	Annual	Registrar and program records
F) Increase number of TC students who specialize on ME by 25 %.	<ul style="list-style-type: none"> • Number of TC students enrolled in ME classes at TC • Number of TC Ph.D. students working on ME 		

Project Goal #2: Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges. (CPP 1)

Performance Measures	Indicators	Timeline	Method
A) Increase numbers of students at partnering MSI institution graduating with Middle East area studies coursework by 10% annually	<ul style="list-style-type: none"> • Numbers of faculty at LaGuardia who offer courses with ME area studies content 	Annual	MSI Registrars
	<ul style="list-style-type: none"> • Numbers of students at partnering LaGuardia enrolled in courses with ME area studies content 	Annual	MSI Registrars
	<ul style="list-style-type: none"> • Number of students graduating from LaGuardia with credit from one or more courses with ME area studies content 	Annual	MSI Registrars
B) Increase MSI faculty and student interest and use of Middle East area studies content and resources by 15% annually.	<ul style="list-style-type: none"> • Numbers of faculty and students at partnering MSIs participating in sponsored events & programming 	Annual	MEI and LaGuardia
	<ul style="list-style-type: none"> • Percentage of participating MSI Faculty and students who report increased interest and use of Middle East area studies content and resources as a result of participation. 	Annual	Participant Survey
	<ul style="list-style-type: none"> • Percentage of faculty using workshop materials in courses 	Annual	Participant Survey Participant Survey
	<ul style="list-style-type: none"> • Percentage participating faculty reporting teaching new courses based on INTERACT modules 	Annual	Fellowships Office data
	<ul style="list-style-type: none"> • Number of qualified students from CUNY colleges applying for intermediate or advanced level Arabic at Columbia 	Annual	Participant Survey
	<ul style="list-style-type: none"> • Percentage of Faculty using workshop materials in courses 	Annual	

Project Goal #3: Increase participation of professional schools students in area studies and in study of priority ME languages at Columbia LCTLs. (F1, F2, F1)

Performance Measures	Indicators	Timeline	Method
A) Increase the number of students taking one or more semester of LMT by 10%	<ul style="list-style-type: none"> • Number of students enrolled in LMT through the LRC. 	Annual	LRC records
B) Increase the number of students participating /attending informal language learning events by 20%	<ul style="list-style-type: none"> • Number of students attending informal language learning events 	Annual	Program Records

C) Increase opportunities for students to practice listening skills with authentic materials outside classroom by 25%	<ul style="list-style-type: none"> • Number of students reporting use of Arabic language video website 	Annual	Student survey Website use analysis
D) Increase opportunities for language faculty to attend pedagogy training and professional events by 25%	<ul style="list-style-type: none"> • New teaching approaches and tools used by language faculty in their classes. 	Annual	Program records
E) Increase the number of Professional School students with exposure to knowledge about law, media and international affairs by 15%	<ul style="list-style-type: none"> • Number of students signing up for events 	Annual	Program records
F) Award fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA (F1)	<ul style="list-style-type: none"> • Number of FLAS fellowships awarded to undergraduate students who demonstrate financial need (summer) • Number of FLAS fellowships awarded to graduate students who demonstrate financial need (AY and summer) 	Annually Annually	Program records Program records
G) Award 100% of academic year FLAS fellowships in priority languages. (F2, F1)	<ul style="list-style-type: none"> • Percentage of FLAS awards ME priority LCTLs 	Annually	Program records
H) Increase percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey. (GPRA)	<ul style="list-style-type: none"> • Percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey and center Grand survey 	Annually	FLAS tracking survey
I) Increase percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education. (GPRA)	<ul style="list-style-type: none"> • Numbers of students enrolled in supported language course instruction. • Percentage of enrolled students who participate in LCTL FLAS Fellowships 	Annually Annually	Program records Program records
J) Increase percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. (GPRA)	<ul style="list-style-type: none"> • Percentage of FLAS recipients who increase their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. 	Annually	Language Proficiency Test Scores
K) Increase the number of intermediate or advanced level language courses in the priority ME languages during the course of the grant (GPRA)	<ul style="list-style-type: none"> • Number of intermediate level courses in priority ME languages • Number of advanced level courses in priority ME languages 	Annually Annually	Program records Program records
L) Increase the number of certificate, minor, or major degree programs in the priority ME languages, area studies, or international studies during the course of the 4-year grant period (GPRA)	<ul style="list-style-type: none"> • Number of certificate minor or major degree programs in priority ME languages, area studies, international studies during the course of the 4 year period. 	Annually	Program records

Formative Evaluation: The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2.

Summative Evaluation: Evaluation in years 3-4 will primarily analyze the outcomes of the MEI's activities/programs. In order to measure long-term outcomes, the program will maintain and regularly update a database housing participation records and contact information.

FLAS Tracking Survey: The US Department of Education FLAS Tracking Survey will be administered to FLAS recipients as required. The survey will determine the impact the Middle East Institute has had on their current/future studies and career. Additionally, it is anticipated that the Middle East Institute can use the data gathered on this survey to report on its participants' current status, employment, and use of cultural knowledge/language in their current studies/employment.

Evaluation Timeline Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation.

9.D. Previous Evaluations. MEI and the ME program at Columbia have undergone 3 separate reviews in the past 8 years: an Academic Review Committee (ARC) review by the university in 2006, an external review in 2008 by a professional evaluator and a site visit by U.S. ED program staff in 2009. In addition, starting in 2003 with the creation of new MEI governing and advisory

bodies, the work and programs of the MEI are regularly reviewed and evaluated. The Executive and Administrative Committees as well as the MEI's external advisory board have helped introduce improvements to the program, making sure that the MEI's activities achieve their intended goals and contribute to the strengthening of ME studies at Columbia. The executive faculty committee was deeply involved in reviewing our plans for the new direction of the MA in Islamic Studies, a program the MEI will take over responsibility for at Columbia (p: 3). The report by our external reviewer, an international education consultant with extensive knowledge of the Title VI program, provided a valuable perspective on the program and was the basis for proposals for new activities, including a recommendation for increased resources and professional development opportunities for language instructors and a strengthening MEI's connection to MESAAS. The external review endorsed some of the new directions taken by the MEI, including greater cooperation with TC on teacher training and outreach, greater emphasis on interdisciplinarity and cross-regionalism, and enhanced efforts to persuade the university to hire more senior faculty. It has also validated our close collaboration with other area institutes to break down the artificial barriers between regions, including in particular South Asia and Africa, regions neighboring the ME that share with it cultural, religious, and social characteristics, as well as a shared colonial past and post-colonial present.

9.E. Activities that Address National Need. Table 9 shows that our activities in the past 4 years have trained a large number of foreign language specialists in Arabic, Persian and Turkish, as well the number of specialists who graduate with a significant number of ME area studies courses. Placement data suggests that a meaningful percentage of our graduates pursue employment in government. Details on Columbia's special programs for facilitating undergraduates and graduates entering careers in government are described in detail in the

“Statement on Promoting Areas of National Need” and in Section 2.A on career advising. As stated earlier, MEI’s emphasis in the coming grant cycle will be to reach beyond our own campus and work with a number of Minority Serving Institutions and 2-year colleges to introduce or enhance ME course offerings, develop student interest and build institutional capacity and to extend our teacher training activities in order to incorporate knowledge about the ME into the K-12 curriculum, resulting in an increase in the quantity and quality of specialists ready to pursue employment in areas of national need.

10. FLAS Awardee Selection Procedures

10.A. Advertisement: The Institute solicits applications from across Columbia’s undergraduate and graduate schools, including its professional schools. The competition is advertised through admissions and financial aid offices, departments, faculty, and directly to students. The MEI website describes FLAS and links with the university’s main FLAS pages, which feature an outline of the program, a list of eligible languages and world areas, instructions, announced priorities, and an on-line application. MEI posts flyers and ME faculty make classroom announcements. Listserv messages reach faculty and students across the university. In the coming grant cycle, we are committed to open up the Summer FLAS competition to qualified students from the CUNY schools we have partnered with. We will work with faculty and administrators to advertise this opportunity and advise CUNY students on the process.

Schedule: *Early November*: the FLAS competition is announced. *Late January*: the on-line application site is opened and the selection committee is formed. *Early March*: Deadline for application submission. *Mid-March*: Applications are available for committee members to review. *End of March*: Committee meets and draws up a ranked list of candidates and alternates.

April 1: Summer awards are announced. *April 15:* Academic Year awards are announced.

Candidates have 10 days to accept or decline. Alternate candidates are notified immediately as awards are declined.

10.B. Application: Application are submitted via an on-line application site. Applicants provide information on education and language training as well as a personal statement describing academic and professional goals and the role of the target language in achieving them.

Applicants provide transcripts, a recommendation from an area studies faculty member and an evaluation from a language instructor. In the upcoming grant cycle applicants will be advised to file the FAFSA form to meet the competitive preference.

10.C. Criteria for Selection: In 2015-18, need-based criteria will be added to the FLAS deliberations. Columbia Admissions Offices will provide the Estimated Family Income (EFI) based on the FAFSA. The Committee will review the applications based on the selection criteria (below) to identify suitable candidates. The Committee will prioritize award to fellows from a list of candidates who meet both merit and need-based criteria.

Selection Committee: The FLAS Selection Committee includes faculty from the humanities, social sciences, professional schools, and language programs.

Selection Criteria: MEI administers FLAS using USED guidelines and priorities. We evaluate applicants on the basis of merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants for intermediate or advanced training are given preference over beginners, except for second ME language acquisition. Each committee member reads and reviews all applicant files and rates them according to academic merit. Ratings will be aggregated to select an initial list of

meritorious candidates. The competitive priority criteria outlined above will be applied to the merit-based list to prioritize those candidates who meet the need-based criteria.

We regularly receive four times as many applicants as there are awards available for the academic year and for the summer. We request 8 graduate and 1 undergraduate academic year fellowships, and 9 summer fellowships for each of the four grant years. The summer competition will be open to both undergraduate and graduate students. One summer FLAS award will be set aside for a qualified student from CUNY system for the study of Arabic at Columbia’s Arabic programs in New York or Amman.

11. Competitive Priorities.

Table 11: Absolute, Invitational, and Competitive Preference Priorities

<p>NRC: Absolute Priority—Teacher Training</p>	<ul style="list-style-type: none"> • Pre-service courses on ME and advising provided by new Visiting Professor at Teachers College • MEI teacher professional development workshops and new summer institutes on ME area studies • Special school wide professional development workshops for schools with Arabic language programs • MEI teacher workshops: in conjunction with conferences and film showings • Arabic Teaching: materials and workshops for Arabic Teachers (K-14) • Outreach to schools provided by MEI outreach consultant
<p>NRC: Invitational Priority 1: Sustained collaboration with MSIs and /or 2 year Colleges</p>	<ul style="list-style-type: none"> • ME courses developed and introduced at La Guardia Community College • INTERACT course modules and stand alone courses shared with MSIs and 2 year Colleges through web portal and workshops • Workshops for faculty and curriculum development at La Guardia and Hunter colleges • FLAS competition open to students from CUNY system for summer Arabic at Columbia • ME Librarian consultation with faculty at CUNY colleges-
<p>NRC: Invitational Priority 2 –Schools of education</p>	<ul style="list-style-type: none"> • New Visiting Professorship for ME expert at Teachers College to conduct research, teach courses on the ME and advise TC students working on ME
<p>FLAS Preference Priority 1: Fellowship award preference to students with financial need</p>	<ul style="list-style-type: none"> • FLAS awards will give competitive preference to qualified applicants who file FAFSA to demonstrate financial need
<p>FLAS Preference Priority 2: 25% or more academic year FLAS fellowships in U.S. DoE LCTLs</p>	<ul style="list-style-type: none"> • 100% of FLAS awards made in LCTL (Arabic, Hebrew, Turkish, Persian)

National Resource Centers (NRC) Program Foreign Language and Area Studies Fellowships (FLAS) Program

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1. An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs;

The mission of the Middle East Institute is to engage intellectually a wide range of individuals and groups, both within and outside the University. Title VI funding is used in a number of ways to insure that a diversity of views are represented, rigorous research informs the lectures, workshops, and events, academic freedom and free speech are protected, and debate is civil and open.

In administering FLAS Fellowships, we solicit applications for students working in all the Middle Eastern languages we teach. In our programming and outreach, we insure that our speakers are experts who represent many political views. Since our lectures are open to the public, our audiences represent the entire spectrum of opinions about the politics, religions and cultures of the region.

Universities are marketplaces of ideas, institutions that enable the production of independent knowledge, and forums for reasoned debate. It is inevitable that students and members of the community will be surprised and sometimes offended by unfamiliar ideas about the region and world politics, especially those that may not be represented in the mainstream in the U.S. This provides opportunities for substantive dialogue and real education as long as respectful conversation and openness is encouraged. Especially in dealing with the ongoing conflict between Israel and the Palestinians, we strive to engage interlocutors who care deeply about the lives, safety and well-being of both Israelis and Palestinians, as well as all people in the region.

The newly established Columbia Global Centers in Amman and Istanbul allows Columbia to bring together academics and professionals from across the region for training, conferences and other purposes, fostering dialogue and cooperation on a variety of issues. The School of Architecture has organized a series of workshops at the Global Center in Amman that brought faculty and students from the U.S., Israel, and the UAE to develop proposals for new forms of public space. Studio X provides another forum and brings resources to the whole region through a new urban studies library.

We have made a special effort to work with faculty and students at a number of secondary schools in the New York area. The student population in both the public and independent schools is very diverse with strong representation from the Jewish, Arab and Muslim communities. Our own diverse and multi-national faculty in Middle East Studies are called upon

for both student and faculty lectures and seminars. In our professional development courses for teachers, we strive to present broad and informed views of the issues that affect the region, both through the reading materials and the faculty presentations which express a full range of perspectives.

The Middle East Institute sponsors and co-sponsors numerous events for the public that bring the views not just of scholars but of journalists and media professionals, world leaders, professionals in humanitarian and international organizations, and speakers from US Government Agencies working in the region, all of whose familiarity with the region enable them to present cogent yet nuanced evaluations of policies and politics. The relationships of various campus units and student groups with diverse foreign embassies and consulates in New York, has resulted in our regularly welcoming many distinguished speakers. This is especially helpful to our students, since many of these speakers have unique insights into the current political, social, economic and religious issues. The connections forged for students planning to intern and study abroad open doors. We have an especially rich roster of speakers from Turkey and the Arab world through co-sponsorships with SIPA, MESAAS, the Institute for Research on Women, Gender, and Sexuality, the Institute for Religion, Culture, and Public Life, and the Heyman Center for the Humanities; from Israel through the Law School, the Kraft Center, the Center for Palestine Studies, and the Center for Israel and Jewish Studies; and from North Africa through the Maison Francaise.

Finally our Faculty Executive Committee and our external Advisory Board are always composed of individuals who represent as broad an intellectual and cultural spectrum as possible. From financiers working in the region, to foundation heads with strong ties to Israel and the American Jewish community, our Advisory Board members are especially committed to insuring that the Middle East Institute remains a force for substantive and civil intellectual exchange and educational outreach here at Columbia and in the broader public sphere.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Columbia University, through its Center for Career Education (CCE), is committed to providing graduate and undergraduate students with a wide range of career counseling, internship opportunities, and recruitment events. These efforts are enhanced by the work of the Office of Career Services (OCS) at the School of International and Public Affairs (SIPA) that facilitates access to opportunities in a broad range of government agencies, NGOs, the United Nations, the IMF, World Bank and international organizations. Other schools and institutes, like the School of Public Health and Earth Institute, already manage multi-million dollar projects in South Asia and Africa in which current students and recent graduates find challenging opportunities for career development. The Middle East Institute (MEI) interfaces to a greater or lesser degree with all of the above and in addition is developing its own program for identifying internship opportunities in the ME in order to enhance students' practical training.

We also focus on providing talented undergraduate students with the opportunity to explore careers in international security, the Departments of State and Defense, and the various intelligence services. We have a growing and highly motivated veteran student population

pursuing undergraduate degrees in Middle East studies and seeking language training in Arabic, Persian, and Turkish. Some are pursuing advanced degrees in International Affairs, particularly in security studies. The population of veterans across the University has grown enormously thanks to the generous provisions of the new GI Bill, known as the Yellow Ribbon Program. ROTC was recently reinstated at Columbia as well. We work to prepare these students, like others specializing in the Middle East, for government service, including by collaborating with the CCE in arranging information/recruiting events sponsored by such agencies as US Navy Intelligence and the CIA and led by officers who are alumni of Columbia.

The Global Scholars Program at Columbia is designed specifically to prepare a cohort of students for careers in the foreign service and defense related fields. Some of these students choose a Middle East specialization and study Arabic. The program brings to Columbia students from groups underrepresented in the State and Defense Departments. They complete their undergraduate degrees at Columbia and then go on to complete their MIA degree at SIPA. The program is supported by grants from the Department of Defense and the Department of State.

Because of the decrease in the number of academic jobs for Ph.D. students, the Graduate School of Arts & Sciences initiated several years ago workshops and information sessions, most in collaboration with the CCE, to introduce Ph.D. students early in their graduate studies to possible career paths different from traditional academe. For students working on Ph.D.s in cultural areas of particular national interest, this process opens up a world of possibilities in government and international service. The director and staff of the MEI are always available to interface with this process and counsel Ph.D. students on alternative career possibilities dealing with the region.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: **THE TRUSTEES OF COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK**

Name of Authorized Representative (Typed): **JULIANA POWELL**

Title: **ASSOCIATE DIRECTOR FOR OPERATIONS** Telephone: **212 854-2738**

Signature:  E-mail: ms-grants-office@columbia.edu

Date: 6/26/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

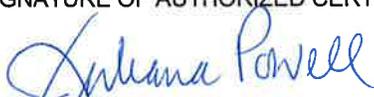
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Juliana Powell, Associate Director of Operations
APPLICANT ORGANIZATION The Trustees of Columbia University in the City of New York	DATE SUBMITTED June 26, 2014

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Columbia University, Knox Hall

606 W. 122nd Street, Suite 301, New York, NY 10027-7003

Check if there are workplaces on file that are not identified here.

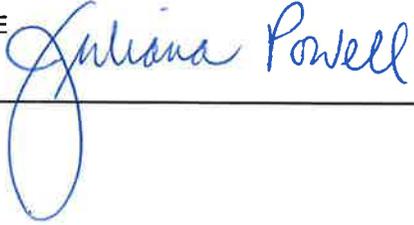
DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT: The Trustees of Columbia University in the City of New York		PR/AWARD NUMBER AND / OR PROJECT NAME Middle East Institute NRC & FLAS
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE JULIANA POWELL, ASSOCIATE DIRECTOR FOR OPERATIONS, MS		
SIGNATURE		DATE 6/26/2014

ED 80-0013
12/98

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	ME Content %
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* indicates new course

*Italics indicates courses funded with 50% or less NRC grant funds***ANTHROPOLOGY**

ANTH2005V 001	Ethnographic Imagination	4	Abu-Lughod, Lila	0	16	0	0		25%
ANTH3465V 001	Women, Gender & Politics in the Muslim World	3	Abu-Lughod, Lila	0	0	0	52	X	100%
ANTH3887V 001	Anthropology of Palestine ^N	4	Succarrie, Maysoun	0	19	0	0		100%
ANTH3892V 001	Contemporary Central Asia States	3	Nauruzbayeva, Zhanara	0	13	0	0		25%
ANTH3933V 001	Arabia Imagined	3	Messick, Brinkley	1	40	0	0		100%
ANTH3997W 001	Supervised Individual Research	3	Boyd, Brian	0	4	0	0		100%
ANTH3998W 001	Supervised Individual Research	3	Messick, Brinkley	0	0	1	1		100%
ANTH3998W 001	Supervised Individual Research	3	Boyd, Brian	0	0	3	3		25%
ANTH3998W 001	Supervised Individual Research	3	Ewing, Katherine Pratt	0	0	1	0		25%
ANTH4282W 001	Islamic Law	3	Messick, Brinkley	5	5	2	2	X	100%
ANTH4284G 001	Islam And Theory	3	Messick, Brinkley	6	1	2	0		100%
ANTH6135G 001	War And Social Theory	4	Abu El-Haj, Nadia	0	0	15	1	X	25%
ANTH6406G 001	Modern State/Colonial Subconscious	3	Mamdani, Mahmood	15	1	0	0		25%
ANTH9101G 001	Research In Social/Cultural Anthropology	3	Larkin, Brian	2	0	0	0		25%
ANTH9101G 001	Research In Social/Cultural Anthropology	4	Ewing, Katherine Pratt	0	0	1	0	X	25%
ANTH9101G 001	Research In Social/Cultural Anthropology	3	Abu-Lughod, Lila	0	0	1	0	X	25%
ANTH9101G 001	Research In Social/Cultural Anthropology	3	Abu El-Haj, Nadia	0	0	1	0	X	25%
ANTH9102G 001	Research In Archaeology	3	Boyd, Brian	0	0	5	0	X	25%
ANTH9102G 001	Research In Archaeology	4	Boyd, Brian	1	1	0	0	X	25%
ANTH3009S 001	The Anthropology of Islam ^N	3	Serin, Ozge	0	7	0	5	X	100%

ARCHEOLOGY AND ART HISTORY

AHIS3879W 001	The Makingof Medieval Jerusalem	3	Shalem, Avinoam	0	0	0	10		100%
AHIS3895W 001	Introduction to Literature: Methods of Art	3	Bahrani, Zainab	0	0	0	10		25%
AHIS8010G 001	Research For Advanced Students	3	Bahrani, Zainab	0	0	1	0		25%
AHIS8194G 001	Islamic Figurative Sculpture ^N	3	Shalem, Avinoam	0	0	4	1		100%
AHIS4500O 001	Architecture Sultans: Istanbul ^N	3	Klein, Holger	0	0	0	8		100%
AHIS4350O 001	City & Its Monuments: Istanbul ^N	3	Klein, Holger	0	0	0	8		100%
CLC6066V 001	Ancient Cities: Urbanism	3	Morris, Peter	0	0	4	2		25%
CLC3101V 001	Archaeology Of Egypt & Nubia	3	Morris, Ellen	0	0	0	26		100%

Course ID	Course Name	Pt.	Instructor	2012-13	2012-13	2013-14	2013-14	2014-15	ME Content %
				Enrollment Grad	Enrollment Undergrad	Enrollment Grad	Enrollment Undergrad		

ECOLOGY AND ENVIRONMENTAL BIOLOGY

ENVN0403B 001	Ecology Sustainable Water Management in Jordan	3	Reid, David	0	7	0	0	0	25%
ENVN2106B 001	Summer Ecosystem Experiences for Undergraduates (Jordan) ^N	3	Lawrence, Jenna	0	0	N/A	N/A	N/A	50%
ENVN2107B 001	Field Methods in Ecology & Conservation Biology (Jordan) ^N	3	Lawrence, Jenna	0	0	N/A	N/A	N/A	50%

EDUCATION

ITSF5008Y 001	Gender, Education, & International Development	3	Cortina, Regina	2	0	0	0	0	50%
ITSF4008A 001	Teaching Middle East History	3	Oppenheim, Jean Marc	17	0	20	0	0	100%
INBU7502B 001	International Seminar: Istanbul	3	Celen, Bogachan	25	0	0	0	0	100%

FILM

FILM4145W 001	Contemporary Israeli Cinema ^N	3	Yosef, Raz	0	3	0	0	0	100%
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FRENCH AND ROMANCE PHILOLOGY

FREN4615G 001	Literature Coloniale et Ethnologie	3	Debaene, Vincent	6	1	0	0	0	25%
CLFR8630G 001	Humans Sciences Between Algeria and France	3	Dobie, Madeleine	0	0	6	2	2	50%

HISTORY

CLHS8916G 001	French Empires	3	Saada, Emmanuelle	8	0	0	0	0	25%
CLASS4411W 001	Egypt in the Classical World	3	Morris, Ellen	6	4	0	0	0	100%
HIST1002W 001	Ancient History of Mesopotamia and Asia	3	Van De Mieroop, Marc	0	35	0	0	0	100%
HIST3314W 001	Modern France & Its Empire	3	Saada, Emmanuelle	2	19	0	0	0	25%
HIST3628W 001	History of the State of Israel from 1948 - Present	3	Stanislawski, Michael	0	36	0	0	0	100%
HIST3657W 001	Medieval Jewish Cultures ^N	3	Carlebach, Elishava	0	0	0	0	0	25%
HIST3701W 001	The Ottoman Empire	3	Philliou, Christine	1	19	0	0	0	100%
HIST3716W 001	History of Islamic Society	3	Bulliet, Richard	2	39	0	0	0	100%
HIST3719W 001	History of the Modern Middle East	3	Khalidi, Rashid	5	169	8	210	210	100%
HIST3810W 001	History of South Asia I	3	Ahmed, Manan	0	0	0	0	0	25%

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	ME Content %
HIST4180W 001	Religious Conversions in History	3	Carlebach, Elisheva	2	11	0	0		25%
HIST4235W 001	Central Asia: Imperialist Legacies	3	Kendirbai, Gulnar	6	2	7	5		50%
HIST4609W 001	Marriage And Kinship In Medieval Egypt ^N	3	N/A	0	0	0	0	X	25%
HIST4704W 001	Sunnis, Shias, & Others	3	Kamaly, Hossein	3	5	0	0		100%
HIST4705W 001	Constitution and Democracy in the Middle East	3	Khalidi, Rashid	0	0	0	18		100%
HIST4713W 001	Orientalism and the History of the Other	4	Khalidi, Rashid	0	13	0	0		100%
HIST4732W 001	The Post-Ottoman World	3	Philliou, Christine	0	0	0	0	X	100%
HIST4746W 001	Modern Turkey	3	Philliou, Christine	3	7	0	0		100%
HIST8233G 001	Nomads of the Eurasia	3	Kendirbai, Gulnar	0	0	5	1		25%
HIST8235G 001	Identity & Change: Muslims Living in the	4	Kendirbai, Gulnar	2	0	0	0		25%
HIST8701G 001	Islamic Movements In The Middle East	4	Khalidi, Rashid	16	0	0	0		100%
HIST8930G 001	Approaches To International/Global	3	Khalidi, Rashid	15	1	0	0		25%
HIST8993G 001	Perspective On International & World	3	Lillevik, Line	17	0	17	0		25%
HIST8999G 001	Directed Class Readings	3	Saada, Emmanuelle	0	0	1	0		50%
HIST8999G 001	Directed Class Readings	3	Khalidi, Rashid	0	0	2	0		100%
HIST9000G 001	Directed Individual Readings	3	Philliou, Christine	2	0	0	0		100%
HIST9000G 001	Directed Individual Readings	3	Eishakry, Marwa	0	0	1	0		100%
HIST9713G 001	Modern History of Palestine	4	Khalidi, Rashid	7	0	0	0		100%
HIST9990G 001	Colloquium/Seminar in Teaching	3	Khalidi, Rashid	7	0	0	0	X	100%
HIST9990G 001	Colloquium/Seminar in Teaching	3	Ahmed, Manan	1	0	0	0		25%
HIST9990G 001	Colloquium/Seminar in Teaching	3	Van De Mieroop, Marc	1	0	0	0		100%
HIST3455S 001	Global History Of U.S. Military Intervention	3	Neer, Robert	0	0	0	12		25%
HIST3932S 001	An International History of Oil & Water ^N	3	Stahl, Dale	0	5	0	0		50%
HIST8233S 001	History & Culture Of Nomadic Peoples	3	Kendirbai, Gulnar	0	0	1	0		25%
HIST3992O 001	Introduction to Byzantine Hist: Istanbul ^N	3	Klein, Holger	0	0	0	8		100%
HUMANITIES									
AHIS6581G 001	Genesis of The Arts of Islam	3	Shalem	20	0	0	0		100%
AHMM3321V 001	Musics of India & West Asian	3	Higgins, Nicholas	0	21	1	16	X	50%
AHMM3321V 002	Musics of India & West Asian	3	Aiken, Katie	0	23	0	18	X	50%
AHUM3399V 001	Major Texts: Middle East	4	De Bary, Wm Theodore	0	17	0	14	X	100%
AHUM3399V 002	Major Texts: Middle East	4	Kamaly, Hossein	0	9	0	20	X	100%
AHUM3399V 003	Major Texts: Middle East	4	McDermott, Rachel	0	29	0	10	X	100%
AHUM3399V 004	Major Texts: Middle East	4	Hallaq, Wael	0	19	0	0	X	100%

Course ID	Course Name	Pt	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	ME Content %
AHUM3399V 002	Major Texts: Middle East	4	Kamaly, Hossein	0	17	0	0	X	100%
AHUM3399V 003	Major Texts: Middle East	4	Townsend, Dominique	0	17	0	0	X	100%
ASBC3610 001	Persian Literature in English Texts ^N	3	Kamaly, Hossein	0	9	0	0		100%
ASCM2001V 001	Topics: Asian Civilization and the Middle East	4	Kamaly, Hossein	0	15	0	0	X	100%
ASCM2003V 001	Introduction To Islamic Civilization	4	Saliba, George	0	90	0	75	X	100%
ASCM2008V 001	Contemporary Islamic Civilization	4	Saliba, George	0	152	0	0		100%
ASCM4400W 001	God In Muslim Thought	3	Kamaly, Hossein	1	3	0	0		100%
ASST4600W 001	Judaism & Christianity in South Asia	3	McDermott, Rachel	2	6	0	0		100%
AUME4223O 001	Muslim Spain: Literature & Society ^N	3	Verskin, Alan	0	0	0	0		100%
AURL3307O 001	Muslims in the Diaspora ^N	3	Ewing, Katherine Pratt	0	1	0	0		50%
CSESR3490W 001	Post 9/11 Immigration Policy	3	OuYang, Elizabeth	1	15	0	0		25%
CSESR3928W 001	Colonization/DeColonization	3	Hughes, Theodore	0	36	0	28		25%
CSESR3970W 001	Arabs In Literature & Film ^N	3	Handel, Nathalie	0	0	0	11		100%
FYSB1156X 001	Legacy of The Mediterranean	3	Pedatella, Stefan	0	15	0	13		50%
FYSB1192X 001	Legacy Of Mediterranean I	3	Sastry, Sailaja	0	0	0	16		50%
FYSB1194X 001	Legacy Of Mediterranean I	3	Pilinovsky, Helen	0	0	0	15		50%
GRKM4420G 001	Greece & Turkey: Literature & Politics ^N	3	Calotychos, Evangelos	1	6	0	0		50%

INTERNATIONAL AND PUBLIC AFFAIRS

EMPA8500U 001	Issues on Contemporary Security	4	Betts, Richard	25	0	0	0	X	50%
INAF4890U 001	<i>Dynamics of Turkish Politics</i> ^N	3	Cuthell, David	5	2	0	0		100%
INAF6054U 001	Petroleum Markets & Trade	3	Burke, Louise	20	0	0	0		25%
INAF6205U 001	Democracy & Techno-Politics	3	Mitchell, Timothy	12	0	0	0		50%
INAF6285U 001	Method-Defense Analysis	3	Long, Austin	18	1	0	0		75%
INAF6346U 001	U.S. Role In World Affairs	3	Sestanovich, Stephen	15	1	30	0	X	25%
INAF6387U 001	Terrorism & Counterterrorism	3	Gottlieb, Stuart	0	0	27	2	X	50%
INAF6389U 001	State Formations, Violence, Intervention and Monitoring ^N	3	Mukhopadhyay, Dipali	5	0	11	0		25%
INAF6393U 001	Evolving Military Strategy Policy	3	Olson, Eric	6	0	17	1		25%
INAF6398U 001	Unconventional Warriors ^N	3	Mukhopadhyay, Dipali	10	0	0	0		50%
INAF6399U 001	Weapons Of Mass Destruction	3	Long, Austin	0	0	20	0	X	50%
INAF6429U 001	Energy Industry In The Middle East	3	Shrier, Adam	0	0	20	0		100%
INAF6445U 001	Talking With The Enemy ^N	3	Gottlieb, Stuart	0	0	34	0		25%
INAF6470U 001	Logic Of The Weak State ^N	3	Mukhopadhyay, Dipali	0	0	11	0		25%
INAF6485U 001	Politics & Law - Conflict Management	3	Mukhopadhyay, Dipali	0	0	28	0	X	25%

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	ME Content %
INAF6416U 001	Third World Security Issues	3	Neuman, Stephanie	10	0	12	0		25%
INAF6672U 001	Political Economy of Pakistan	3	Zaidi, Akbar	25	0	0	0	X	25%
INAF6680U 001	U.S. Energy Security: Geopolitics of Oil	3	Chanis, Jonathan	2	0	0	0	X	50%
INAF6690U 001	Contemporary Israeli Politics	3	Maor, Anat	15	0	0	0		100%
INAF6727U 001	Deconstructing Afghanistan ^N	3	Smith, Scott	6	1	0	0		100%
INAF6798U 001	Central Issues in American Foreign Policy	3	Gottlieb, Stuart	10	2	22	0		50%
INAF6799U 001	Special Operations - Low Intensity	3	Long, Austin	14	1	0	0		50%
INAF8136U 001	U.S. Foreign Policy in the Persian Gulf	3	Sick, Gary	9	1	14	0	X	100%
INAF8559U 001	Building Peace After Conflict ^N	3	Salomons, Dirk	15	0	30	0		25%
INAF8189U 001	Politics of History & Reconciliation	3	Barkan, Elazar	6	0	0	0		25%
INAF8620U 001	Colonialism & Postcolonial	3	Okhiro, Gary	0	0	6	2		25%
REGN4690U 001	<i>Palestinian and Israeli Security Dilemmas</i>	3	Weinberger, Naomi	1	2	0	0	X	100%
REGN6660U 001	<i>Security & International Politics in the Persian Gulf</i>	3	Potter, Lawrence	7	1	0	0	X	100%
REGN6719U 001	<i>Middle East Conflicts & Global</i>	3	Weinberger, Naomi	6	1	0	0		100%
REGN8588U 001	<i>Modern Iran: Monarchy-Islam Republic</i>	3	Potter, Lawrence	13	1	11	0		100%
REGN8595U 001	<i>Persian Gulf in the Twentieth Century</i>	3	Potter, Lawrence	3	1	0	0	X	100%
ITALIAN									
ITAL4020W 001	Mediterranean: Problems and Methods	3	Tommasino, Pier Maria	0	0	4	0		50%
JOURNALISM									
JOUR6010J 001	Covering Conflicts	3	Matloff, Judith	11	0	12	0		25%
JOUR6010J 001	Immigration Reporting	3	Ojito, Mirra	11	0	0	0		25%
JOUR6010J 001	Foreign Reporting	3	French, Howard	13	0	0	0		25%
JOUR6002J 001	Covering Religion	3	Goldman, Ari	0	0	15	0		25%
LAW									
LAW8021L 001	International Law and Race Religion ^N	2	Lee, Darryl	8	0	0	0		50%
LAW8993L 001	The Law Of Occupation ^N	2	Franke, Katherine/ Spade, J16	2	0	0	0		50%

Course ID	Course Name	Pt.	Instructor	2012-13		2013-14		2014-15		ME Content %
				Enrollment Grad	Enrollment Undgrad	Enrollment Grad	Enrollment Undgrad	Enrollment Grad	Enrollment Undgrad	
MESAS & COMPARATIVE LITERATURE										
CLME3454W 001	Staging Early Modern Mediterranean	4	Grieve, Patricia	0	9	0	0	0	0	25%
CLME3922W 001	Text And Territory	3	Kebranian, Nanor	0	2	0	0	0	0	100%
CLME4226G 001	Arabic Self-Narratives	3	Al-Musawi, Muhsin	6	1	0	0	0	0	100%
CLME4227G 001	Islamic Context Arabian Nights	3	Al-Musawi, Muhsin	2	5	0	0	0	0	100%
CLME4261G 001	Popular Islam	3	Al-Musawi, Muhsin	3	5	0	0	0	0	100%
CLME4764G 001	Modern & Medieval Islamic Politics ^N	3	Dabashi, Hamid	6	2	0	0	0	0	100%
CLME4733G 001	Iran: Film, Fiction, Poetry and History ^N	3	Dabashi, Hamid	7	1	0	0	0	0	100%
CLME6530G 001	Dynamics of Israeli Culture	3	Miron, Dan	2	0	0	0	0	0	100%
CLME4031S 001	Cinema and Society in Asia and Africa	3	Dabashi, Hamid	0	6	0	0	9	0	100%
AHUM3399V 001	Major Texts: Middle East	3	Townsend, Dominique	0	0	0	0	19	0	100%
AHUM3399V 001	Major Texts: Middle East	3	Fisher, Elaine	0	0	0	0	17	0	100%
AHUM3399V 001	Major Texts: Middle East	3	Sayed, Linda	0	0	0	0	19	0	100%
ASCM2008V 001	Contemporary Islamic Civilization	3	Dabashi, Hamid	0	0	0	0	91	0	100%
FILM4145W 001	Topics In World Cinema: Arab ^N	3	Pena, Richard	16	4	0	0	0	0	100%
JEW54110W 001	Migration In Jewish Literature	3	Tsirkin-Sadan, Rafi	5	4	0	0	0	0	100%
MDES3000W 001	Theories & Culture: Middle East	4	Anidjar, Gil	0	44	0	0	40	X	100%
MDES3002W 002	Supervised Readings II	0	Al-Musawi, Muhsin	0	1	0	0	0	0	100%
MDES3002W 008	Supervised Readings II	0	Dabashi, Hamid	0	1	0	0	0	0	100%
MDES3002W 041	Supervised Readings II	0	Hussain, Hassan	0	0	0	0	0	0	100%
MDES3042W 001	Palestinian-Israeli Politics	3	Massad, Joseph	2	18	0	0	0	0	100%
MDES3250W 001	The Colonial Encounter ^N	3	Sadiya, Ahmad	0	1	0	0	0	0	100%
MDES3260W 001	Rethinking Middle East Politics	3	Mitchell, Timothy	0	26	13	0	0	0	100%
MDES3445W 001	Societies/Cultures: Indian Ocean	3	Kia, Mana	0	6	0	0	0	0	50%
MDES3529W 001	Variants Of The Israeli Novel	3	Miron, Dan	0	0	0	0	8	0	100%
MDES3541W 001	Zionism: A Cultural Perspective	3	Miron, Dan	0	19	0	0	0	0	100%
MDES3920W 001	Contemporary Culture In the Arab World	3	Massad, Joseph	4	6	0	0	13	0	100%
MDES3923W 001	Central Questions In Islamic Law	3	Hallaq, Wael	1	19	0	0	12	0	100%
MDES3943W 001	<i>Contemporary Turkey Through The Constructive Lens</i>	3	Cuthell, David	8	0	0	0	0	0	100%
MDES3960W 001	Honors Thesis Seminar	3	Kresse, Kai	0	6	0	0	0	0	25%
MDES4229W 001	Family In Pre-Modern Islam ^N	3	Vershkin, Alan	5	2	0	0	0	0	100%
MDES4000G 001	Theory & Methods-Middle East & South Asia	3	Mitchell, Timothy	14	0	0	0	0	X	50%
MDES4004G 001	Politics, Religion & Secular: Theory	3	Sayed, Linda	3	0	0	0	0	0	50%
MDES4004G 001	Politics, Religion and Secularism	3	Belal, Youssef	12	2	0	0	0	0	100%

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	ME Content %
MDESS4223G 001	Muslim Spain: Literature And Society	3	Vershkin, Alan	6	3	0	0		100%
MDESS4256G 001	Palestinians-Israel 1948- Present	3	Sadiya, Ahmad	2	5	0	0		100%
MDESS4326G 001	Armenian Genocide Holocaust	3	Balakan, Peter	4	10	0	0		100%
MDESS4247G 001	Islamicate Culture	3	Vershkin, Alan	4	3				100%
MDESS4254G 001	Arab Uprisings: Context and Origin ^N	3	Succarrie, Mayssoun	17	10	0	0		100%
MDESS6031G 001	Nationalism In the Middle East	3	Massad, Joseph	17	0	0	0		100%
MDESS6210G 001	Readings In Classical Arabic Literature	3	Saliba, George	2	1	4	1	X	100%
MDESS6234G 001	Advanced Readings Legal Theory	3	Hallaq, Wael	7	0	0	0		100%
MDESS6232G 001	Islamic Law Through Texts	3	Hallaq, Wael	1	0	0	0	X	100%
MDESS6600G 001	Postcolonial Theory	3	Kaviraj, Sudipta	12	0	11	1		25%
MDESS8000G 021	Supervised Reading I	0	Hallaq, Wael	1	0	0	2		100%
MDESS8000G 015	Supervised Reading I	0	Colak, Zuleyha	1	0	3	0		100%
MDESS8000G 035	Supervised Reading I	0	Nouni, Youssef	1	0	0	0		100%
MDESS8001G 002	Supervised Reading II	0	Al-Musawi, Muhsin	1	0	0	0		100%
MDESS8001G 008	Supervised Reading II	0	Dabashi, Hamid	1	0	0	0		100%
MDESS8001G 017	Supervised Reading II	0	Massad, Joseph	2	0	0	0		100%
MDESS8001G 028	Supervised Reading II	0	Colak, Zuleyha	1	0	0	0		100%
MDESS8001G 032	Supervised Reading II	0	Marsobian, Armen	1	0	0	0		100%
MDESS8001G 035	Supervised Readings II	0	Succarie, Mayssoun	1	0	0	0		100%
MDESS8008G 001	Dissertation Colloquium	3	Mitchell, Timothy	9	0	0	0		100%
MDESS4001S 001	Paris/Amman: Migration, Displacement and Diaspora in the North African Context ^N	3	Dobie, M., Saada, E., Ben Amor, T.	0	0	N/A	N/A		100%

POLITICAL SCIENCE

POLS3413V 001	Political Movements of Middle East/North Africa	3	El-Ghobashy, Mona	0	37	0	0		100%
POLS3921W 001	Terrorism & Counterterrorism	3	Nacos, Brigitte	0	20	0	14	X	25%
POLS3951W 001	Democracy & Regime Change in Developing Countries	3	Kasara, Kimuli	0	3	0	8		25%
POLS3961W 001	International Security/Intra-St Con	3	Kirschke, Linda	1	11	0	0		25%
POLS3961W 001	The Ethics Of War ^N	3	Colonomos, Ariel	1	15	0	0		25%
POLS3961W 001	Theories of Revolution	3	Akhavi, Shahrugh	0	12	0	7		50%
POLS3962W 001	Globalization	3	Pinto, Pablo	0	0	0	17		25%
POLS3962W 001	The United Nations & International Security ^N	3	Krasno, Jean	0	0	0	18		25%

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undegrad	2013-14 Enrollment Grad	2013-14 Enrollment Undegrad	2014-15	ME Content %
POL33962W 001	Contemporary Diplomacy ⁿ	3	Murphy, Rebecca	0	0	0	15		25%
POL34411W 001	Politics & Society of Central Asia	3	Contessi, Nicola	0	0	4	16		25%
POL34445W 001	Politics in the Middle East & North Africa	3	El-Ghobashy, Mona	10	24	0	0		100%
POL34895W 001	War, Peace & Strategy	3	Betts, Richard	12	34	6	20	X	25%
POL34845G 001	National Security of the Middle East	3	Freilich, Charles	8	3	9	21		100%
POL34811S 001	Global Energy and Security	3	Binnachvili, Albert	5	16	3	19	X	50%
POL38427G 001	Comparative Ethnic Politics	3	Corstange, Daniel	10	0	0	0		50%
POL34832S 001	Strategy, Intelligence, Politics and Decision Making	3	Binnachvili, Albert	0	0	6	13	X	25%
POL33504X 001	Collective Social Movements	3	El-Ghobashy, Mona			0	0		35%

RELIGION

REL12305V 001	Islam	3	Ivanyi, Katharina	0	23	0	0		100%
REL12505V 001	Judaism	3	Berkowitz, Beth	0	30	0	0		100%
REL13307V 001	Muslims in The Diaspora	3	Pratt-Ewing, Katherine	12	0	0	18		50%
REL13311V 001	Islam In Post - Colonial World	3	Haider, Najam	1	20	0	0		100%
REL13501V 001	Introduction to the Hebrew Bible	3	Berkowitz, Beth	0	35	0	0	X	100%
REL13524V 001	Introduction to Rabbinic Literature	3	Berkowitz, Beth	0	23	0	0		100%
REL14170V 001	The World of the First Crusade	3	Sommerville, Robert	6	3	0	0		25%
REL14322V 001	Exploring Sharia: Islamic Law	3	Haider, Najam	7	4	0	12	X	100%
REL14325W 001	Sufism	3	Ivanyi, Katharina	0	0	3	12		100%
REL14335W 001	Shitism	3	Haider, Najam	0	0	1	4		100%
REL14828W 001	Religion & The Sexual Body ⁿ	3	Ewing, Katherine Pratt	0	0	4	4		25%
JTHB5998O 001	Reading Academic Texts in Hebrew	3	Krohn, Nitza	1	0	0	0		100%
JTSH7316O 001	Medieval Sephardic Communities ⁿ	3	Gampel, Benjamin	1	0	0	0		100%
UTS2420O 001	Qur'an: Engaging A Sacred Text ⁿ	3	Lamprey, Jerusha	0	0	0	0	X	100%
UTS3260O 001	Contemporary Feminist Theology: Islam/Christian'	3	Lamprey, Jerusha	0	0	0	0	X	100%
UTS3540O 001	Violence, Pacifism And Islamic Thought ⁿ	3	Lamprey, Jerusha	0	0	0	0	X	100%

SOCIOLOGY

SOC13285W 001	Israeli Society	3	Cohen, Yiron	0	0	0	8		100%
SOC16160G 001	Israeli Society: Special Topics	3	Cohen, Yiron	4	0	0	0	X	100%
SOC16200G 001	International Migration	3	Cohen, Yiron	12	0	0	0		25%
SOC13998C 001	Individual Study I	3	Barkey, Karen	0	1	0	0		25%
SOC19041G 001	Individual Study In Sociology	3	Barkey, Karen	0	0	3	0		25%

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	ME Content %
WOMENS STUDIES									
WMST4301W 001	Early Jewish Women Immigrant Writers	4	Klepfisz, Irena	0	4	0	0		25%
WMST6001G 001	Paradigms: Gender and Culture	4	Abu-Lughod, Lila	16	1	0	0	X	25%
WMST3515BC 001	Women In Israel: An Introduction	4	Klepfisz, Irena	0	16	0	0		100%

LANGUAGE INSTRUCTION

MDES1208W 001	Arabic For Heritage Speakers	5	Nouhi, Youssef	2	13	1	7	X	
MDES1210W 001	First Year Arabic I	5	Nouhi, Youssef	0	14	1	12	X	
MDES1210W 002	First Year Arabic I	5	Faraj, Reem	1	11	0	13	X	
MDES1210W 003	First Year Arabic I	5	Belhoussein, Tarik	1	7	1	10	X	
MDES1210W 004	First Year Arabic I	5	Ahmar, May	2	8	0	11	X	
MDES1210W 005	First Year Arabic I	5	Ben-Amor, Taoufik	0	12	2	8	X	
MDES1210W 006	First Year Arabic I	5	Absi, Oujidane	3	8	0	0	X	
MDES1210W 007	First Year Arabic I	5	Ben-Amor, Taoufik	2	7	0	0	X	
MDES1211W 001	First Year Arabic II	5	Faraj, Reem	1	11	6	12	X	
MDES1209W 001	Arabic For Heritage Speakers	5	Nouhi, Youssef	2	10	3	7	X	
MDES1210W 001	First Year Arabic I	5	Absi, Oujidane	2	10	4	21	X	
MDES1214W 001	Second Year Arabic I	5	Badawi, Ghada	3	12	2	10	X	
MDES1214W 002	Second Year Arabic I	5	Bettaieb, Rym	1	11	3	11	X	
MDES1214W 003	Second Year Arabic I	5	Belhoussein, Tarik	8	6	4	7	X	
MDES1215W 001	Second Year Arabic II	5	Absi, Oujidane	6	6	1	6	X	
MDES4210W 001	Third Year Arabic I	5	Badawi, Ghada	1	4	4	4	X	
MDES4210W 002	Third Year Arabic I	5	Bettaieb, Rym	1	4	4	6	X	
MDES4212W 001	Fourth Year Arabic I: Modern Prose	4	Ahmar, May	3	1	1	3	X	
MDES4216W 001	Advanced Arabic Grammar	4	Ben-Amor, Taoufik	2	1	4	3	X	
MDES1211W 001	First Year Arabic II	5	Nouhi, Youssef	2	5	2	12	X	
MDES1211W 002	First Year Arabic II	5	Faraj, Reem	0	11	0	9	X	
MDES1211W 003	First Year Arabic II	5	Belhoussein, Tarik	3	7	1	11	X	
MDES1211W 004	First Year Arabic II	5	Ahmar, May	1	10	0	4	X	
MDES1211W 005	First Year Arabic II	5	Ben-Amor, Taoufik	0	6	0	0	X	
MDES1211W 006	First Year Arabic II	5	Belhoussein, Tarik	0	7	0	0	X	
MDES1214W 001	Second Year Arabic I	5	Faraj, Reem	0	7	3	9	X	
MDES1215W 001	Second Year Arabic II	5	Absi, Oujidane	5	9	3	3	X	
MDES1215W 002	Second Year Arabic II	5	Bettaieb, Rym	1	9	2	10	X	
MDES1215W 003	Second Year Arabic II	5	Belhoussein, Tarik	7	0	5	9	X	

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	ME Content %
MDES4210W 001	Third Year Arabic I	5	Absi, Oujidane	3	4	2	5	X	
MDES4211W 001	Third Year Arabic II	5	Ben-Amor, Taoufik	1	3	2	1	X	
MDES4211W 002	Third Year Arabic II	5	Bettaieb, Rym	1	2	2	5	X	
MDES4213W 001	Fourth Year Arabic II: Modern Prose	4	Ahmar, May	1	1	2	1	X	
MDES4214W 001	Fourth Year Arabic II: Class Prose	4	Ben-Amor, Taoufik	0	2	1	2	X	
MDES1210W 001	First Year Arabic I	4	Ben-Amor, Taoufik	1	5	4	1		
MDES1210W 002	First Year Arabic I	4	Bettaieb, Rym	0	10	1	6	X	
MDES1211W 001	First Year Arabic II	4	Faraj, Reem	0	7	2	4	X	
MDES1211W 002	First Year Arabic II	4	Diab, Ahmad	0	5	1	10	X	
MDES1213W 001	Spoken Arabic: Levantine	4	Khalifah, Omar	2	0	0	0	X	
MDES1214W 001	Second Year Arabic I	4	Belhoussein, Tarek	0	7	0	3	X	
MDES1215W 001	Second Year Arabic II	4	Belhoussein, Tarek	0	7	0	2	X	
MDES1310W 001	Elementary Armenian I	4	Karamanoukian, Charry	0	1	1	9	X	
MDES1311W 001	Elementary Armenian II	4	Karamanoukian, Charry	0	1	0	13	X	
MDES1312W 001	Intermediate Armenian I	4	Karamanoukian, Charry	0	0	0	1	X	
MDES1313W 001	Intermediate Armenian II	4	Karamanoukian, Charry	0	0	0	1	X	
MDES1517W 001	Hebrew For Heritage Speak	4	Bersohn, Nehama	0	3	1	9	X	
MDES1510W 001	First Year Modern Hebrew: Elementary I	5	Kreitman, Rina	1	13	0	13	X	
MDES1510W 002	First Year Modern Hebrew: Elementary I	5	Gonen, Ilan	1	9	1	7	X	
MDES1512W 001	Second Year Modern Hebrew: Intermediate I	5	Kreitman, Rina	0	21	0	16	X	
MDES1512W 002	Second Year Mod Hebrew: Intermediate I	5	Gonen, Ilan	1	11	2	12	X	
MDES4510W 001	Third Year Modern Hebrew I	4	Bersohn, Nehama	0	6	0	16	X	
MDES4511W 001	Third Year Modern Hebrew II	4	Bersohn, Nehama	0	8	0	10	X	
MDES1511W 001	First Year Modern Hebrew: Elementary II	5	Kreitman, Rina	1	13	0	17	X	
MDES1511W 002	First Year Modern Hebrew: Elementary II	5	Gonen, Ilan	2	7	0	8	X	
MDES1513W 001	Second Year Modern Hebrew: Intermediate II	5	Kreitman, Rina	0	17	0	15	X	
MDES1513W 002	Second Year Modern Hebrew: Intermediate II	5	Gonen, Ilan	1	13	1	9	X	
MDES1513W 003	Second Year Modern Hebrew: Intermediate II	5	Kreitman, Rina	0	11	0	5	X	
MDES1518W 001	Hebrew For Heritage Speak	4	Bersohn, Nehama	0	3	0	8	X	
MDES1710W 001	Elementary Persian I	4	Dabiri, Ghazzal	1	14	4	8	X	
MDES1710W 002	Elementary Persian I	4	Hussain, Hassan	1	13	8	8	X	
MDES1711W 001	Elementary Persian II	4	Hussain, Hassan	0	15	6	5	X	
MDES1711W 002	Elementary Persian II	4	Hussain, Hassan	1	8	2	6	X	
MDES4711W 001	Advanced Persian II	3	Dabiri, Ghazzal	2	4	4	5	X	
MDES1712W 001	Intermediate Persian I	4	Dabiri, Ghazzal	3	10	1	13	X	

Course ID	Course Name	Pt.	Instructor	2012-13 Enrollment Grad	2012-13 Enrollment Undgrad	2013-14 Enrollment Grad	2013-14 Enrollment Undgrad	2014-15	MIE Content %
MDES1713W/001	Intermediate Persian II	4	Dabiri, Ghazzal	5	9	2	12	X	
MDES4710W/001	Advanced Persian I	3	Dabiri, Ghazzal	2	2	2	7	X	
MDES1910W/001	Elementary Modern Turkish I	5	Colak, Zuleyha	3	11	4	11	X	
MDES1911W/001	Elementary Modern Turkish II	5	Colak, Zuleyha	2	8	2	7	X	
MDES1912W/001	Intermediate Modern Turkish I	5	Colak, Ihsan	0	5	3	7	X	
MDES1913W/001	Intermediate Modern Turkish II	5	Colak, Ihsan	0	4	1	6	X	
MDES3001W/001	Supervised Readings I	4	Colak, Zuleyha	1	0	0	0	X	
MDES3001W/001	Supervised Readings I	4	Kebrantian, Nanor	0	1	0	0	X	
MDES4910W/001	Advanced Turkish I	4	Colak, Ihsan	2	4	1	5	X	
MDES4911W/001	Advanced Turkish II	4	Colak, Ihsan	0	6	2	3	X	
MDES4921W/001	Elementary Ottoman Turkish I	4	Colak, Zuleyha	6	0	4	3	X	
MDES4926W/001	Intermediate Ottoman Turkish I	4	Colak, Zuleyha	2	2	0	0	X	
MDES4922W/001	Elementary Ottoman Turkish II	4	Colak, Zuleyha	5	0	2	1	X	
MDES4927W/001	Intermediate Ottoman Turkish II	4	Colak, Zuleyha	2	2	0	0	X	
MDES8000G/001	Supervised Reading I	4	Colak, Zuleyha	2	0	0	0	X	

**Middle East Faculty
Columbia University**

Name	Page	Name	Page
Abazov, Rafis	1	Grieve, Patricia	22
Absi, Oujidane	1	Haider, Najam	23
Abu El-Haj, Nadia	2	Hallaq, Wael	23
Abu-Lughod, Lila	2	Handal, Nathalie	24
Ahmar, May	3	Hassan, Sherif	24
Ahmed, Manan	3	Hussain, Hassan	25
Aidi, Hishaam	4	Ivanyi, Katharina	25
Akhavi, Shahrough	4	Kamaly, Hossein	26
Al-Musawi, Muhsin	5	Karamanoukian, Charry	26
Amzi-Erdogdular, Leyla	5	Kasheff, Manouchehr	27
Anidjar, Gil	6	Kebranian, Nanor	27
Ashtiany, Mohsen	6	Kendirbai, Gulnar	28
Awn, Peter	7	Khalidi, Rashid	28
Badawi, Ghada	7	Kia,, Mana	29
Bahrani, Zainab	8	Klepfisz, Irena	29
Barkey, Karen	8	Kreitman, Rina	30
Belhoussein, Tarik	9	Kresse, Kai	30
Ben Amor, Taoufik	9	Lamptey, Jerusha	31
Bersohn, Nehama	10	Larkin, Brian	31
Bettaieb, Rym	10	Long, Austin	32
Betts, Richard	11	Mamdani, Mahmood	32
Bininachvili, Albert	11	Marten, Kimberly	33
Boyd, Brian	12	Massad, Joseph	33
Bulliet, Richard	12	Messick, Brinkley	34
Carlebach, Elisheva	13	Mieroop, Marc	34
Cohen, Yinon	13	Miron, Dan	35
Colak, Zuleyha	14	Mitchell, Timothy	35
Coll, Steve	14	Moazami, Mahnaz	36
Cooley, Alexander	15	Morris, Ellen	36
Corstange, Daniel	15	Mukhopadhyay, Dipali	37
Dabashi, Hamid	16	Nouhi, Youssef	37
Dabiri, Ghazzal	16	Oppenheim, Jean-Marc	38
Diagne, Souleymane	17	Philliou, Christine	38
Dinctopal-Deniz, Nazik	17	Potter, Lawrence	39
Dobie, Madeleine	18	Riedel, Dagmar	39
Ewing, Katherine	18	Saada, Emanuelle	40
Eyal, Gil	19	Saliba, George	40
Elshakry, Marwa	19	Sayed, Linda	41
Faraj, Reem	20	Schwartz, Seth	41
Freedman, Samuel	20	Serin, Ozge	42
Freilich, Charles	21	Sestanovich, Stephen	42
Goldman, Ari	21	Shalem, Avinoam	43
Gottlieb, Stuart	22	Sick, Gary	43

Name	Page
Stanislawski, Michael	44
Stepan, Alfred	44
Tommasino, Pier	45
Van de Mierop, Marc	45
Weinberger, Naomi	46
Yarshater, Ehsan	46
Zaidi, S. Akbar	47

Other Project Personnel

Benedek, Astrid	47
El Zein, Dahlia	48
Magierski, Peter	48
Muller, Patricia	49
Ruddy, Anne Maree	50

	Page		Page
ANTHROPOLOGY		INTERNATIONAL AFFAIRS	
Abu El Haj, Nadia	2	Aidi, Hisham	4
Abu-Lughod, Lila	2	Betts, Richard	11
Boyd, Brian	12	Gottlieb, Stuart	22
Handal, Nathalie	24	Long, Austin	32
Larkin, Brian	31	Mukhopadhyay, Dipali	37
Messick, Brinkley	34	Potter, Lawrence	39
Serin, Ozge	42	Sestanovich, Stephen	42
		Sick, Gary	43
ART HISTORY		Stepan, Alfred	44
		Weinberger, Naomi	46
Bahrani, Zainab	8		
Shalem, Avinoam	43	JOURNALISM	
COMPARITIVE LITERATURE		Freedman, Samuel	20
Grieve, Patricia	22	Goldman, Ari	21
Tomasino, Pier Matia	45		
		LAW	
FRENCH		Hassan, Sherif Omar	24
Dobie, Madeleine	18		
Saada, Emmanuelle	40	MESAAS	
HISTORY		Absi, Oujidane	1
Abazov, Rafis	1	Ahmar, May	3
Ahmed, Manan	3	Al-Musawi, Muhsin	5
Bulliet, Richard	12	Amzi-Erdogdular, Leyla	5
Elshakry, Marwa	19	Badawi, Ghada	7
Kendirbai, Gulnar	28	Belhoussein, Tarik	9
Khalidi, Rashid	28	Ben-Amor, Taoufik	9
Philliou, Christine	38	Bersohn, Nehama	10
Van De Mieroop, Marc	45	Bettaieb, Rym	10
Schwartz, Seth	41	Colak, Zuleyha	14
Stanislowski, Michael	44	Dabashi, Hamid	16
IRANIAN STUDIES		Dabiri, Ghazzal	16
Ashtiani, Mohsen	6	Dinctopal, Nazik	17
Moazami, Mahnaz	36	Faraj, Reem	20
Riedel, Dagmar	39	Hallaq, Wael	23
Yarshater, Ehsan	46	Hassan, Hussein	25
		Karamanoukian, Charry	26
		Kebranian, Nanor	27
		Kia, Mana	29

Name: Rafis Abazov
Title: Adjunct Professor
Department and Tenure Status: School of International and Public Affairs; non-tenured
Education: Ph.D., Political Science; M.A., History
Academic Experience: 15 years teaching/10 years research
Language Competence (scale of 1-5): Russian: 5, Kyrgyz: 5, Uzbek: 5, Kazakh: 3, Arabic: 1
Overseas Experience: Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Turkey, Uzbekistan, Japan, Malaysia
Area Courses Taught: Migration and Population Change in Central Asia; Internet and Islamic New Media; Culture and Nation State Building
Research Specialization: Modern history and politics of Central Asia, colonialism, public policy and governance, democratization and history of population movement in the ex-USSR with a focus on Central Asia
Time Spent on Teaching/Research Related to Middle East: 25%
Theses Supervised in Past 5 Years: 3
U.S. Government Fellowships Received: IREX (2010)
Recent Publications: The Stories of Great Steppe, Cognella Press, 2012; Culture and Customs of Turkey, Westport, Conn.: Greenwood Press, 2009; Palgrave Concise Historical Atlas of Central Asia, New York: Palgrave, 2008; The Cultures and Customs of the Central Asian Republics, Westport, Conn: Greenwood Press, 2007.

Name: Oujjdane Absi
Title: Lecturer
Department and Tenure Status: MESAAS; non-tenured
Education: M.A., English, Sorbonne
Academic Experience: 2008-present, Lecturer, Columbia University; 2005-08, Lecturer, James Madison University
Language Competence (scale of 1-5): French: 5, Arabic: 5, Spanish: 2, Italian: 2
Overseas Experience: France, Jordan, Morocco
Area Courses Taught: Elementary/Intermediate/Advanced Arabic
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A
Recent Publications: N/A

Name: Nadia Abu El-Haj

Title: Assistant Professor

Department and Tenure Status: Anthropology; tenured

Education: Ph.D., Duke University, 1995; B.A., Bryn Mawr College, 1984

Academic Experience: 2007-present, Associate Professor, Barnard College, Columbia University; 2003-04, Associate Director, Middle East Institute, Columbia University; 2002-07, Assistant Professor, Department of Anthropology, Barnard College, Columbia University; 1997-2002, Assistant Professor, Department of Anthropology, The University of Chicago

Language Competence (scale of 1-5): Hebrew: 4; Arabic: 4; French: 4

Overseas Experience: Autumn 2004, Fieldwork and Interviews, London; 1998, Archival Research, London; 1991-93, Fieldwork in Israel and Palestine, as well as many shorter trips

Area Courses Taught: War and Social Theory; Anthropology of the Middle East; Anthropology of Science;

Research Specialization: Israel/Palestine, Jewish diaspora, science, colonialism, nationalism, identity politics, race

Time Spent on Teaching/Research Related to the Middle East: 75%

Theses Supervised in Past 5 Years: 6

U.S. Government Fellowships Received: Fulbright-Hayes, 1991-92; Fulbright, 1991-92, declined

Recent Publications: *The Genealogical Science: Genetics, The Origins of the Jews, and The Politics of Epistemology*. Chicago: The University of Chicago Press, 2012; "Bringing Politics Back In," *Public Books: Virtual Roundtable on Amy Waldman's The Submission*, March 12, 2012

Name: Lila Abu-Lughod

Title: Joseph L. Buitenhuis Professor of Social Science; Director, Middle East Institute

Department and Tenure Status: Anthropology; tenured

Education: Ph.D., Harvard University, 1984; M.A., Harvard University, 1978; B.A., Carleton College, 1974

Academic Experience: 2012-present, Director, Middle East Institute; 2009-present, Director of the Center for the Critical Analysis of Social Difference; 2004-07, Director of the Institute for Research on Women and Gender; 2000-present, Professor of Anthropology and Women's Studies, Columbia University; 1991-99, Associate Professor of Anthropology and Middle Eastern Studies, New York University; 1990-91, Assistant Professor of Religion, Princeton University; 1983-87, Assistant Professor of Sociology-Anthropology, Williams College

Language Competence (scale of 1-5): Arabic: 4, French: 2

Overseas Experience: Egypt, Palestine, Jordan, traveled Lebanon, Tunisia, Morocco, Syria

Area Courses Taught: Gender Politics in the Muslim World; Gender, Culture, and Human Rights; Gender and Postcolonial Theory; Transnational Locations and Women's Rights; Anthropology of the Middle East; Women and Gender Politics in the Muslim World

Research Specialization: Anthropology of the Middle East; expressive culture and media; gender and women's rights; ethnography; memory; Egypt; Palestine

Time Spent on Teaching/Research Related to Middle East: 80%

Theses Supervised in Past 5 Years: 8

U.S. Government Fellowships Received: National Endowment for the Humanities; FLAS; Fulbright

Recent Publications: "The Moral Basis of Hierarchy" in *Moral Anthropology: A Critical Reader*, eds. Didier Fassin and Samuel Lézy, Routledge, pp. 173-181, 2014; *Do Muslim Women Need Saving?*, Harvard University Press, 2013; "Dialects of Women's Empowerment: The International Circuitry of the Arab Human Development Report" in *International Journal of Middle East Studies* 41, no. 1, February 83-103, 2009;

Distinctions: Lenfest Distinguished Faculty Award, Columbia University, 2008; American Ethnological Society Senior Book Prize for *Dramas of Nationhood*, 2007; Outstanding Senior Scholar Award, Middle East Section, American Anthropological Association, 2007

Name: May Ahmar

Title: Lecturer in Arabic

Department and Tenure Status: MESAAS; non-tenured

Education: PhD, Linguistics (expected), Graduate Center, City University of New York; M.A., Arabic Linguistics, American University of Beirut; B.A., Arabic Literature, Language and Linguistics, American University of Beirut

Academic Experience: 2006-present, Lecturer in Arabic, Columbia University; 2009-present, Lead Dialect Annotator, Center for Computational Learning Systems, Columbia University; 2004-2006, Instructor of Arabic as a Second Language, Economic and Social Commission for Western Asia, United Nations, Lebanon; Summer 2004 and 2002, Instructor of Arabic as a Second Language, Arabic Language School-Intensive Program, Middlebury College, Vermont; Summer 2003 and 2001, Instructor of Arabic as a Second Language, Center of Arabic and Middle Eastern Studies, American University of Beirut, Lebanon; March 2001- April 2006, Instructor of Arabic as a Second Language, Regional External Programs-Extension Programs, American University of Beirut

Language Competence (scale of 1-5): Arabic: 5, French: 4, English: 4

Overseas Experience: Lebanon, Jordan, Egypt

Area Courses Taught: Arabic Year I, Year II, Year III, Modern Texts in Arabic, Nationalism in the Arab World, and Language Encounters (comparative sociolinguistics of the Arab/African region).

Research Specialization: Linguistics, sociolinguistics, syntax, Heritage Speakers, and rhetoric

Time Spent on Teaching/Research Related to the Middle East: 100%

Theses Supervised in Past 5 Years: 2

U.S. Government Fellowships Received: N/A

Recent Publications: Editor, 501 Arabic Verbs by Dr. Raymond Scheidlin (Barron's, 2007); A Translator's Guide to Election Terminology, English-Arabic (NDI, 2005); Editor, The Name of Lebanon Through 4000 Years by Dr. A. Khoury-Harb (Lebanese Heritage Foundation Publications, 2003)

Name: Manan Ahmed

Title: Assistant Professor of Islamic History

Department and Tenure Status: History; tenure-track

Education: BS, Punjab University, 1991; BA, Miami University, 1997; PhD, University of Chicago, 2008

Academic Experience: 2013–present, Acting Director, Center for International History, Columbia; 2012 –present, Assistant Professor, History Department, Columbia; 2009-2012, Junior Professor, Institut für Islamwissenschaft; Freie Universität, Berlin; 2009, Associate Director, South Asia Language Resource Center, University of Chicago; 2005-2009, Assistant Director, Academic Computing (Humanities), University of Chicago

Overseas Experience: Germany, Pakistan

Language(s): Urdu: 5, Persian: 4, Arabic: 3, Sindhi: 3, Hindi: 3, German: 3, French: 2, Bangla: 1

Percentage of Time spent on research and teaching on Middle East: 25%

Courses taught: Worlds of Mughal India; History of South Asia I: from Al-Hind to Hindustan; Walking and Colonialism: Imperial Knowledges in South Asia; The State in the Muslim World

Research and Teaching Specialization: History of Islam in South Asia; Intellectual History of South Asia; Digital Humanities

Publications: "Idols in the Archive." Journal of Asian Studies, 2014; "A Demon with Ruby Eyes." Medieval History Journal, 2014; "The Advent and Spread of Muslim Rule in South Asia," in R. D. Long (ed.), History of Pakistan. Oxford University Press, Lahore, 2014.

Theses Supervised in past five years: MA (7), PhD (5)

Distinctions: Research grant, Zukunftsphilologie: Revisiting the Canons of Textual Scholarship, Forum Transregionale Studien and Freie Universität.

Name: Hishaam Aidi

Title: Lecturer

Department and Tenure Status: International and Public Affairs; non-tenured

Education: Ph.D., Political Science, Columbia University

Academic Experience: 2007-present, Lecturer, Columbia University; 2004-11, Fellow, Center for Contemporary Black History, Columbia University; 2004-05, Postdoctoral Fellow, David C. Driskell Center for Study of Africa and Its Diaspora, University of Maryland

Language Competence (scale of 1-5): Arabic: 5, French: 5, Spanish: 5

Overseas Experience: Research in Brazil, Egypt, France, Mexico, Morocco

Area Courses Taught: Theories of International Relations; Race and Diaspora; Conceptual Foundations of International Politics

Research Specialization: Globalization of Islam, Social Movements, Race, Diasporas

Time Spent on Teaching/Research Related to the Middle East: 25%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: Rebel Music: Race, Empire, and the New Muslim Youth Culture, Pantheon, 2014; Participation and Citizenship: Muslim Americans and the State, Columbia University Press, co-editor Alfred Stepan, forthcoming 2014; Black Routes to Islam, ed. Manning, Marable, and Hishaam Aidi, Palgrave Macmillan, 2009; Redeploying the State: Corporatism, Neoliberalism and Coalition Politics, Palgrave Macmillan, 2008.

Distinctions: Open Society/Soros Foundation Global Fellow grant to study political mobilization of Muslim youth in Europe and America, 2011-12; Carnegie Scholar Award, 2008-09

Name: Shahrough Akhavi

Title: Adjunct Professor

Department and Tenure Status: Political Science; non-tenured

Education: B.A., Brown University, 1962; M.A., Harvard University, 1964; Ph.D., Columbia University, 1969

Academic Experience: University of California, Davis (1970-1973); University of South Carolina (1973-2011); Columbia University (2011-present)

Language Competence (scale of 1-5): Persian: 5, Arabic: 4, French: 4, Russian: 3

Overseas Experience: Iran, 1975, Egypt, 1980-1981; 1991; 1998

Area Courses Taught: POLS W3961: International Relations of the Middle East

Research Specialization: Comparative Politics, Political Theory

Time spent on teaching/research related to the Middle East: 75%

Theses Supervised in Past 5 Years: 3

U.S. Government Fellowships Received: n/a

Recent Publications: The Middle East: The Politics of the Sacred and Secular. London: Zed, 2009; "Shi'ite Theories of Social Contract," in Sharia'a: Islamic Law in the Contemporary Context. ed.; Abbas Amanat and Frank Griffel. Stanford: Stanford University Press, 2007. pp. 137-155; "The Muslim Tradition in Political Philosophy," in The Oxford Handbook of the History of Political Philosophy, ed. George Klosco. New York: Oxford University Press, 2011. pp. 789-802.

Name: Muhsin Al-Musawi

Title: Professor

Department and Tenure Status: MESAAS; tenured

Education: Ph.D., Comparative Literature, Dalhousie University, 1978; M.A., Dalhousie University, 1975; B.A., Baghdad University, 1966

Academic Experience: 2000-present, Professor, Columbia University; 1998-present, Professor of Arabic Studies, American University of Sharjah; 1993-2000, Affiliate Professor, Temple University; 1991-92, Professor, Faculty of Arts, University of Tunis; 1988-90, Professor, Amman University; 1979-88, Professor, Baghdad University

Language Competence (scale 1-5): Arabic: 5, German: 3

Overseas Experience: Iraq, Yemen, Jordan, Tunisia

Area Courses Taught: Iraq: Culture and Power in Literature; Narrative Encounters: Arabs and their Others; Sufism across Arabic Literature; Arabic Self-Narratives; Islam on the Street; Arabic Literary Production; The Andalusian Symbiosis; Islam in Modern Arabic Literature

Research Specialization: Arabic Literature

Time Spent on Teaching/Research Related to Middle East: 85%

Theses Supervised in Past 5 Years: 5

U.S. Government Fellowships Received: Fulbright Visiting Scholar Grant, 2001-02; Fulbright Scholar Grant as Affiliate Professor, Temple University, 1997

Recent Publications: The Arabian Nights: an Annotated Bibliography, New York: Columbia University Press, 2009; Islam on the Street: the Islamic Dynamic in Literary Production, New York: Rowman & Littlefield, 2009; Arabic Poetry Trajectories of Modernity and Tradition, New York: Routledge, 2006.

Distinctions: Recipient, Owais Award in Literary Criticism, 2002

Name: Leyla Amzi-Erdoğdular

Title: Adjunct Assistant Professor

Department and Tenure Status: MESAAS; non-tenured

Education: Ph.D., Middle Eastern Studies, Columbia University; MA Near Eastern Studies, New York University

Academic Experience: Columbia University

Language Competence (scale of 1-5): Turkish: 5, Ottoman Turkish: 5, Bosnian/Croatian/Serbian: 5, Persian: 4, Arabic: 3, French: 3

Overseas Experience: Research, Teaching, Workshops and Talks in Turkey, Bosnia Herzegovina

Area Courses Taught: Seminar in Ottoman Studies, Intro to Islamic Civilization, Contemporary Islamic Civilization, Turkish Language, Ottoman Language and Paleography

Research Specialization: Middle Eastern, Ottoman and Turkish Studies

Time spent on teaching/research related to the Middle East: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: FLAS, Fulbright Hays

Recent Publications [limit to 3]: Submitted: "Alternative Modernities: Bosnian Muslim Intellectuals in Two Empires"; "Mevlevi Şeyh Galip and Reform in the Ottoman Empire during the Reign of Sultan Selim III (1789-1807)" in Mjesto i uloga derviških redova u Bosni i Hercegovini—Zbornik radova povodom obilježavanja 800 godina od rođenja Dželaluddina Rumija. Sarajevo: Orijentalni Institut, 2011; Muslim Women Mystics: The Life and Work of Rabi'a and Other Women Mystics in Islam by Margaret Smith. Arab Studies Journal XI/XII (2003-2004): 218-221

Name: Gil Anidjar

Title: Professor

Department and Tenure Status: Religion, MESAAS; tenured

Education: Ph.D., University of California at Berkeley; M.A., Graduate Theological Union, Berkeley; B.A., Hebrew University, Jewish Thought and Jewish History

Academic Experience: 2013-present, Professor, Columbia University; 2007-2013, Associate Professor, Columbia University; 1999-2007, Assistant Professor, Columbia University; 1998-1999, Assistant Professor, Williams College

Language Competence (scale of 1-5): French: 5, Hebrew: 5, Arabic: 2, German: 2

Overseas Experience: Israel

Area Courses Taught: Literature Humanities; Jews and Arabs in Hebrew Literature; Reading Orientalism; Religion 101; Semites: Race, Religion, Literature; Political Theology; Theory and Methods

Research Specialization: Comparative Literature and Religion, Arab/Jewish Relations, Hebrew and Jewish Literatures and Cultural Studies, Post-colonialism, Politics and Religion

Time Spent on Teaching/Research Related to Middle East: 50%

Theses Supervised in Past 5 Years: 3

U.S. Government Fellowships Received: FLAS

Recent Publications: Blood: A Critique of Christianity (2014); Semites: Race, Religion, Literature (Stanford: Stanford UP, 2008); The Jew, the Arab: A History of the Enemy (Stanford: Stanford UP, 2003)

Name : Mohsen Ashtiany

Title: Research Scholar

Department and Tenure Status: Center for Iranian Studies; non-tenured

Education: MA (Hons.) in English literature and Medieval History with distinction, St. Andrews; Graduate research in Classical Persian and Comparative Literature, Oxford.

Academic Experience: Oxford; UCLA; Manchester; Harvard; Princeton; Editor at the Encyclopædia Iranica, Member of the Board of Editors, A History of Persian Literature series published by I.B.Tauris for Center for Iranian Studies

Language Competence (scale of 1-5): English: 5, Persian: 5, French: 4, Arabic: 2

Overseas Experience: Fellow of The Stockholm Collegium of World Literary History

Area Courses Taught: Classical and Modern Persian Literature and History, Comparative Literature

Research Specialization: Persian Literature and Literary History.

Time spent on editing/research related to the Middle East: 100 %

Theses Supervised in Past 5 Years: 2

U.S. Government fellowships received: NEH Grant for the Beyhaqi translation below.

Recent Publications: The History of Beyhaqi, tr. C.E. Bosworth, fully revised Mohsen Ashtiany, with Commentary, 3 vols, Harvard University Press, 2011, A History of Persian Literature Vol. II (jointly with Professor Yarshater) and Vol. III. Forthcoming 2014.

Name: Peter Awn

Title: Professor of Islamic Religion and Comparative Religion; Dean of the School of General Studies

Department and Tenure Status: Religion; tenured

Education: Ph.D., Harvard University, Islamic Religion, and Comparative Religion, 1978; M.Div., Woodstock College; B.A., Fordham University, Philosophy

Academic Experience: Professor of Islamic Religion and Comparative Religion

Language Competence (scale of 1-5): Arabic: 5; Persian: 5; French: 5; German: 5; Latin: 3; Greek: 3; Sanskrit: 3

Overseas Experience: Lebanon, Centre Religieeux d'Etudes Arabes; India; Tunisia; Egypt; Iran

Area Courses Taught: Islam; Islamic Religion; Sufism; Major Topics in the Study of Religion; Introduction to the Middle East and India; Literature Humanities; Colloquium on Religious Revivalism; Comparative Mysticism; Conversion; Readings in the Oriental Classics; Graduate Introduction to Western Religion

Research Specialization: Islam

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: 6

U.S. Government Fellowships Received: Fulbright; NDFL

Recent Publications: "Faith and Practice" in Islam: The Religious and Political Life of the World Community, Marjorie Kelly, ed. (New York: Praeger, 1984); Satan's Tragedy and Redemption: Iblis in Sufi Psychology (Leiden: E.J. Brill, 1983); "Islamic Mysticism." Dictionary of the Middle Ages New York: Scribners, 1982.

Distinctions: American Council of Learned Societies Book Award, 1983

Name: Ghada Badawi

Title: Lecturer

Department and Tenure Status: Middle East, South Asian, and African Studies; non-tenured

Education: M.A., Ain Shams University, Cairo, Egypt

Academic Experience: 2007-present, Lecturer, Arabic, Columbia University; One year, Lecturer, Arabic, Harvard University; One year, Lecturer, Arabic, Tufts University

Language Competence (scale of 1-5): Arabic: 5

Overseas Experience: Lecturer in English, TOEFL, Phonetics and Translation, American University in Cairo; Faculty of Economics and Political Sciences at Cairo University and Faculty of Arts at Ain Shams University in Cairo, Egypt (9 years)

Area Courses Taught: First Year Arabic I and II; Second Year Arabic I and II; Egyptian Colloquial Arabic

Research Specialization: Second Language Assessment

Time Spent on Teaching/Research Related to the Middle East: 100%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: n/a

Name: Zainab Bahrani

Title: Edith Porada Professor of Ancient Near Eastern Art and Archaeology

Department and Tenure Status: Art History and Archeology; tenured

Education: Ph.D., New York University, Institute of Fine Arts, 1989

Academic Experience: Columbia University; Oriental Institute, University of Vienna, Austria

Language Competence (scale of 1-5): Arabic: 5; Italian: 4; German: 4; Dutch: 3; French: 3; Akkadian Cuneiform:3

Overseas Experience: Dissertation on archeological site in southern Iraq; fieldwork and excavations in Iraq and Syria; lectures in Egypt; taught at Oriental Institute, University of Vienna, Austria, curated an exhibition in Istanbul

Area Courses Taught: Mesopotamian Art and Archeology, Egyptian Art, and Archeology

Research Specialization: Babylonian and Assyrian art, issues of Cultural Heritage and Preservation, Gender and Post-colonial theory for Art History

Time Spent on Teaching/Research Related to Middle East: 75%

Theses Supervised in Past 5 Years: 16

U.S. Government Fellowships Received: N/A

Recent Publications: Modernism and Iraq, with Nada Shabout, New York, Wallach Gallery, Columbia University, 2009; Scramble for the Past: A Story of Archaeology in the Ottoman Empire, 1753-1914 (Istanbul: SALT); Ritual of War: the Body and Violence in Mesopotamia, New York: Zone Books, 2008; The Graven Image, Philadelphia: University of Pennsylvania Press, 2003; Women of Babylon: Gender and Representation in Mesopotamia, London: Routledge, 2001.

Distinctions: James Henry Breasted Book Prize, 2009; Lenfest Distinguished Columbia Faculty Prize for excellence in teaching, 2008

Name: Karen Barkey

Title: Professor

Department and Tenure Status: Sociology; tenured

Education: Ph.D., University of Chicago, 1988; M.A., University of Washington, 1981; A.B. Bryn Mawr College, 1979

Academic Experience: 2007-present, Professor, Columbia University; 2013- Director, Institute for Religion, Culture and Public Life; 2011- Co-Director, Center for Democracy, Toleration and Religion; 1993-2006, Associate Professor, Columbia University; 1989-1993, Assistant Professor, Columbia University; 1988-89, Assistant Professor, University of Wisconsin.

Language Competence (scale of 1-5): Turkish: 5, Ottoman: 3, French: 5, Spanish: 3

Overseas Experience: Born in Turkey; research in Turkey and France

Area Courses Taught: State and Nation: Multi-ethnic Empires in Comparative Perspective; Religion and Politics: Ethno-religious identity and politics in the Middle East and South Asia

Research Specialization: Ottoman Empire (Imperial state control and management of society; state formation; religion and toleration;); nationalism in the Ottoman Empire; The Habsburg Empire; Medieval Europe.

Time Spent on Teaching/Research Related to Middle East: teaching 25% and research 75%

Theses Supervised in Past 5 Years: 6

U.S. Government Fellowships Received: U.S. Peace Institute

Recent Publications: Empire of Difference: The Ottomans in Comparative Perspective (New York: Cambridge UP, 2008); "Political Legitimacy and Islam in the Ottoman Empire: Lessons Learned" Philosophy and Social Criticism, 2014. "The Ottoman Empire (1299-1923): the Bureaucratization of Patrimonial Authority," in Empire and Bureaucracy, eds. Peter Crooks and Timothy Parsons, Cambridge University Press, forthcoming 2014; "Aspects of Legal Pluralism in the Ottoman Empire," pp. 83-109 in Legal Pluralism and Empires, 1500-1850, eds. Lauren Benton and Richard J. Ross. New York, New York University Press, 2013. ; "Empire and Toleration: A Comparative Sociology of Toleration within Empire," in Boundaries of Toleration, eds. Alfred Stepan and Charles Taylor, Columbia University Press, 2014.

Name: Tarik Belhoussein
Title: Lecturer in Arabic
Department and Tenure Status: Middle East, South Asian, and African Studies; non-tenured
Education: Ph.D. student in Teaching and Teacher Education (currently on leave) at the University of Arizona; M.A., Teaching and Teacher Education, University of Arizona, 2006; B.S., General Engineering, Al Akhawayn University, Ifrane, Morocco, 2001
Academic Experience: 2009-present, Arabic Lecturer, Columbia University; 2007-2009, Arabic Lecturer, Princeton University; Arabic Lecturer, University of Arizona, 2005-2007
Language Competence (scale of 1-5): Arabic: 5; French: 5
Overseas Experience: Morocco
Area Courses Taught: Elementary Arabic, Intermediate Arabic
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A
Recent Publications: N/A

Name: Taoufik Ben-Amor
Title: Gordon Gray Jr. Senior Lecturer in Arabic Studies
Department and Tenure Status: MESAAS; non-tenured
Education: Ph.D., University of Tunis, 1991; B.A., University of Tunis, 1985
Academic Experience: 2007-present, Director, Arabic Program, Columbia University; 1992-2007, Senior Lecturer in Arabic, Columbia University; 1993-97, Adjunct Professor of Arabic, The New School for Social Research; 1993-94, Adjunct Associate Professor of Arabic, Brooklyn College, CUNY; 1989-92, Assistant Professor, University of Tunis
Language Competence (scale of 1-5): Arabic: 5; English: 5; French: 5; Italian: 4; Spanish: 3; German: 3
Overseas Experience: Tunisia, Morocco, Lebanon, Egypt, Syria, Jordan, France
Area Courses Taught: Beginning and Intermediate Arabic; Composition and Style in Modern Arabic; Media Arabic; Arabic Short Stories; Readings in Classical Arabic; Arabic Modern Prose; Arabic Classical Prose; Readings in Nahda and Travel literature 1840-1950; Advanced Arabic Grammar Review
Research Specialization: Arabic language and linguistics; Arab music; music in Sufism
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 4
U.S. Government Fellowships Received: N/A
Recent Publications: Developing Writing Skills in Arabic, Routledge 2013; "The Making of Tradition: The Standardization of the Lyrics of the Tunisian Andalusian Malouf Repertoire." Paper delivered at the symposium on "Knowledge and Language in Middle Eastern Societies," University of Cambridge, October 2009; "Arabic through Literature" paper in a forthcoming volume edited by Muhsin Al-Musawi and published by the University of Texas Press.

Name: Nehama Rezler Bersohn
Title: Adjunct Assistant Professor
Department and Tenure Status: MESAAS; non-tenured
Education: Ph.D., Columbia University, 1976; M.A., Columbia University, 1970; B.H.L., Jewish Theological Seminary, 1967
Academic Experience: 1987-present, Adjunct Assistant Professor, Columbia University; 1985-1986, Visiting Assistant Professor, University of Pennsylvania; 1973-1984, Assistant Professor, Princeton University; 1972-1973, Lecturer, Princeton University; 1977-1978, Hebrew Consultant, Educational Testing Service
Language Competence (scale of 1-5): Hebrew: 5, Yiddish: 4, German: 3, French: 3
Overseas Experience: Israel (teaching Hebrew and Jewish history to immigrant soldiers in the Israeli Army)
Area Courses Taught: Elementary Hebrew, Intermediate Hebrew, Advanced Hebrew
Research Specialization: The Role of Superpowers in the Middle East; Israeli Literature
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A
Recent Publications: "The Role of the Superpowers in the Middle East- The View from Jerusalem" in Proceedings of the 25th Near East Conference, Princeton University, 1980; "Israeli Literature and Social, Political and Cultural Changes," in Hebrew Studies Annual, 1979-80; Isaac Shami's Stories: A Western Approach to a Near Eastern Milieu," in Modern Hebrew Literature, 1978

Name: Rym Bettaieb
Title: Lecturer in Arabic
Department and Tenure Status: MESAAS; non-tenured
Education: Ph.D. in English Language and Literature, 2013, Drew University; M.Phil. Drew University, 2007; M.A. with Honors, English, College of Staten Island, City University of New York (C.U.N.Y.), 1999; B.A., English, Université des Lettres et des Sciences Humaines, La Manouba, Tunis
Academic Experience: 2007-present, Lecturer in Arabic, Department of Middle East, South Asian, and African Studies, Columbia University, New York; 2006-2007, Arabic Adjunct Professor, Middle East Studies Program, Drew University; 2005-2006, English Adjunct Professor, Drew University, Madison, New Jersey; 2001- 2005, Arabic Adjunct Professor, New School University, New York; 1998-2004, English & French Adjunct Professor and Tutor, College of Staten Island, C.U.N.Y.
Language Competence (scale of 1-5): English: 5, Arabic: 5, French: 5, Italian: 3, Spanish: 3
Overseas Experience: Native Tunisian, travel in the region, English Editor for Ford projects, The Center of Arab Women for Training and Research (CAWTAR), Tunis, 2009
Area Courses Taught: Modern Standard Arabic (beginner, intermediate, and advanced); Lebanese, Egyptian, Saudi, Iraqi, and Tunisian dialects; Literature course on Arab and Arab American texts
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A
Recent Publications: Bettaieb, Rym. "Maryam Hand's Poetry in Relation to Sufi Teaching and the Tradition of Sufi Authorship". Diss. (Drew University, 2013. ProQuest Dissertations and Theses. Web. November 2013); Bettaieb, Rym. "Chapter 2". (And Then. Vol. 17, 2013); Rym Bettaieb and Amine Bouchentouf, Complete Arabic: The Basics. Ed. Christopher A. Warnasch, (New York: Living Language, Second Edition, 2008)

Name: Richard Betts

Title: Arnold A. Saltzman Professor of War and Peace Studies; Director, Saltzman Institute of War and Peace Studies; Director, International Security Policy Program, School of International and Public Affairs

Department and Tenure Status: Political Science; tenured

Education: Ph.D., Harvard University, 1975; M.A., Harvard University, 1971; B.A., Harvard University, 1969

Academic Experience: 1990-present, Professor, Columbia University; 2000-present, Adjunct Senior Fellow, Council on Foreign Relations; 1988-90, Lecturer, Johns Hopkins University; 1985-88, Visiting Professor, Harvard University; 1971-75, Teaching Fellow, Harvard University

Language Competence (scale of 1-5): n/a

Overseas Experience: n/a

Area Courses Taught: War, Peace, and Strategy; National Security Policy

Research Specialization: National security

Time Spent on Teaching/Research Related to the Middle East: 25%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: *Soldiers, Statesmen, and Cold War Crises*, Cambridge: Harvard University Press, 1977, won the Inter-University Seminar on Armed Forces and Society's Harold Lasswell Award, nominated for Pulitzer Prize and National Book Award, Second Edition, with new Preface and Epilogue, New York: Columbia University Press, 1991.

Distinctions: General James H. Doolittle Award, Massachusetts Institute of Technology, 2012; ISSS Distinguished Scholar Award, International Studies Association, 2005

Name: Albert Bininachvili

Title: Visiting Professor of Political Science

Department and Tenure Status: School of International and Public Affairs; non-tenured

Education: Ph.D., International Relations, Institute of Oriental Studies, Moscow, 1986; M.A., Middle East History, Institute of Asian and African Studies, Moscow State University, 1979

Academic Experience: 1990-present, Visiting Professor of Political Science, Columbia University; 1996-present, Founding Director, Caucasus and Central Asia Program, Bologna University; 1988-1990, Assistant Professor of Islamic Studies, Milan Catholic University; 1979-1984, Research Fellow, Institute of Oriental Studies, Moscow

Language Competence (scale of 1-5): Farsi: 5; Russian: 5; Azeri: 5; Italian: 5; Turkish: 3; Arabic: 2

Overseas Experience: Central Asia, Iran, Russia, Italy

Area Courses Taught: Global Energy: Geopolitics, Security, Sustainability; Strategic Intelligence and Political Decision-Making; Security Dilemmas in the Persian Gulf; Arms Control and WMD Proliferation in the Middle East; Iran's Foreign Policy in the Twentieth Century: Continuity and Change; Caspian Geopolitics in Transition

Research Specialization: Security and Energy in Middle East and Eurasia

Time spent of teaching/research related to the Middle East: 75%

Theses Supervised in the Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: n/a

Name: Brian Boyd
Title: Lecturer
Department and Tenure Status: Anthropology; non-tenured
Education: Ph.D., Cambridge, 1996; M.A., Glasgow, 1991
Academic Experience: Present, Columbia University; 1997-2006, Lecturer, University of Wales Lampeter
Language Competence (scale of 1-5): N/A
Overseas Experience: Palestine and Israel
Area Courses Taught: Holy Lands, Unholy Histories: Archaeology Before the Bible; Humans and Other Animals: Critical Perspectives on Human-Animal Relations; Noise/Sound Archaeology: Excursions into Past Aural Worlds
Research Specializations: archaeology of the prehistoric Levant; the history and philosophy of science; queer theory; cultural politics in Palestine/Israel
Time Spent on Teaching/Research Related to Middle East: 95%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Recent Publications: Beyond Bones: an archaeology of human-animal relations, Cambridge University Press, forthcoming; The Hayonim Terrace bone artefact assemblage, in Valla, F.R. Les fouilles de la terrasse d'Hayonim (Israel) 1980-1981, 1985-1989. CNRS, 2013; The later Epipalaeolithic (Natufian) Levant: a brief history and review, in Garcea, E.A.A. (ed.) South-Eastern Mediterranean Peoples between 130,000 & 10,000 Years Ago. Oxford: Oxbow, 2012.
Distinctions: Co-director with Dr. Hamed Salem at Birzeit University of a project entitled "Resistance Archaeology: The Wadi Natuf Landscape Project"

Name: Richard W. Bulliet
Title: Professor
Department and Tenure Status: History; tenured
Education: Ph.D., M.A., and B.A., Harvard University
Academic Experience: 1976-present, Columbia University; 1973-1975, University of California at Berkeley; 1967-1973, Harvard University
Language Competence (scale of 1-5): Persian: 5, Arabic: 3, French: 3, German: 5
Overseas Experience: Uzbekistan, Kyrgyzstan, Russia, Egypt, Lebanon, Jordan, Syria, Iraq, Iran, Turkey, Saudi Arabia, Kuwait, Bahrain, Oman, United Arab Emirates, Pakistan, Lebanon, Morocco, Algeria, Tunisia, Afghanistan, Greece-Research
Area Courses Taught: History of Islamic Society, America and the Muslim World, Graduate Colloquium on Islamic Historiography, History of Iran to the Safavid Period, Research Seminar in Middle East History
Research Specialization: Islam, Social History, History of Technology, World History, History of human-animal relations
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 8
U.S. Government Fellowships Received: NDFL 1962-1965; Fulbright-Hayes 1965-66
Recent Publications: Cotton, Climate, and Camels in Early Islamic Iran (New York: Columbia UP, 2009); Hunters, Herders, and Hamburgers (New York: Columbia UP, 2005); The Case for Islamo-Christian Civilization (New York: Columbia UP, 2004)

Name: Elisheva Carlebach

Title: Salo Wittmayer Baron Professor of Jewish History, Culture, and Society

Department and Tenure Status: History; tenured

Education: Ph.D., Columbia University, 1986; M.Phil., Columbia University, 1980; M.A., Columbia University, 1978; B.A., Brooklyn College, CUNY, 1976

Academic Experience: 2008-present, Professor, Columbia University; 2000-2008, Professor of History, Queens College, CUNY; 1996-2008, Doctoral Faculty, Ph.D. Program in History, CUNY Graduate School; 1993-2000, Associate Professor, Department of History, Queens College; Spring 1996-present, Adjunct Professor, Bernard Revel Graduate School, Yeshiva University; 1987-92, Assistant Professor, Department of History, Queens College; 1977-87, Adjunct lectureships at Stern College, Yeshiva University, Touro College, and Columbia University

Language Competence (scale 1-5): Hebrew (medieval and modern): 5

Overseas Experience: N/A

Area Courses Taught: Medieval Jewish Cultures, Censorship and Freedom of Expression; Jewish Women and Family; Jewish Books in the Early Modern World

Research Specialization: Cultural, intellectual, and religious history of the Jews in Early Modern Europe.

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: 4

U.S. Government Fellowships Received: NEH (2003-04, 1990-91)

Recent Publications: Palaces of Time: Jewish Calendar and Culture in Early Modern Europe (Harvard U.P., 2011); Divided Souls: Converts from Judaism in Early Modern Germany, 1550-1750 (Yale UP, 2001);

Name: Yinon Cohen

Title: Yosef H. Yerushalmi Professor of Israel and Jewish Studies

Department and Tenure Status: Sociology; tenured

Education: Ph.D., Sociology, SUNY at Stony Brook, 1982; M.A., Sociology, SUNY at Stony Brook, 1980; B.A., Hebrew University of Jerusalem, 1978

Academic Experience: 2007-present, Yerushalmi Professor of Israel and Jewish Studies, Columbia University; 2011-2014, Chair, Department of Sociology, Columbia University; 1985-06, Lecturer to Professor, Departments of Sociology and Labor Studies, Tel Aviv U; 2001-02, Visiting Fellow, Office of Population Research, Princeton University; 1996-97, Visiting Scholar, Russell Sage Foundation, New York; 1992-95, Chair, Department of Labor Studies, Tel Aviv University

Language Competence (scale of 1-5): English: 5, Hebrew: 5

Overseas Experience: Israel

Area Courses Taught: Undergraduate: Israeli Society; Immigration and Ethnicity in Israel. Graduate: Dynamics of Israeli Society; Special topics in Israeli Society

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 1

U.S. Government Fellowships Received: 2014-14, Binational Science Foundation (BSF) Project Grant

Recent Publications: Mundlak, Guy, Ishak Saporta, Yitchak Haberfeld and Yinon Cohen. 2013. "Union Density in Israel 1995-2010: the hybridization of industrial relations." *Industrial Relations* 52: 78-101; Cohen, Yinon. 2012. Editor, Special issue on Immigration and Emigration to and from Israel. *Megamot* 48 (3-4) (Hebrew); Haberfeld Yitchak and Yinon Cohen. 2012. "Jewish Immigrants to Israel: Changes in Education, Earnings, and Economic Assimilation, 1948-2008." *Megamot* 48 (3-4): 504-534. (Hebrew)

Name: Zuleyha Colak

Title: Coordinator & Lecturer of Turkish Language Program

Department and Tenure Status: MESAAS; non-tenured

Education: B.A., Istanbul University, Istanbul, Turkey, 1994- 1998; Master of Arts, Marmara University, Istanbul, Turkey, 1998-2000; Master of Arts, Indiana University, Bloomington, IN, 2002-2004; Ph. D., Indiana University, Bloomington/IN, Department of Central Eurasian Studies

Academic Experience: 2004-Present, Certified Proficiency Tester for Turkish, ACTFL/ILR OPI (American Council of Teaching on Foreign Languages); June 2010-Present, Middle East and Asian Languages and Cultures, Lecturer, Columbia University; 2005-2010, ILES/ALL, Teaching Specialist, University of Minnesota; 2009, Mentor, ACTFL (American Council of Teaching Foreign Languages); 2008-2009, External Reviewer, DLI (Defense Language Institute); 2002-2005, Associate Instructor of Turkish, Indiana University

Language Competence (scale of 1-5): Turkish: 5, Ottoman: 5, English: 5, Arabic: 4, Persian: 4, Chagatai: 4, German: 4

Overseas Experience: Extensive research and presentations in Turkey

Area Courses Taught: Beginning and Intermediate Ottoman I-II, Elementary Turkish, Intermediate Turkish and Advanced Turkish, Perspectives on Islam and Women, Romance in Islamic Literature, Beauty and Love

Research Specialization: Language Pedagogy, Deep Approach to Turkish, Sufi Literature, Turkish Literature and its sources, Sufi approaches

Time spent on teaching/research related to the Middle East: 100%

Theses Supervised in Past 5 Years: 3

U.S. Government fellowships received: N/A

Recent Publications: “Womanly Guile vs. Human-ly Guile, Yusuf and Zulaikha Mesnevi”, Howard University School of Divinity, Upcoming in 2015; Parallel Readings on Qissat Yusuf in Mawlana’s Masnawi and Nursi’s Risale-i Nur Collection, upcoming in 2014; Insight Turkey, Book Review: Harem Histories Envisioning Places and Living Spaces, Editor, Marilyn Booth (Duke University Press, Durham and London, July 2012)

Name: Steve Coll

Title: Henry R. Luce Professor of Journalism; Dean, School of Journalism

Department and Tenure Status: School of Journalism; tenured

Education: B.A., Occidental College, 1980

Academic Experience: 2012-present, Professor and Dean, Columbia University; 2007-12, President, New America Foundation; 1985-2005, Reporter, Foreign Correspondent, and Managing Editor, *Washington Post*

Language Competence (scale of 1-5): n/a

Overseas Experience: Extensive international travel and research, especially in Pakistan, India, and Sierra Leone

Area Courses Taught: n/a

Research Specialization: National security; foreign intelligence

Time Spent on Teaching/Research Related to the Middle East: 25%

Theses Supervised in Past 5 Years: 20

U.S. Government Fellowships Received: n/a

Recent Publications: *Private Empire: ExxonMobil and American Power*, Penguin Press, 2012; *The Bin Ladens: An Arabian Family in the American Century*, Penguin Press, 2008; *Ghost Wars: The Secret History of the CIA, Afghanistan and Bin Laden, from the Soviet Invasion to September 10, 2001*, Penguin Press, 2004.

Distinctions: Recipient of two Pulitzer Prize Awards, two Overseas Press Club Awards, a PEN American Center John Kenneth Galbraith Award, an Arthur Ross Book Award, a Livingston Award, a Robert F. Kennedy Journalism Award, a *Financial Times* and Goldman Sachs Business Book of the Year Award, and the Lionel Gelber Prize; Elected to the Pulitzer Prize Board, 2012

Name: Alexander Cooley

Title: Professor; Deputy Director of Social Science Programming, Harriman Institute

Department and Tenure Status: Political Science, Barnard College; tenured

Education: Ph.D., Columbia University, 1999; M.Phil., Columbia University, 1998; M.A., Columbia University, 1995; B.A., Swarthmore College, 1994

Academic Experience: 2011-present, Professor, Barnard College; 2008-11, Associate Professor, Barnard College; 2001-08, Assistant Professor, Barnard College; 1999-2001, Visiting Assistant Professor, Johns Hopkins University

Language Competence (scale of 1-5): Modern Greek: 5, Russian: 3.5, French: 3, Spanish: 3

Overseas Experience: Kyrgyzstan, Kazakhstan, Georgia, Turkmenistan, Romania, Turkey, China, Korea, Greece, Germany, Italy, Spain, Portugal, Belgium, United Kingdom

Area Courses Taught: International Organization; International Relations of a Post-Western World; Sovereignty and its Challenges; Politics of the Third World

Research Specializations: External Actors and Regional Relations in Eurasia and Central Asia; International Sovereignty and Limited Sovereignty; **Time Spent on Teaching/Research Related to Middle East:** 75%

Theses Supervised in Past 5 Years: 10

U.S. Government Fellowships Received: National Science Foundation, 2006-07; Department of State Freedom Support Educational Partnerships Program with Eurasia, 2004-05

Recent Publications: Ranking the World: Grading States as a Tool of Global Governance, co-edited with Jack Snyder, Cambridge, 2015; "The United States in Central Asia: Going, going..." *The Economist*, December 7, 2013; "Why, and What, You Should Know About Central Asia." *The New York Review of Books*; Review of *Great Games, Local Rules*, August 15, 2013.

Distinctions: Student Choice Speaker, Ohio State University, Center for Slavic and East European Studies, 2014; Tow Professor for Distinguished Scholars and Practitioners, Barnard College, 2011-13; Open Societies Foundations Global Fellow, 2009-10

Name: Daniel Corstange

Title: Assistant Professor

Department and Tenure Status: Political Science; tenure track

Education: Ph.D., University of Michigan, 2008; Advanced Arabic Certificate, Center for Arabic Study Abroad, 2004; B.A., Northwestern, 2000

Academic Experience: 2012-present, Assistant Professor, Columbia University; 2008-12, Assistant Professor, University of Maryland; 2008, Visiting Fellow, University of Notre Dame

Language Competence (scale of 1-5): Arabic: 5

Overseas Experience: Language Training in Egypt, Field Research in Jordan, Lebanon, Morocco, and Yemen

Area Courses Taught: State Building in the Developing World; Comparative Ethnic Politics; Sectarianism in the Middle East; Middle East Politics; The Arab-Israeli Conflict

Research Specialization: Comparative Politics, Methodology

Time Spent on Teaching/Research Related to the Middle East: teaching 75%, research 95%

Theses Supervised in Past 5 Years: 0

U.S. Government Fellowships Received: FLAS Multi-Year, 2001; Fulbright-Hays Research Fellowship, 2004

Recent Publications: "Foreign Sponsorship Effects in Developing-World Surveys: Evidence from a Field Experiment in Lebanon," *Public Opinion Quarterly* (forthcoming); "Ethnicity on the Sleeve and Class in the Heart: When do People Respond to Identity and Material Interests?" *British Journal of Political Science*, 43(4): 889-914, 2013; "Vote Trafficking in Lebanon," *International Journal of Middle East Studies*, 44(3): 483-505, 2012.

Distinctions: President's Global Innovation Fund, 2013; Excellence in Teaching Award, 2011; Midwest Political Science Association Best Paper in International Relations Award, 2011

Name: Hamid Dabashi

Title: Hagop Kevorkian Professor of Iranian Studies and Comparative Literature

Department and Tenure Status: MESAAS; tenured

Education: Ph.D., University of Pennsylvania, 1984; M.A., University of Pennsylvania; B.A., Tehran University
Academic Experience: 2002-present, Professor, Columbia University; 1993–2002, Associate Professor, Columbia University; 1991-1993, Assistant Professor, Columbia University; 1990-1991, Visiting Professor, Columbia University; 1989-1990, Visiting Professor, New York University; 1988-1989, Post-doctoral Fellow, Harvard University; 1986-1988, Research Fellow, University of Pennsylvania; 1987-1988, Visiting Lecturer, University of Texas at Austin; 1984-1986, Lecturer, University of Pennsylvania

Language Competence (scale of 1-5): Persian: 5; Arabic: 5; German: 3; French: 3

Overseas Experience: Iran, Turkey, Syria, Lebanon, Egypt, Morocco

Area Courses Taught: Modern Iranian History; Introduction to Persian Literature-Prose; Classical Persian Literature-Poetry; Shi'ite Islam; Sociology of Early Islam

Research Specialization: Sociology of Islam; Post-colonialism

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 20

U.S. Government Fellowships Received: n/a

Recent Publications: *Corpus Anarchicum: Political Protest, Suicidal Violence, and the Making of the Posthuman Body*, Palgrave Macmillan, 2012; *The Arab Spring: The End of Postcolonialism*, Zed Books, 2012; *The World of Persian Literary Humanism*, Harvard University Press, 2012; *Shi'ism: A Religion of Protest*, Harvard University Press, 2011; *Brown Skin, White Masks*, Pluto Press, 2011; *Post-Orientalism: Knowledge and Power in Time of Terror*, Transaction Publishers, 2009; *Islamic Liberation Theology: Resisting the Empire*, Routledge, 2008

Distinctions: New Statesman Critics Book of the Year for *The World of Persian Literary Humanism*, 2012

Name: Ghazzal Dabiri

Title: Lecturer in Persian

Department and Tenure Status: MESAAS; non-tenured

Education: Ph.D., University of California, Los Angeles, 2007; M.A., University of California, Los Angeles 2001; M.S., University of Miami, 1997

Academic Experience: 2008–present, Lecturer and Program Coordinator, Columbia University; 2006-2008, Persian Coordinator, California State University, Fullerton; 2006-2008, Director, Summer Persian Institute, California State University, Fullerton; 2006-2008 Lecturer, Persian language, Santa Monica College; 2004-2007 Teaching Fellow, Persian language, University of California, Los Angeles

Language Competence (scale of 1-5): Persian: 5, Arabic: 3, French: 3, Pahlavi: 2, German: 2

Overseas Experience: Fulbright Egypt 2011-2012, Lived in Iran, Syria, France (visited M.E. and C.A. extensively)

Area Courses Taught: Elementary, Intermediate, and Advanced Persian I and II

Research Specialization: Persian language, culture, and literature

Time Spent on Teaching/Research Related to Middle East and South Asia: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government Fellowships Received: Fulbright; FLAS

Recent Publications: “Historiography and the Sho’ubiya Movement” in *JPS* 2014; “The Shahnama: Between the Samanids and Ghaznavids” in *Iranian Studies*, the *Shahnama* Special Issue, 2010; “Visions of Heaven and Hell from Late Antiquity in the Near East” in *Quaderni di Studi Indo-Mediterranei*, 2009

Name: Souleymane Bachir Diagne

Title: Professor

Department and Tenure Status: French and Romance Philology; tenured

Education: Ph.D., the Sorbonne, 1988; Agrégation in Philosophy, École Normale Supérieure, 1978; B.A., the Sorbonne, 1977

Academic Experience: 2008-present, Professor, Columbia University; 2002-07, Professor, Northwestern University; 1982-02, Professor, Cheikh Anta Diop University, Senegal

Language Competence (scale of 1-5): French: 5, Wolof: 5

Overseas Experience: Senegal, France, and many Francophone African countries

Area Courses Taught: Global Political Thought; Islamic Philosophy

Research Specialization: philosophy and Sufism in the Islamic world, African philosophy and literature, twentieth century French philosophy

Time Spent on Teaching/Research Related to Middle East: 50%

Theses Supervised in Past 5 Years: 8

U.S. Government Fellowships Received: n/a

Recent Publications: Bergson postcolonial. L'élán vital dans la pensée de Léopold Sédar Senghor et de Mohamed Iqbal, Paris, Editions du CNRS, 2011; Comment philosopher en Islam?, Paris: Panama, 2008; L.S. Senghor: l'art africain comme philosophie (L.S.Senghor: African Art as Philosophy, English translation published 2011), Paris: Editions Riveneuve, 2007; Islam et société ouverte : la fidélité et le mouvement dans la philosophie d'Iqbal, Paris: Maisonneuve et Larose, 2001.

Distinctions: Dagnan-Bouveret prize by the French Academy of Moral and Political Sciences, 2011

Name: Nazik Dinctopal-Deniz

Title: Adjunct Lecturer

Department and Tenure Status: MESAAS; non-tenured

Education: Ph.D. Graduate Center, City University of New York

Academic Experience: taught at Queens College, CUNY; LaGuardia Community College, CUNY

Language Competence (scale of 1-5): Turkish: 5

Overseas Experience: taught English at Bogazici University, Turkey

Area Courses Taught: Elementary Turkish, Intermediate Turkish

Research Specialization: Psycholinguistics; Sentence processing in Turkish

Time spent on teaching/research related to the Middle East: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: N/A

Recent Publications [limit to 3]: Dinçtopal-Deniz, N. (2010). Relative clause attachment preferences of Turkish L2 speakers of English: Shallow parsing in the L2? In B. VanPatten & J. Jegerski (Eds.), Research on second language processing and parsing (pp. 27-63). Amsterdam: John Benjamins; Dinçtopal-Deniz, N. (2009). Anaphora in Turkish. Linguistics in the Big Apple: CUNY/NYU Working Papers in Linguistics; Dinçtopal, N. (2009). Kod/Dil değiştirme davranışlarının yapısal ve toplumbilimsel boyutları [Structural and sociolinguistic dimensions of code-switching]. In Yaylı, D. & Y. Bayyurt (Eds.), Yabancılar Türkçe öğretimi: politika, yöntem ve beceriler (pp.43-56). Ankara: Anı Yayıncılık.

Name: Madeleine Dobie

Title: Associate Professor

Department and Tenure Status: French, Institute for Comparative Literature and Society; tenured

Education: Ph.D. Yale, 1995; B.A. Oxford, 1988

Academic Experience: Spring 2011, Visiting professor, Columbia Global Center-Europe (exchanges with Sciences-Po and EHESS); Spring 2009, Visiting Professor, Princeton University; 2002-present, Associate Professor of French, Columbia University; 2000-2002, Associate Professor, Tulane University; 1994-2000, Assistant Professor, Tulane University

Language Competence (scale of 1-5): French: 5, German: 3, Spanish: 3, Arabic: 2

Overseas Experience: Study and research in France, Algeria, Morocco

Area Courses Taught: Literature and Cinema of the Maghreb; Representing the Algerian War of Independence; Human Sciences between Algeria and France; Literature, Gender, and Sexuality in the Maghreb; Literature & Immigration; Cultural Diversity in Contemporary France; Islam and/in France; Transnational French

Time Spent on Teaching/Research Related to Middle East: Over last 5 years, 50%; henceforth, 80% due to a book project on contemporary Algerian culture and co-direction of new summer program in North Africa/Middle East Studies based in Amman and Paris

Theses Supervised in Past 5 Years (theses relevant to Middle East studies): 4 Ph.Ds., 6 MAs

U.S. Government Fellowships Received: 2005, National Humanities Center Fellowship; 2001 National Endowment for the Humanities Summer Research Stipend

Recent Publications: "The Poetics of Migration in the Contemporary Maghreb," forthcoming in *The Journal of Arabic Literature*, Review Essay: Hanan al-Shaykh, *The Thousand and One Nights: a Retelling and Marina Warner*, *Stranger Magic*, forthcoming in *Public Books*, May 2014; "'For' and 'Against' the Mediterranean: Francophone Perspectives," forthcoming in "Mediterranean Departures," *Comparative Studies of South Asia, Africa & the Middle East* 34:2, July 2014; "Captifs, ôtages, corsaires et terroristes : le discours méditerranéen à travers les disciplines," *Rue Descartes*, *Revue du Collège international de sociologie*,

Name: Katherine Pratt Ewing

Title: Professor; M.A. Coordinator, South Asia Institute

Department and Tenure Status: Religion; non-tenured

Education: Ph.D., University of Chicago, 1983; M.A., Boston University, 1973; B.A., Tufts University, 1971

Academic Experience: 2011-present, Professor, Columbia University; 2010-11, Professor, University of Wisconsin, Madison; 2008-10, Professor of Cultural Anthropology and Religion, Duke University; 1998-2001, Director, South Asia Center, Duke University

Overseas Experience: research in Germany, India, Netherlands, Pakistan, Turkey; 1995, 1989-90, Visiting Professor, Department of Sociology, Bogazici University, Istanbul

Language Competence (scale of 1-5): Urdu: 3, French: 3, Hindi: 2, Turkish: 2, German: 2

Time Spent on Research/Teaching Related to the Middle East: 25%

Area Courses Taught: Gender, Sexuality, and Islam; Religion and the Sexual Body; Muslims in Diaspora

Research and Teaching Specialization: Anthropology of religion; Islam and Islamization; religious movements; ethnicity and migration; gender and sexuality; cultural and social theory

Publications: "'Islam is Not a Culture:' Reshaping a Muslim Public for a Secular World," in *Religion in Diaspora: Cultures of Citizenship*, eds. Jane Garnett and Sondra Hausner, Palgrave MacMillan, 2014; "From German Bus Stop to Academy Award Nomination: The Honor Killing as Simulacrum," in *Gender, Violence, and Human Security: Critical Feminist Perspectives*, eds. Tripp, et al, New York University Press, 2013; *Stolen Honor: Stigmatizing Muslim Men in Berlin*, Palo Alto: Stanford University Press, 2008.

Theses Supervised in Past 5 Years: M.A.: 10, Ph.D.: 15

Distinctions: Warf Research Fund, University of Wisconsin, \$50,000, 2010-11; Isaac Manasseh Meyer Fellowship, National University of Singapore, 2008;

Name: Gil Eyal

Title: Professor

Department and Tenure Status: Sociology; tenured

Education: Ph.D., Sociology, University of California, Los Angeles, 1997; M.A., University of California, Los Angeles, 1992; M.A., Tel-Aviv University, 1991; B.A., Tel-Aviv University, 1989

Academic Experience: 2006-present, Professor, Columbia University; 2004-2006, Associate Professor with tenure, Columbia University; 2002- 2004, Associate Professor without tenure, Columbia University; 1997-2002, Assistant Professor, University of California, Berkeley

Language Competence (scale of 1-5): Hebrew: 5, French: 2, Czech: 2

Overseas Experience: Born and raised in Israel, left at age 26. Visit once a year. Regularly write, research, review and comment on issues pertaining to Israeli society and the Israeli-Palestinian conflict.

Area Courses Taught: None at the moment.

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: 10

U.S. Government Fellowships Received: N.S.F. Sociology Award SES-0719823: "Strengthening Qualitative Research Through Methodological Innovation and Integration: Networks of Expertise and the Autism Spectrum," \$315,497, 2007-2009

Recent Publications: "For a Sociology of Expertise: The Social Origins of the Autism Epidemic," *AJS* Vol. 118, No. 4 (January 2013), pp. 863-907; "Introduction," in *Four Lectures on Critical Theory*, edited by Gil Eyal. (Jerusalem: Van-Leer Institute, 2013). [Hebrew]; with Brendan Hart, Emine Onculer, Neta Oren and Natahsa Rossi, *The Autism Matrix: The Social Origins of the Autism Epidemic* (forthcoming in Polity Press); "Spaces Between Fields," in *Pierre Bourdieu and Historical Analysis*, edited by Phil Gorski (forthcoming in Duke UP)

Distinctions: Distinguished Columbia Faculty Award, 2005-2006

Name: Marwa Elshakry

Title: Associate Professor

Department and Tenure Status: History Department; tenure-track

Education: Ph.D., Princeton University, 2003; M.A., Princeton University, 1997; B.A., Rutgers University, 1995

Academic Experience: 2009-present, Associate Professor, Columbia University; 2004-2009, Assistant Professor, Harvard University

Language Competence (scale of 1-5): Modern Standard Arabic: 5, Egyptian Colloquial Arabic: 5, French: 3

Overseas Experience: Lived in Egypt for 5 years (attended part of high school and college there); travel regularly to Eastern and Southern Mediterranean (Egypt; Lebanon and Syria; Greece) for research

Area Courses Taught: Modern Arabic Intellectual History; Utopia

Research Specialization: history of science, technology, and medicine in the modern Middle East

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 4

U.S. Government Fellowships Received: 2006-07, Fulbright Scholars Award [declined], 2006-07, Harvard University, Center for Middle Eastern Studies, Department of Education Conference Grant

Recent Publications: *Reading Darwin in Arabic, 1860-1950*, University of Chicago Press, 2013; "The Exegesis of Science in Twentieth Century Arabic Interpretations of the Qur'an" in Jitse M. van der Meer and Scott Mandelbrote (eds), *Interpreting Nature and Scripture: History of a Dialogue*, Boston: Brill, 2009.

Distinctions: Joy Foundation Fellow, Harvard University, 2006-07; Carnegie Scholars Award, 2006

Name: Reem Faraj

Title: Lecturer

Department and Tenure Status: MESAAS; non-tenured

Education: M.A., Applied Linguistics, Montclair State University, 2006; Certificate, Teaching English to Speakers of Other Languages, Montclair State University, 2004; B.A., English Language and Literature, Damascus University, 1993

Academic Experience: 2009-present, Lecturer, Arabic, Columbia University; 2011-12, Levantine Arabic Course Editor, Mango Languages; 2008-09, Lecturer, Arabic, Columbia University; 2005-08, English as Second Language Instructor, Passaic County Community College; 2004-08, Instructor, Arabic, Montclair State University

Language Competence (scale of 1-5): Arabic: 5; French: 3

Overseas Experience: Education in Syria; Travel in Egypt, Morocco, Levant

Area Courses Taught: Beginner and Intermediate Modern Standard Arabic

Research Specialization: Arabic-English translation; linguistic annotation of dialect

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: "Syntactic Annotation in the Columbia Arabic Treebank" with Habash, Nizar and Ryan Roth, in Proceedings of the 2nd International Conference on Arabic Language Resources and Tools (MEDAR), Cairo, Egypt, 2009; "Guidelines for Annotating Arabic Dialectness" with Habash, Nizar, Owen Rambow, Mona Diab, in Proceedings of Workshop on Arabic and its local languages, LREC, Marrakech, Morocco, 2008.

Name: Samuel G. Freedman

Title: Professor

Department and Tenure Status: Graduate School of Journalism; tenured

Education: B.A., History and Journalism, University of Wisconsin, Madison, 1977

Academic Experience: 1993-present, Professor, Columbia University; 1992, McGraw Visiting Professor of Writing, Princeton University; 1985, 1990-91, Adjunct Instructor, Columbia University

Language Competence (scale of 1-5): n/a

Overseas Experience: Reporting and research in Israel, Palestine, People's Republic of China, Dominican Republic, Ghana, South Africa

Area Courses Taught: n/a

Research Specialization: Education, religion, politics

Time Spent on Teaching/Research Related to the Middle East: 25%

Theses Supervised in Past 5 Years: 40

U.S. Government Fellowships Received: n/a

Recent Publications: Breaking the Line: The Season in Black College Football That Transformed the Sport and Changed the Course of Civil Rights, New York: Simon & Schuster, 2013; Who She Was: My Search for My Mother's Life, New York: Simon & Schuster, 2006; Letters to a Young Journalist, New York: Basic Books, 2006; Jew vs. Jew: The Struggle for the Soul of American Jewry, New York: Simon & Schuster, 2000; Frequent articles on Israeli culture for The New York Times

Distinctions: Won the National Jewish Book Award for Non-Fiction, 2001; Named one of the "Forward Fifty" most important American Jews by weekly Jewish newspaper The Forward, 2000; Named the Nation's Outstanding Journalism Educator in 1997 by the Society of Professional Journalists, 1997

Name: Charles Freilich
Title: Adjunct Associate Professor
Department and Tenure Status: Political Science; non-tenured
Education: Ph.D., Columbia University, 1992; M.Phil., Columbia University, 1985; M.S., Tel Aviv University, 1983; B.A., Hebrew University of Jerusalem, 1976
Academic Experience: Present, Adjunct Associate Professor, Columbia University; 2006-present, Senior Fellow, Harvard University; 2006-present, Lecturer, Tel Aviv University; 2000-05, Deputy National Security Advisor for Foreign Affairs, Israeli National Security Council
Language Competence (scale of 1-5): Hebrew: 5
Overseas Experience: Israel
Area Courses Taught: National Security Strategies of Countries of the Middle East
Research Specialization: Middle East, U.S.-Middle East policy; Israeli national security policy
Time spent on Teaching/Research Related to the Middle East: 100%
Theses Supervised in the Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Recent Publications: *Zion's Dilemmas: How Israel Makes National Security Policy*, Cornell University Press, November 2012; "Six Ways Not to Deal With Hamas," *Foreign Policy*, March 2008; "Disavowing the Iran NIE: Smoke Screens or Smoking Guns?," *Human Events*, February 20, 2008; "A Post-Annapolis Breakthrough Proposal," *Jerusalem Post*, February 18, 2008; "Bush's Middle East Trip," *Washington Times*, January 7, 2008.
Distinctions: Senior Fellow, Belfer Center of the Harvard Kennedy School

Name: Ari L. Goldman
Title: Professor
Department and Tenure Status: School of Journalism; tenured
Education: M.S., Columbia University Graduate School of Journalism, 1973; non-degree graduate student, Harvard Divinity School, 1986; B.A., Yeshiva University, 1971
Academic Experience: 1993-present, Professor, Columbia University; 2010, Fulbright Senior Specialist, Hadassah College, Jerusalem; 2004, Fellow, Oxford Centre for Hebrew and Jewish Studies; 2002, Visiting Professor, Stern College for Women; 1998, Visiting Fulbright Professor, Hebrew University, Jerusalem
Language Competence (scale of 1-5): Hebrew: 3
Overseas Experience: Education in Israel and United Kingdom
Area Courses Taught: Covering the Religions of Israel; Study Abroad Seminars in India, Russia, Ukraine, Ireland, Israel, Jordan, and the West Bank
Research Specialization: Religion, politics, education, transportation
Time Spent on Teaching/Research Related to Middle East: 50%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: Fulbrights in 1998 and 2010
Recent Publications: *The Late Starters Orchestra*, Algonquin Books, 2014; "Riverside Church Divided – A Pastor Loses His Flock," *Wall Street Journal*, July 3, 2009; *Living a Year of Kaddish: A Memoir*, New York: Schocken Books, 2003; *Being Jewish: The Spiritual and Cultural Practice of Judaism Today*, New York: Simon & Schuster, 2000.
Distinctions: *Publisher's Weekly* chose *The Late Starters Orchestra*, Top 10 Music Books, 2014

Name: Stuart Gottlieb

Title: Adjunct Professor

Department and Tenure Status: School of International and Public Affairs; non-tenured

Education: Ph.D., Columbia University, 1996; B.A., University of Massachusetts, Amherst, 1988

Academic Experience: 2011-present, Interim Spitzer Chair in Political Science, City College of New York; 2003-present, Lecturer, Columbia University; 2003-11, Director of Policy Studies and Lecturer, Yale University

Language Competence (scale of 1-5): n/a

Overseas Experience: Extensive research in Middle East

Area Courses Taught: Terrorism and Counterterrorism; Central Issues in American Policy; Talking with the Enemy

Research Specialization: American foreign policy, counterterrorism, and international security

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: **Experimental Power:** The Rise and Role of America in World Affairs, Yale University Press, forthcoming, 2014; **Debating Terrorism and Counterterrorism: Conflicting Perspectives on Causes, Contexts, and Responses**, CQ Press, Second Edition, 2013;

Distinctions: Member, Council on Foreign Relations, 2000-05; Visiting Fellow, Watson Institute for International Studies, Brown University, 1998-99

Name: Patricia E. Grieve

Title: Nancy and Jeffrey Marcus Professor in the Humanities

Department and Tenure Status: Department of Spanish and Portuguese; tenured

Education: Ph.D., Romance Language and Literatures, Princeton University, 1983; M.A., Peninsular Spanish Literature, Purdue University, 1977; M.A., Spanish, Universidad de Sevilla, 1975

Academic Experience: 1985-present, Professor, Columbia University; 1989, Visiting Assistant Professor, University of Pennsylvania; 1984-85, Visiting Assistant Professor, Brown University; 1982-1984, Visiting Assistant Professor, Williams College

Language Competence (scale of 1-5): Spanish: 5; Portuguese: 5; French: 3

Overseas Experience: Research and conferences in Europe

Area Courses Taught: Medieval Iberian Saints, Philosophy Masterpieces

Research Specialization: Medieval Spanish and comparative literature; Golden Age literature

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: 8

U.S. Government Fellowships Received: National Endowment for the Humanities, 2005, 2004, 1987

Recent Publications: *The Eve of Spain: Myths of Origins in the History of Christian, Muslim and Jewish Conflict*, Johns Hopkins UP, 2009; *'Floire and Blancheflor' and the European Romance*, Cambridge: Cambridge UP, 1997 and paperback, November 2006; *Desire and Death in the Spanish Sentimental Romance (1440-1550)*, Newark, DEL: Juan de la Cuesta Hispanic Monographs, 1987.

Name: Najam Haider

Title: Assistant Professor

Department and Tenure Status: Department of Religion at Barnard College; tenure-track

Education: Ph.D., Near Eastern Studies, Princeton, 2007; M.Phil., Classical and Medieval Islamic History, Oxford University - Hertford College, 2000; B.A., Physics/Government, Dartmouth College, 1997

Academic Experience: 2010-Present, Assistant Professor, Columbia University; 2009-10, Assistant Professor, Department of Religion, Franklin and Marshall College; 2007-09, Visiting Assistant Professor, Department of Arabic and Islamic Studies, Georgetown University; 2006-07, Adjunct Professor, Department of Theology, Georgetown University; Spring 2006, Adjunct Professor, Department of Middle East Studies, New York University

Language Competence (scale of 1-5): Arabic: 4, Urdu: 5, French: 3, German: 3, Farsi: 2.5

Overseas Experience: Syria, United Kingdom, Yemen; multiple shorter trips to northern, southern, and eastern Africa, Turkey, The Caucasus, and Iran

Area Courses Taught: Islam in the Post-Colonial World, Introduction to Islam, Islamic Law, Shi'ism, Religious Reform and Militancy in the Muslim World, The Origins and Development of Islamic Sectarianism, Islamic Religion Thought and Practice, The Qu'ran, The Making of the Middle East (600-1258), Islamic Historiography, Christian- Muslim Interactions Through History

Research Specialization: Shi'ism, Islamic Law, Early Islamic History/Historiography, Sectarianism

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government Fellowships Received: Fulbright Fellowship 1997-98

Recent Publications: Shi'ī Islam: An Introduction (Cambridge: Cambridge University Press, 2014); "Contesting Intoxication: Early Juristi Debates over the Lawfulness of Alcoholic Beverages" in *Islamic Law and Society*, 20 (2013): 48-89; "The Geography of the Isnād," in *Der Islam*, 90 (2013): 306-46

Name: Wael B. Hallaq

Title: The Avalon Foundation Professor in the Humanities

Department and Tenure Status: MESAAS, Religion; tenured

Education: Ph.D., University of Washington, 1983; M.A., University of Washington, 1979; B.A., Haifa University, 1978

Academic Experience: 2009-present, Professor, Columbia University. 1985-94, Assistant Professor, Institute for Islamic Studies, McGill University; 1994-2009, Professor, Institute for Islamic Studies, McGill University; Visiting professor at the University of Toronto, University of Melbourne, the National University of Singapore, the IAIN of Jakarta and Yogyakarta

Language Competence (scale of 1-5): Arabic: 5, Hebrew: 4, French: 4, German: 3

Overseas Experience: Visiting professor in Australia, Indonesia, Singapore

Area Courses Taught: Islamic Law, logic, and intellectual history, with special reference to the Muslim Middle East

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 6

U.S. Government Fellowships Received: N/A

Recent Publications: *The Impossible State* (New York: Columbia University Press, 2013); *An Introduction to Islamic Law* (Cambridge: Cambridge UP, 2009), *Shari'a: Theory, Practice, Transformations* (Cambridge: Cambridge UP, 2009), *The Origins and Evolution of Islamic Law* (Cambridge: Cambridge UP, 2005).

Name: Nathalie Handal
Title: Adjunct Professor
Department and Tenure Status: Center for the Study of Ethnicity and Race, Columbia University; non-tenured
Education: M.F.A., Bennington College; M.Phil., University of London
Academic Experience: 2004-present, Professor, Columbia University; 2004-present, Member, Low-Residency M.F.A. Faculty, Sierra Nevada College; Present, Books Review Editor and Tutor for Sable Literary Magazine and Forum, United Kingdom; Present, Executive Board Member for Palfest; Present, Advisory Board Member for The Center for Literary Translation and The Levantine Center, Los Angeles
Language Competence (scale of 1-5): French: 5; Arabic: 3; Spanish: 3
Overseas Experience: Education in France, Spain, Latin America and the Middle East
Area Courses Taught: Arabs in Literature and Film
Research Specialization: Creative fiction writing; poetry
Time Spent on Teaching/Research Related to the Middle East: 25%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Recent Publications: The Lives of Rain, Interlink Pub Group, 2014; Poet in Andalucia, University of Pittsburgh Press, 2012; Love and Strange Horses, University of Pittsburgh Press, 2010
Distinctions: Agnes Lynch Starrett Poetry Prize; Menada Literary Award, 2011; Gold Medal Independent Publisher Book Award (IPPY Award); PEN Oakland/Josephine Miles Literary Award; Lannan Foundation Fellow; Fundación Araguaneý Fellow; Recipient, Alejo Zuloaga Order in Literature, 2011; the AE Ventures Fellowship; Honored Finalist, Gift of Freedom Award, 2009

Name: Sherif Omar Hassan
Title: Lecturer
Department and Tenure Status: Law School
Education: LL.M., Cornell University 1971; JSD, Cornell University 1968; L.L.B., Cairo University 1961; Diploma of higher legal studies – Islamic Law, Cairo University 1963; Diploma of higher legal studies – Administrative Sciences, Cairo University 1962
Academic Experience: 1969 – present, Lecturer in Law, Columbia Law School; 2002, Adjunct Professor of Law, Cornell Law School
Language Competence (scale of 1-5): Arabic: 5; French: 3
Overseas Experience: Served in World Bank as Chief Counsel for Europe, Middle East and North Africa (1980-1991), as Chief Counsel for East Asia and Pacific (1991-1994) and as Assistant General Counsel (1994-2000). Total World Bank Service (30 years). Resident Experience: Egypt, Saudi Arabia.
Area Courses Taught: Islamic Law and Middle Eastern Legal Institution
Research Specialization: Islamic Law, International Law, International Organizations
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received:N/A
Recent Publications: N/A

Name: Hassan Hussain

Title: Adjunct Lecturer of Persian

Education: Ph.D. Islamic Studies, The University of California, Los Angeles, expected 2014, M.A. Islamic Studies, The University of California, Los Angeles, June 2008, M.A. Middle Eastern History, The University of Illinois, Chicago, 1997; Japanese history, Migration History, B.A. History (College Honors, Departmental Distinction), The University of Illinois, Chicago, 1995.

Academic Experience: Columbia University - 2010-Present - Elementary and Advanced Persian, New York University - Spring 2014 - Intermediate and Advanced Persian, Arizona State - Summer 2013 - Elementary Persian, San Jose State - Summer 2011 - Elementary and Advanced Arabic, Santa Monica - 2008-10 - Elementary Persian, Loyola Marymount - 2004-5 - Modern Middle Eastern History; University of California, Los Angeles Summer 2004 & 2005, Academic Year 2006-8- Elementary and Intermediate Arabic

Language Competence: Arabic: 5, Persian: 5, Ottoman and Modern Turkish: 2, French: 1, Mandarin Chinese: 0+

Overseas Experience: Egypt, Syria, Turkey, Iran, Jordan

Area Courses Taught: Elementary, Intermediate and Advanced Persian Elementary, Intermediate and Advanced Arabic Modern Middle Eastern History Arabic/Persian Calligraphy (workshops)

Research Specialization: Linguistic Reform in the Modern Middle East Nineteenth and Twentieth Century Multilingual Middle Eastern Literature Modern Middle Eastern History, with an emphasis on Iraq and Iran Nationalism and Sectarian Conflict Arabic and Persian Calligraphy

Time spent teaching/research related to the Middle East:

Thesis supervised: 0

U.S. Government fellowships received related to Middle East: 2002-03 - Foreign Language and Area Studies Fellowship, Elementary Turkish, UCLA 2001-02 - Research Mentorship Fellowship, UCLA 2001 - Foreign Language and Area Studies Fellowship, University of Damascus, Syria 2000-01 - Foreign Language and Area Studies Fellowship, Intermediate Persian, UCLA 2000 - Center for Arabic Study Abroad Fellowship, the American University Cairo, Egypt 1999-2000 - Foreign Language and Area Studies Fellowship, Elementary Persian, UCLA

Name: Katharina Ivanyi

Title: Assistant Professor

Department and Tenure Status: Religion, tenure-track (Assistant Professor)

Education: PhD in Near Eastern Studies, Princeton University

Academic Experience: St. Michael's College, Colchester, VT (Assistant Professor of Religious Studies and History, 2012-13)

Language Competence (scale of 1-5): Arabic: 5; Turkish: 5; Persian: 4

Overseas Experience: Syria; Turkey

Area Courses Taught: Islam; Sufism; Modern Islamic Thought

Research Specialization: Ottoman Islam; Sufism in the Ottoman Empire; modern Islamic thought

Time spent on teaching/research related to the Middle East: 80%

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: N/A

Recent Publications : "Who's in Charge?: The Tafsir al-Manar on Questions of Religious and Political Authority" in The Maghreb Review, vol. 32, no. 2-3 (2007), pp. 175-195; "God's Custom Concerning the Rise and Fall of Nations: The Tafsir al-Manar on Q 8:53 and Q 13:11" in The Maghreb Review, vol. 32, no. 1 (2007), pp. 91-103; "Christian Criticisms, Islamic Proofs: Rashid Rida's Modernist Defense of Islam. Translation and Analysis by Simon A. Wood" in Journal of Islamic Studies, vol. 20, no. 1 (2009), pp. 100-103. (book review)

Name: Hossein Kamaly
Title: Term Assistant Professor
Department and Tenure Status: Middle East, South Asian, and African Studies; non-tenured
Education: Ph.D., History, Columbia University, 2004; M.Sc., Mathematics, Statistics & Operations Research, New York University, 1996
Academic Experience: 2009-present, Assistant Professor, Barnard College; 2007-09, Assistant Professor of Perso-Islamic Studies, Columbia University; 2005-07, Adjunct Assistant Professor Columbia University; 2000-01, Adjunct Instructor, City University of New York, Hunter College, Brooklyn College; September 2004-August 2007, Middle East, Jewish & Islamic Studies Librarian, Columbia University
Language Competence (scale of 1-5): Persian: 5; Azeri Turkish: 5; Arabic: 4; French: 2; Ottoman Turkish: 3;
Overseas Experience: Conducted library research in England, France and Iran
Area Courses Taught: History of Islamic Societies; Major Texts from India and the Middle East; Topics in India and the Middle East; Islam; Quranic Studies and the Muslim Tradition of Exegesis; God in Muslim Thought; Sunnis, Sufis, Shias and Others in Islam; Classics of Persian Literature
Research Specialization: Iranian history and society; Islamic Studies
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: Ph.D.: 5; M.A.: 4; B.A.: 20
U.S. Government Fellowships Received: n/a
Recent Publications: God and Man in Tehran, Columbia University Press, forthcoming 2015; The Umayyad Poetry and the Theory of Divinely-Ordained Political Legitimacy, in Persian, 2009; "Whence Came the Aswaran," Journal of the Society for the Study of Persianate Societies, 2013; Review of Nadir Shah's Quest for Legitimacy in Post-Safavid Iran (monograph by Ernest Tucker), International Journal of Middle East Studies (IJMES), (2009), 41: 175-176.
Distinctions: Middle East Institute Travel Fellowship, Summer 2008; Presidential Fellow, Columbia University, 1999-2000; 1998-99 Robert Hofstadter Fellow, Department of History, Columbia University



Name: Charry Karamanoukian
Title: Lecturer in Armenian
Department and Tenure Status: Middle East, South Asian, and African Studies (MESAAS); non-tenured
Education: A.B.D., French Language and Literature; M.A., French Language and Literature, B.A., Translation
Academic Experience: 2009-present, Lecturer, Columbia University
Language Competence (scale of 1-5): Armenian: 5; French: 5; Arabic 3
Overseas Experience: N/A
Area Courses Taught: Elementary Armenian, Intermediate Armenian, Advanced Armenian
Research Specialization: Armenian language teaching
Time Spent on Teaching/Research related to the Middle East: 100%
Theses Supervised in Past 5 Years: N/A
U.S. Government Fellowships Received: N/A
Recent Publications: N/A

Name: Manouchehr Kasheff

Title: Researcher; Senior Assistant Editor, Encyclopaedia Iranica

Department and Tenure Status: Center for Iranian Studies, Columbia University; non-tenured

Education: M.Phil., Iranian Philology and Cultural History of Iranian Peoples, Columbia University, 1974; M.A., Iranian Languages, Columbia University, 1974; M.Ed., Educational Administration, Wisconsin State University, 1969; Certificate, Teaching English as a Second Language, San Francisco State College, 1962; Certificate, Teaching English as a Second Language, U.S. Dept. of Health, Education and Welfare, 1962; B.A., Teaching English as a Second Language and English Language and Literature, Tehran University, 1957

Academic Experience: Member of the Executive Committee and the Editorial Board, Association of the Study of Persianate Societies (ASPS) 2003-present; Quality controller and reviewer for Persian for NFC 2002-03; Lecturer of Persian, Columbia University 1985-present; Senior Assistant Editor, Encyclopaedia Iranica 1974-present; Treasurer/Secretary, American Association of Teachers of Persian 1988-2002; Consultant, Persian language, New York Board of Education 1984-88; Preceptor, Associate, Columbia University 1974-85; Instructor of Persian, Princeton University 1973-75; Teaching Assistant, Columbia University 1969-74

Language Competence (scale of 1-5): Persian: 5

Overseas Experience: Iran

Area Courses Taught: n/a

Research Specialization: Persian Language and Culture

Time Spent on Teaching/Research Related to the Middle East: 100%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: Fellowship for Graduate Study, London University, England 1961-62; Fulbright Fellowship, U.S. Dept. of Health, Education, and Welfare 1961-62

Recent Publications: History and Memoirs in Persian Poetry, Iran Nameh, 1997; Editor, with D. Amin, Iranica Varia: Papers in Honor of Ehsan Yarshater, Acta Iranica Series 30, Leuven, 1990

Distinctions: Recipient of the American Association of Teachers of Persian Lifetime Achievement Award, 2008

Name: Nanor Kebranian

Title: Assistant Professor

Department and Tenure Status: Middle East, South Asian, and African Studies; tenure track

Education: D.Phil., Oriental Studies, Oxford University, 2010; B.A., Comparative Literature and Philosophy, Fordham University, 2002

Academic Experience: 2010-present, Assistant Professor, Columbia University; 2008-10, Lecturer and Language Coordinator, Columbia University; 2009-2010, Director of Undergraduate Studies, Columbia University

Language Competence (scale of 1-5): Armenian: 5; French: 4; Turkish: 2; Ottoman: 1

Overseas Experience: England (study and research); France (research); Turkey (language study and research)

Area Courses Taught: Text and Territory; Witness: The Ethics and Aesthetics of Representation; Understanding Genocide: History, Society, Politics; The Ottoman Empire: Religion, Culture, Difference

Research Specialization: late Ottoman Empire; the modern Middle East; philosophy of religion; religion and literature; diaspora narratives and culture; the ethics of representation; and critiques of community

Time Spent on Teaching/Research Related to Middle East: 50%

Theses Supervised in Past 5 Years: 3

U.S. Government Fellowships Received: n/a

Recent Publications: "Lost in Conversion: Mourning the Armenian-Turk," *Middle Eastern Literatures*, Taylor & Francis Online, forthcoming 2015; "Imprisoned Communities: Punishing Politics in the Late Ottoman Empire," *Ottoman Armenians Vol. I: Life, Culture, Society*, Berlin: Houshamadyan, 2014; "Introduction" (11,500 words), Hagop Oshagan, *Remnants: The Way of the Womb*, Trans. G. M. Goshgarian, London: Gomidas Institute, 2013.

Distinctions: Junior Faculty Summer Research Grant, Columbia University, 2013; Chamberlain Fellowship, Columbia University, 2012; Nomination for Columbia University Lionel Trilling Teaching Award, 2009

Name: Gulnar Kendirbai
Title: Adjunct Assistant Professor
Department and Tenure Status: History; non-tenured
Education: Ph.D., Eotvos-Lorand University in Budapest, 1987; Ph.D., University of Tuebingen in Germany, 2003
Academic Experience: Kazakh Al-Farabi State University; College for Education of Women (Almaty, Kazakhstan); Columbia University
Language Competence (scale of 1-5): Kazakh: 5, Russian: 5, English: 4, German: 4, Chagatai (old Uzbek): 4, Persian: 3, Arabic: 2
Overseas Experience: ethnographic expeditions in the Central Asian republics of the former SU; academic research conducted in libraries and archives of Germany, France Russia, Uzbekistan, and Kazakhstan
Area Courses Taught: Introduction to Islamic Studies; Islam and World Religions; Central Asia: Imperial Legacies, New Images; Islam Across Eurasia; Islam and Russia; Expressions of Identity and Change in Muslim Eurasia
Research Specialization: Russian empire, former Soviet Union, Central Asia, Kazakhstan; colonialism, nationalism, ethnicity, Islam, nomadism, cultural anthropology, Central Asian intellectual history
Time spent on teaching/research related to the Middle East: 40%
Theses Supervised in Past 5 Years: 3
U.S. Government fellowships received: the Fulbright Commission and the American Councils (ACTR/ACCELS)
Recent Publications: Review of Yurii Malikov: Tsar, Cossacks, and Nomads. The Formation of a Borderland Culture in Northern Kazakhstan in the Eighteenth and Nineteenth Centuries, Berlin: Klaus Schwarz, 2011. *Ab Imperio* 3 (2012), pp. 428-434

Name: Rashid I. Khalidi
Title: Edward Said Professor of Arab Studies
Department and Tenure Status: History; tenured
Education: D.Phil., Oxford University, 1974; B.A., Yale University, 1970
Academic Experience: Lebanese University, American University in Beirut, Georgetown University, Columbia University, University of Chicago
Language Competence (scale of 1-5): Arabic: 5, French: 4
Overseas Experience: Lived for a month or more in Libya, Lebanon, Korea, Egypt, Syria, Saudi Arabia, Palestine/Israel, Britain, France, Spain; traveled extensively in Turkey, Jordan, Algeria, Tunisia, Kuwait, U.A.E., Bahrain, Greece, Spain, Germany, India, Japan
Area Courses Taught: Survey in Modern Middle East history; Seminars and colloquia on history of Palestine, nationalism in the Arab world, the Cold War in the Middle East, modern Islamic political movements; constitutionalism and democracy in the Middle East.
Research Specialization: history of the modern Middle East, nationalism, great power policies
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 7 completed, 8 in course of completion
U.S. Government Fellowships Received: Fulbright Serial Research Grant, 1991-93; AID Damascus research grant, 1989
Recent Publications: *Under Siege: P.L.O. Decision-making During the 1982 War* (New York: Columbia University Press, reissued with new preface, 2014), *Brokers of Deceit: How the U.S. has Undermined Peace in the Middle East* (Boston: Beacon, 2013), *Palestinian Identity: The Construction of Modern National Consciousness* (New York: Columbia University Press, reissued with new preface, 2010), *Sowing Crisis: The Cold War and American Dominance in the Middle East* (New York: Beacon Press, 2009).
Distinctions: Lionel Trilling Book Award for *Brokers of Deceit; How the U.S Has Undermined Peace in the Middle East*, 2014; MEMO Book Award for *Brokers of Deceit; How the U.S Has Undermined Peace in the Middle East*, 2013; American Academy of the Arts and Sciences Award, 2009; Distinguished Columbia Faculty Award, 2006-2007

Name: Mana Kia

Title: Assistant Professor

Department and Tenure Status: MESAAS; tenure-track

Education: BA, Vassar, 1997; M.A., New York University, 2001; Ph.D., Harvard, 2011

Academic Experience: 2013–present, Assistant Professor, Department of Middle Eastern, South Asian and African Studies

Overseas Experience: Germany, India, Iran, Myanmar, UK

Language(s): Persian: 5, Urdu: 3, Hindi: 2, French: 2, German: 1

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Societies and Cultures Across the Indian Ocean; Gender, Power, and Culture in Early Modern India; Readings in Indo-Persian Literature

Research and Teaching Specialization: social and cultural histories of West, Central and South Asia, 17th-19th centuries; Indo-Persian literary culture and social history; inter-Asian transregional travel and migration, gender and sexuality, and historiographies beyond nationalism.

Publications: “Imagining Iran before Nationalism: Geocultural Meanings of Land in Azar’s Ātashkadah.” In Rethinking Iranian Nationalism and Modernity, ed. K. Aghaie and A. Marashi. Univ. of Texas Press, 2014; “Limning the Land: Social Encounters and Historical Meaning in Early 19th-century Travelogues between Iran and India.” In On the Wonders of Land and Sea: Persianate Travel Writing, ed. Roberta Micallef and Sunil Sharma. Harvard University Press, 2013; “Accounting for Difference: A Comparative Look at the Autobiographical Travel Narratives of Muhammad ‘Ali Hazin Lahiji and ‘Abd al-Karim Kashmiri.” Journal of Persianate Studies (co-editor with Sunil Sharma of special issue, The Eighteenth Century Fracturing of the Persianate World), 2009

Theses Supervised in past five years: N/A

Name: Irena Klepfisz

Title: Adjunct Associate Professor

Department and Tenure Status: Women’s Studies; non-tenured

Education: BA, City College of New York; MA, University of Chicago; Ph.D., University of Chicago; Post Doctoral studies, Max Weinreich for Advanced Jewish; Studies at YIVO, Institute for Jewish Research

Academic Experience:

Overseas Experience:

Languages: English: 5, Yiddish: 5

Area courses taught: Women in Israel; 20th- and 21st Century American-Jewish Women Writers

Specialization: Women in Israel, Yiddish women writers; American Jewish Women's history, culture, observance, and literature;

Research on Middle East: 25%

Theses supervised: 2

Recent Publications: N/A

Name: Rina Kreitman
Title: Lecturer; Hebrew Language Coordinator
Department and Tenure Status: MESAAS; non-tenured
Education: Ph.D., Cornell University, 2008; B.A., Tel Aviv University, 1999
Academic Experience: 2010-present, Lecturer, Columbia University; 2006-10, Director, Hebrew Program, Emory University; 2004, Lecturer, Bar-Illan University
Language Competence (scale of 1-5): Hebrew: 5; Russian: 4
Overseas Experience: Born, studied, taught in Israel
Area Courses Taught: Beginner, Intermediate, Advanced Hebrew; Theoretical Linguistics
Research Specialization: Phonetics and phonology of Hebrew; language pedagogy
Time Spent on Teaching/Research Related to Middle East: 75%
Theses Supervised in Past 5 Years: n/a
U.S. Government Fellowships Received: n/a
Recent Publications: "Assimilation" in The Brill Encyclopedia of Hebrew Language and Linguistics, Vol. 1, 224-226, Boston, Brill, 2013; "Aspiration" in The Brill Encyclopedia of Hebrew Language and Linguistics, Vol. 1, 221-223, Boston, Brill, 2013;
Distinctions: Gold Nugget Award for professors rated consistently highest by students on Columbia Underground Listing of Professor Ability (CULPA)

Name: Kai Kresse
Title: Associate Professor
Department and Tenure Status: MESAAS; tenure-track
Education: Ph.D., Social Anthropology and African Studies, SOAS, University of London, 2002; M.Sc., Social Anthropology, LSE, University of London, 1997; M.A., Philosophy, University of Hamburg, 1996
Academic Experience: 2010-12, Berlin Graduate School for the Study of Muslim Societies and Cultures; 2010-12, Professor, Freie Universitaet Berlin, Germany: Institut fuer Ethnologie; 2002-09, University of St Andrews, Scotland, Department of Social Anthropology; 1999-2002, University of London, Department of African Studies
Language Competence (scale of 1-5): German: 5; Swahili: 4; Afrikaans: 2; French: 2
Overseas Experience: Education and teaching in Germany and United Kingdom; Vice-Director for Research, Zentrum Moderner Orient (ZMO), Berlin; Extended travels in East Africa since 1990; year-long research stay in Kenya, 1998-1999
Area Courses Taught: Anthropology of Islam and Regional Ethnography; East Africa and the Swahili Coast in an Interconnected World; African Civilizations; African Intellectual Histories
Research Specialization: Research on the East African Swahili coast; topically specifically on: forms of knowledge in social context; Swahili thinkers and Islamic scholars; knowledge and intellectual practice; Islam in East Africa; Swahili Muslim publics; Philosophy and Anthropology; Anthropology of Islam
Time spent on teaching/research related to the Middle East: 25%
Theses Supervised in Past 5 Years: 5
U.S. Government Fellowships Received: n/a
Recent Publications: "On the skills to navigate the world, and religion, for coastal Muslims in Kenya" in Magnus Marsden and Konstantinos Retsikas, eds, Articulating Islam: Anthropological Approaches to Muslim Worlds. Amsterdam: Springer, 77-100, 2013; "Interrogating 'cosmopolitanism' in an Indian Ocean setting: thinking through Mombasa on the Swahili coast" in Derryl N. MacLean and Sikeena K. Ahmed, eds, Cosmopolitanisms in Muslim Contexts: Perspectives from the Past, Edinburgh University Press, 31-50, 2012
Distinctions: Member of the editorial collective for the journal Comparative Studies in South Asia, Africa and the Middle East, Duke University Press; editorial advisory board member of the journals Africa (Cambridge University Press), Islamic Africa (Northwestern University Press)

Name: Jerusha T. Lamptey

Title: Assistant Professor

Department and Tenure Status: Union Theological Seminary, Interreligious Engagement & Theology; non-tenured

Education: Ph.D., Theological and Religious Studies, Georgetown University, 2011; M.A. Theological and Religious Studies, Georgetown University, 2010; M.A., Islamic Studies, Graduate School of Islamic and Social Sciences, 2004; B.A., Anthropology and Religion, The American University, 1997

Academic Experience: 2012–present, Assistant Professor of Islam and Ministry, Union Theological Seminary in the City of New York; 2011–2012, Visiting Professor, Department of Theology, Georgetown University; 2006–2011, Lecturer, Department of Theology, Georgetown University

Language Competence (scale of 1-5): English: 5, French: 4, Arabic: 4, Spanish: 2, Twi: 2

Overseas Experience: Ghana, France, Costa Rica, Canada

Area Courses Taught: Islam: Origins, Religious Thought and Practice; Sufism; The Qur'an: Engaging a Sacred Text; Violence and Pacifism in Islamic Thought; Women, Interpretation and Islam; Islam and Religious Diversity; Comparative Feminist Theology: Islamic and Christian

Islamic Theologies of Religions

Research Specialization: Religious Pluralism, Islamic Theology of Religions, Muslima Theology

Time spent on teaching/research related to the Middle East: 90%

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: Fulbright Scholar 2000-2002

Recent Publications [limit to 3]: Never Wholly Other: A Muslima Theology of Religious Pluralism. New York: Oxford University, 2014; "Lateral and Hierarchical Religious Difference in the Qur'an: Muslima Theology of Religious Pluralism." In Understanding Religious Pluralism, edited by Peter Phan and Jonathan Ray. Eugene, OR: Wipf & Stock, 2014; "Thinking Differently about Difference: Muslima Theology and Religious Pluralism." The Journal of Interreligious Studies, Issue 13 (Winter 2014): 34-43

Name: Brian Larkin

Title: Associate Professor

Department and Tenure Status: Anthropology, Barnard College; tenured

Education: Ph.D., Anthropology, New York University, 1998; M.A., Anthropology, New York University, 1993; B.A., Birmingham University, 1987

Academic Experience: 1998–present, Associate Professor, Barnard College; 1998, Adjunct Professor, New York University

Language Competence (scale of 1-5): Hausa: 2, French: 2

Overseas Experience: Nigeria, Ghana

Area Courses Taught: Societies and Cultures of Africa; African Popular Culture; Urban African Cultures, Religion and Media

Research Specialization: Media; urbanization; globalization; Islam; northern Nigeria

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: 9

U.S. Government Fellowships Received: n/a

Recent Publications: **Secular Machines:** Media and the Materiality of Islamic Revival, forthcoming; "On National Allegory" in Social Text 100: 164-167, 2009; "Islamic Renewal, Radio and the Surface of Things" in Aesthetic Formations: Media, Religion, Senses (New York: Palgrave Macmillan, 2009); Signal and Noise: Media Infrastructure and Urban Culture in Nigeria, Durham: Duke UP, 2008.

Distinctions: Board member of the Society for Cultural Anthropology of the American Anthropological Association

Name: Austin Long

Title: Assistant Professor

Department and Tenure Status: School of International and Public Affairs; non-tenured

Education: Ph.D., Political Science, Massachusetts Institute of Technology, 2010; B.S., Sam Nunn School of International Affairs, Georgia Institute of Technology, 1998

Academic Experience: 2009-present, Assistant Professor of International Security Policy and Strategic Studies, Columbia University; 2009-10 Consultant, International Crisis Group; 2007-09, Associate Political Scientist, RAND Corporation; 2004-06, 2009, Teaching Assistant, Massachusetts Institute of Technology

Language Competence (scale of 1-5): n/a

Overseas Experience: Iraq, Afghanistan

Area Courses Taught: Intelligence and Special Operations; Understanding Intelligence Operations; Weapons of Mass Destruction

Research Specializations: low-intensity conflict; intelligence; military operations; nuclear forces; military innovation; political economy of national security

Time Spent on Teaching/Research Related to Middle East: 75%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: "Whack-a-Mole or Coup de Grace? Institutionalization and Leadership Targeting in Iraq and Afghanistan" Security Studies, forthcoming 2014; "Green on Blue": Insider Attacks in Afghanistan," Survival v. 55 n.2, May-June 2013; "Distinctions: Council on Foreign Relations International Affairs Fellowship in Nuclear Security, 2014-2015; Commander's Award for Civilian Service (equivalent to Army Commendation Medal), U.S. Army, 2013;

Name: Mahmood Mamdani

Title: Herbert Lehman Professor of Government

Department and Tenure Status: Government, Anthropology, Political Science, MESAAS; tenured

Education: Ph.D., Government, Harvard University, 1974; M.A.L.D., Law and Diplomacy, Fletcher School of Law and Diplomacy, 1969; M.A., Political and Economic Development, Fletcher School of Law and Diplomacy, 1968; B.A., Political Science, University of Pittsburgh, 1967

Academic Experience: 1999-present, Herbert Lehman Professor of Government, Columbia University; 2010-present, Professor and Executive Director, Makerere Institute of Social Research, Kampala, Uganda; 1999-2004, Director of Institute of African Studies, Columbia University; 1996-99, AC Jordan Professor and Director of Center African Studies, University of Cape Town; 1991-96, Executive Director of Center for Basic Research, Kampala, Uganda; 1980-93, Associate Professor/Senior Lecturer in Political Science, Makerere University, Kampala, Uganda; 1973-79, Senior Lecturer/Lecturer in Political Science/Economy, University of Dar-es-Salaam

Language Competence (scale of 1-5): Kiswahili: 3, Hindustani: 5, Gujarati: 5, French: 2

Overseas Experience: Uganda, South Africa, Tanzania, Sweden, Senegal, and others

Area Courses Taught: The Modern State and the Colonial Subject; Political Identity, Civil Wars and State Reform in Africa; The Cold War and the Third World; Major debates in the Study of Africa

Research Specialization: Government and Anthropology; African Studies

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: 7

U.S. Government Fellowships Received: N/A

Recent Publications: Define and Rule: Native as Political Identity (Harvard, 2013); Saviors and Survivors: Darfur, Politics, and the War on Terror (New York: Pantheon, 2009); Scholars in the Marketplace: The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005 (Dakar: Codesria, 2007); Good Muslim, Bad Muslim: America, the Cold War and the Origins of Terror (New York: Pantheon, 2004).

Distinctions: Distinguished Columbia Faculty Award, 2010-2011

Name: Kimberly Marten,
Title: Ann Whitney Olin Professor of Political Science
Position/Tenure Status: Political Science, Barnard College ; Tenured;
Education: Ph.D., Stanford University, 1991
Language Proficiencies: Russian (3)
Overseas Experience: Russia, Japan, Georgia, Kazakhstan, Kyrgyzstan, Turkmenistan, Kosovo, Israel, Palestinian Authority, Afghanistan, South Korea, India, Belgium, Australia, Canada
Percent of Time Dedicated to Middle East Studies: 25%
Research and Teaching Specializations: Politics and Security in Eurasia, Non-State Armed Actors and State-Building, Causes of Terrorism and the Effects of Counter-Terrorism Policies
Dissertations and Theses Supervised (Last 5 Years): 2 Masters Theses
Relevant Courses Taught: POLSVI601 International Politics; POLSX3055 Coll: Pol Violence & Terro; MEUSG4999 Supervised Individual Res; POLSX3118 Coll: Problems in Int'l Sec; SIPAU9000 Capstone Workshop.
Recent Publications: "Reformed or Deformed? Patronage Politics, International Influence, and the Palestinian Authority Security Forces," accepted for publication in *International Peacekeeping* (forthcoming, 2015); "A New Explanation for Russian Foreign Policy: The Power of Informal Patronage Networks," PONARS Eurasia Policy Memo 274, September 2013; "Warlords and Governance," in *The Transnational Governance of Violence and Crime: Non-State Actors in Security*, ed. Anja P. Jakobi and Klaus Dieter Wolf (Houndmills, UK: Palgrave Macmillan, 2013) pp. 23-29. Governance and Limited Statehood Series; *Warlords: Strong-Arm Brokers in Weak States*. Ithaca: Cornell University Press, 2012; "Uncertain Loyalty: The Challenges of Cooperating with Militias," *Jane's Intelligence Review*, December 2012: 41-5.
Distinctions: Acting Director, Harriman Institute (2012-2013); Life Member, Council on Foreign Relations; Selected as a Non-Resident Associate Fellow at the Asia Society (2006-2009); Recipient, Marshall Shulman Prize from the American Association for the Advancement of Slavic Studies for *Engaging the Enemy: Organization Theory and Soviet Military Innovation, 1955-1991*; Barnard Faculty Representative, U.S. State Department Women in Public Service Project (2011-2012); Recipient of several grants, including from the Smith Richardson Foundation and the Carnegie Corporation of New York.

Name: Joseph A. Massad
Title: Professor
Department and Tenure Status: Middle East, South Asian, and African Studies; tenured
Education: Ph.D., Political Science, Columbia University, 1998; M.A. and B.A., Political Science, University of New Mexico
Academic Experience: Professor/Associate/Assistant Professor and Instructor, Columbia University; Spring 1998, Visiting Assistant Professor, Pratt Institute, School of Liberal Arts and Science
Language Competence (scale 1-5): Arabic: 5, Spanish: 5, French: 5, Italian: 5; Hebrew: 2 (basic reading ability)
Overseas Experience: Jordan, Egypt
Area Courses Taught: Nationalism, Sexuality, Pschoanalysis, Palestinian and Israeli Politics and Societies, Contemporary Culture in the Arab World, comparative literature, Islam, orientalism
Research Specialization: Post-Colonial Studies; Jordan; theories of nationalism, sexuality, race, and religion, Islam, liberalism
Time Spent on Teaching/Research Related to Middle East: 100%
Theses Supervised in Past 5 Years: 5
U.S. Government fellowships received: N/A
Recent Publications: *Islam in Liberalism* (Chicago: University of Chicago Press, 2014) *Desiring Arabs* (Chicago: University of Chicago Press, 2007); *The Persistence of the Palestinian Question: Essays on Zionism and the Palestinian Question* (London: Routledge, 2006); *Colonial Effects: The Making of National Identity in Jordan* (New York: Columbia UP, 2001)

Name: Brinkley Messick

Title: Professor

Department and Tenure Status: MESAAS, Anthropology; tenured

Education: Ph.D., Princeton, 1978; M.A., Princeton, 1974; B.A., University of Pennsylvania, 1969

Academic Experience: 1997-present, Professor, Columbia University; 1993-98, Associate Professor, University of Michigan; 1991-93, University of Michigan, Assistant Professor; 1987-91, Lecturer, Brandeis; 1984-87, Visiting Assistant Professor, University of Massachusetts; 1983-84, Visiting Fellow, Princeton; 1982-83, Research Associate and Lecturer, University of Pennsylvania; 1980-81, Visiting Assistant Professor, Washington University; 1979, Visiting Assistant Professor, Colorado College

Language Competence (scale of 1-5): Literary Arabic: 4, Colloquial Yemeni and Moroccan Arabic: 4, French: 4, Italian: 4

Overseas Experience: summer fellowship in Cairo, seven years studying Islamic law in Yemen, three years studying and teaching languages in Morocco

Area Courses Taught: Cultures of the Middle East, Graduate Middle East Seminar, Islamic Law, Arabia Imagined, Cultures of North Africa, Religion and Ritual, Early and Modern History of the Middle East, Muslim Societies.

Research Specialization: Writing and reading, considered as cultural and historical phenomena, in Islamic societies in both Arabia and North Africa; legal anthropology and legal history, with specific interests in Islamic law

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 11 dissertation sponsor; 15 committee member

U.S. Government Fellowships Received: Fulbright (CIES) lecturing and research grant, serial, 3 years; National Defense Education Act Title VI, Arabic Fellowship (four years)

Recent Publications: "Fatwa, Modern," *Encyclopedia of Islam*, 3rd Ed. (2015); "Interpreting Tears: A Marriage Case from Imamic Yemen," *The Islamic Marriage Contract* (Harvard, 2008); "Property and the Private in a Sharia System," *Social Research*, 2003; *Islamic Legal Interpretation: Muftis and Their Fatwa*, co-edited with Khalid Masud and David Powers (Cambridge, Mass.: Harvard University Press: 1996); *The Calligraphic State: Textual Domination and History in a Muslim Society* (Berkeley: University of California Press: 1993)



Name: Marc Van De Mieroop

Title: Professor

Department and Tenure Status: History; tenured

Education: Ph.D., Yale University, 1983; M.A., Yale University, 1980; B.A., Katholieke Universiteit, 1978

Academic Experience: 1996-present, Professor, Columbia University; 2006-07, Professor, University of Oxford; 1989-96, Associate Professor, Columbia University; 1984-89, Assistant Professor, Columbia University; 1983-84, Lecturer, Yale University

Language Competence (scale of 1-5): Akkadian: 5, Sumerian: 5, German: 5, French: 5, Dutch: 5, Italian: 3

Overseas Experience: Egypt, Iraq, Syria

Area Courses Taught: Ancient History of Mesopotamia and Asia Minor; Theories of Culture: the Middle East and South Asia; Ancient History of Egypt

Research Specialization: intellectual history of ancient Babylonia

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 5

U.S. Government Fellowships Received: National Endowment for the Humanities

Recent Publications: *Ur III Tablets from the Columbia University Libraries*, 2010; *A History of Ancient Egypt*, Wiley-Blackwell, 2011; *Crossroads and Cultures: A History of the World's Peoples*, Bedford, 2012.

Distinctions: Guggenheim Fellow, 2013

Name: Dan Miron

Title: Leonard Kaye Professor of Hebrew and Comparative Literature

Department and Tenure Status: Middle East, South Asian, and African Studies; tenured

Education: Ph.D., Columbia University; M.A., Hebrew University; B.A., Hebrew University

Academic Experience: 1986, Visiting Professor, Columbia University; 1985, Visiting Professor, Yale University; 1985-86, Professor, Tel Aviv University; 1982-84, Visiting Professor, Columbia University; 1977-85, Professor, The Hebrew University of Jerusalem; 1976, Visiting Professor, Columbia University; 1974-75, Associate Professor, The Hebrew University of Jerusalem; 1971-73, Visiting Professor, Columbia University

Language Competence (scale of 1-5): Hebrew: 5

Overseas Experience: born, studied, and taught in Israel

Area Courses Taught: Introduction to Israeli Literature; Zionism: A Cultural Perspective; Dynamics of Israeli Culture: Poetry

Research Specialization: Hebrew and Yiddish Literature

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 5

U.S. Government Fellowships Received: n/a

Recent Publications: *The Prophetic Mode in Modern Hebrew Poetry*, New Milford, CT: Toby Press, 2010; *From Continuity to Contiguity—Toward a New Jewish Literary Thinking*, Stanford University Press, 2010.

Distinctions: Recipient of the Israel Prize for Literary Scholarship, 1993

Name: Timothy P. Mitchell

Title: Professor

Department and Tenure Status: MESAAS, School of International and Public Affairs; tenured

Education: Ph.D., Princeton University, 1984; B.A., Cambridge University, 1977 (converted to MA 1981)

Academic Experience: 2008-present, Professor, Department of Middle East, South Asian, and African Studies, and School of International and Public Affairs, Columbia University; 2002-2008, Professor, Department of Politics and Department of Middle Eastern and Islamic Studies, New York University; 1996-2003, Director, Center for Near Eastern Studies, New York University; 1992-2002, Associate Professor; 1985-92, Assistant Professor

Language Competence (scale of 1-5): Arabic: 4, French: 3

Overseas Experience: Research trips to the Middle East every year for the past thirty years, for periods ranging from two weeks to nine months

Area Courses Taught: G6020 Colonialism (graduate seminar); U6205 Techno-politics, democracy, and Development (graduate seminar); W3260 Re-Thinking Middle East Politics (undergraduate lecture course); G4260 Re-Thinking Middle East Politics (Graduate seminar)

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: Rosie Bsheer (PhD History, Columbia, 2014); Dale Stahl (PhD, History, Columbia, 2014); Leyla Amzi, (PhD, MESAAS, 2013); Hamid Rezai (PhD MESAAS, Columbia, 2012); Dina Ramadan (PhD, MESAAS, Columbia, 2012); Yunus Sozen (Ph.D., Department of Politics, NYU 2009)

U.S. Government Fellowships Received: National Endowment for the Humanities Fellowship

Recent Publications: *Carbon Democracy: Political Power in the Age of Oil* (Verso Press, 2011; French translation 2013); "Economentality: How the Future Entered Government," *Critical Inquiry*, 40/4 (2014); 'Egypt.' *Oxford Companion to Comparative Politics*, 2012; "The Resources of Economics: Making the 1973 Oil Crisis." *Journal of Cultural Economy*, 3/2 (2010)

Name: Mahnaz Moazami

Title: Associate Research Scholar

Department and Tenure Status: Center for Iranian Studies; non-tenured

Education: Ph.D., History of Religions, Sorbonne University, School for Advanced Study in Religion Sciences, 1995

Academic Experience: 1998-1999, Post-Doctoral Fellow, Yale University; 1997-1998, Senior Fellow, Harvard University; 1995-96, Post-Doctoral Fellow, Harvard University

Language Competence (scale of 1-5): Persian: 5, French: 5, Old Persian: 5, Avestan: 5, Middle Persian (Pahlavi): 5, Sogdian: 3, Aramaic: 3

Overseas Experience: Education in France

Area Courses Taught: Middle Persian I & Middle Persian II (Spring 2008-Fall 2013); Talmudic Babylonia (Spring 2010); Reading “Talmudic Pahlavi” (Spring 2011); Advanced Middle Persian (Fall 2013); Seminar: Pahlavi Legal Texts (Spring 2014) at Bernard Revel Graduate School of Jewish Studies, Yeshiva University, New York

Research Specialization: Zoroastrianism, Old and Middle Iranian Languages, Manichaeism, Sasanian History (3rd-4th Century CE)

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: 3

U.S. Government Fellowships Received: N/A

Recent Publications: Wrestling with the Demons of the Pahlavi Widewdad. Transcription, Translation, and Commentary, Brill: Leiden-Boston, 2014; Zoroaster and Zoroastrianism, Encyclopaedia Iranica Foundation: New York (forthcoming); S. K. Mendoza Forrest, Witches, Whores, and Sorcerers: The Concept of Evil in Early Iran. Foreword and Other Contributions by Profs Oktor Skjærvø. University of Texas Press Austin, 2011, in Journal of the American Academy of Religion, 2013

Name: Ellen F. Morris

Title: Assistant Professor

Department and Tenure Status: Department of Classics and Ancient Studies; tenure track

Education: Ph.D., University of Pennsylvania, 2001; B.A., Barnard College

Academic Experience: 2012-present, Assistant Professor, Barnard College; 2008-12, Clinical Assistant Professor of Egyptology, New York University; 2006-12, Visiting Associate Research Scholar, Columbia University; 2005-06, Lecturer, Columbia University

Language Competence (scale of 1-5): Middle Egyptian: 5

Overseas Experience: Extensive excavation and research in Egypt

Area Courses Taught: Archaeology of Ancient Egypt and Nubia; Ancient Cities: Urbanism in the Ancient Near East and Mediterranean Worlds; Identity and Society in Ancient Egypt

Research Specialization: Imperialism in Egypt and the ancient Near East; sexuality, power and performance; political fragmentation

Time Spent on Teaching/Research Related to Middle East: teaching 25%, research 25%

Theses Supervised in Past 5 Years: 2

U.S. Government Fellowships Received: n/a

Recent Publications: Propaganda and performance at the dawn of the state. In *Experiencing Power, Generating Authority: Cosmos, Politics, and the Ideology of Kingship in Ancient Egypt and Mesopotamia*, ed. J. A. Hill, et al. Philadelphia: University of Pennsylvania Museum Press, pp. 33-64, 2013; **Distinctions:** Jane and Morgan Whitney Art History Fellowship at the Metropolitan Museum, 2007-08; Andrew J. Mellon Postdoctoral Research Fellow, University of Michigan, 2002-03

Name: Dipali Mukhopadhyay

Title: Assistant Professor

Department and Tenure Status: School of International Affairs; tenure track

Education: Ph.D., Tufts University, 2011; M.A., Law and Diplomacy, Tufts University, 2005; B.A., Political Science, Yale University, 2002

Academic Experience: 2012-present, Assistant Professor, Columbia University; 2012, Non-Resident Fellow, Liechtenstein Institute on Self-Determination, Princeton University; 2011-12, Postdoctoral Fellow, Liechtenstein Institute on Self-Determination, Princeton University

Language Competence (scale of 1-5): French: 3; Persian: 2

Overseas Experience: Research and consulting in Afghanistan

Area Courses Taught: State Formation, Violence, and Intervention in the Modern World; Unconventional Warriors: The Exploitation and Management of Violence by Non-State Armed Actors

Research Specialization: State formation, violence, and intervention; non-state armed actors; the politics and law of intervention and conflict management

Time Spent on Teaching/Research Related to Middle East: 50%

Theses Supervised in Past 5 Years: N/A

U.S. Government Fellowships Received: U.S. Institute of Peace, Jennings Randolph Dissertation Peace Scholarship, 2008-09; Jacob K. Javits Fellowship, 2003-07

Recent Publications: Warlords, Strongman Governors and the State in Afghanistan, New York: Cambridge University Press, 2014; "The Slide from Withdrawal to War: the UN Secretary General's Failed Effort in Afghanistan, 1992" in International Negotiation 17, no 3, 2012; "Warlord as Governor in Afghanistan" in Working Toward Peace and Prosperity in Afghanistan, edited by Wolfgang Danpseckgruber, Boulder: Lynne Reiner Publishers, 2011.

Distinctions: Faculty Grant Award, Columbia University, 2014; Outstanding Teaching Award, Columbia University, 2013; Eisenhower Institute, Roberts Fellowship, 2010

Name: Youssef Nouhi

Title: Lecturer

Department and Tenure Status: MESAAS; non-tenured

Education: Ph.D. Candidate, Linguistics, University of Southern California; M.S. Candidate, Computational Linguistics, University of Southern California; M.A., Linguistics, University of Southern California, 2003; M.A., Linguistics, University of Ottawa, Canada, 1996

Academic Experience: 2006-present, Lecturer in Arabic, Columbia University; 2001-05, Teaching Assistant in Arabic, University of Southern California; Jan-Dec 2004, Arabic Linguist in Information Science Institute (ISI), University of Southern California

Language Competence (scale of 1-5): Arabic: 5; Berber: 5; French: 4

Overseas Experience: Morocco and Canada

Area Courses Taught: Third Year Arabic; Arabic for Heritage Speakers

Research Specialization: Arabic Studies and Linguistics

Time Spent on Teaching/Research Related to the Middle East: 100%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: n/a

Distinctions: Gold Nugget Award for professors rated consistently highest by students on Columbia Underground Listing of Professor Ability (CULPA)

Name: Jean-Marc Ran Oppenheim

Title: Adjunct Associate Professor and Outreach Lecturer

Department and Tenure Status: Program in Social Studies, Teachers College; non-tenured

Education: Ph.D., Columbia University, 1991; M.Phil., Columbia University, 1978; M.A., Columbia University, 1976; B.A., History, Columbia University, 1976

Academic Experience: 2004-present, Teachers College, Program in Social Studies, Columbia University; 2004-2005, Extension Program, Columbia University; 1976-1977, Instructor, Department of History, Columbia University; 2000-2010; Adjunct Associate Professor, Center for Global Affairs, New York University; 2009-present, 1997-2004, Spring 1991, Visiting Associate Professor, Department of History and Middle East Studies Program, Fordham University

Language Competence (scale of 1-5): French: 5, German: 3, Spoken Egyptian Arabic: 3

Overseas Experience: residency in U.K., France, Egypt; travel to Israel, PNA, Jordan, and Caribbean

Area Courses Taught: The Medieval Mediterranean: Corridor of Cultures for Jews, Christians, and Moslems; Classical and Medieval Islam; Islam and Politics in the Modern World; Egypt and the Modern World, 18th-21st centuries; Bonaparte to Bin Laden: the Impact of the West on the Middle East from 1798 to 2001; Herzl to Hamas: The Origins and the Course of the Arab-Israeli Conflict; Imperialism, Nationalism and Fundamentalism in the Modern Middle East and North Africa; The Dynamics of the Contemporary Middle East; Teaching World History and Geography to Teachers; Teaching the Middle East from Muhammad to McDonald's

Research Specialization: Imperialism and colonialism

Time spent on teaching/research related to the Middle East: 100%

Theses Supervised in Past 5 Years: 3 (M.A.)

U.S. Government fellowships received: Fulbright-Hayes, Egypt and U.K., 1981-1983

Recent Publications: The Views from the Edges; Essays in Honor of Richard W. Bulliet (Columbia UP, 2004); "The Jews of Egypt and the Sudan" in The Jews of the Modern Middle East and North Africa (Columbia UP, 2003); "

Name: Christine Philliou

Title: Associate Professor

Department and Tenure Status: History; tenured

Education: Ph.D., History, Princeton University, 2004; M.A., History, Princeton University, 2000; M.A., Near Eastern Studies, Princeton University, 1998; B.A., History, Columbia College, 1994

Academic Experience: 2014- present, Associate Professor, Columbia University; 2012-2013, Visiting Professor, Central European University; 2004-2006, Post-doc/Lecturer, Yale University

Language Competence (scale of 1-5): Turkish: 4-5, Farsi: 2-3, Greek: 5, French: 3, Spanish: 2, Arabic: 1

Overseas Experience: Residence and research in Turkey, Greece, Bulgaria, Romania, United Kingdom, France; travel in Iran, Ukraine, Cuba, Ecuador, Germany, Italy; Visiting Professor and research fellow in Budapest, Hungary

Area Courses Taught: Ottoman History, Ottoman Empire in the Arab World, Hegemony and Rebellion in the Early Modern Middle East, The Ottoman Empire and its Rivals, Greece Faces East, The Post-Ottoman World

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government Fellowships Received: ARIT/NEH post-doctoral fellowship, 2004

Recent Publications: "The Ottoman Empire and the Imperial Turn," in Comparative Studies in Society and History (October 2012); "When the Clock strikes twelve: The inception of an Ottoman past in early Republican Turkey," in Comparative Studies in South Asia, Africa, and the Middle East (June 2011); Biography of an Empire: Governing Ottomans in an Age of Revolution (2011); "Communities on the Verge: Unraveling the Phanariot Ascendancy in Ottoman Governance," in Comparative Studies in Society and History 51 (Jan. 2009)

Distinctions: Distinguished Columbia Faculty Award, 2013-2014; Sakip Sabanci International Research Award for *The Paradox of Perceptions: Interpreting the Ottoman Past Through the National Present*, 2007

Name: Lawrence G. Potter

Title: Adjunct Associate Professor

Department and Tenure Status: School of International and Public Affairs; non-tenured

Education: Ph.D., Columbia University, 1992; M. Phil, Columbia University, 1981; M.A. School of Oriental and African Studies, Univ. of London, 1971; B.A., Tufts University, 1970

Academic Experience: 2002-present, Adjunct Associate Professor, Columbia University (Appointments in SIPA and History Department); 1996-2002, Adjunct Assistant Professor, Columbia University; 1997-98, Bryn Mawr College; 1993-95, Visiting Assistant Professor, State University of New York, Stony Brook; 1993-94, Lecturer, Tufts University, 1993-94.

Language Competence (scale of 1-5): French: 4, Persian: 4, German: 1, Arabic: 1

Overseas Experience: Taught English in Iran, 1972-76; Visiting Fellow, Georgetown University School of Foreign Service, Doha, Qatar, 2011-12; Extensive travel in the Middle East and South Asia

Area Courses Taught: The Persian Gulf in the Twentieth Century; Security and International Politics of the Persian Gulf; Modern Iran: Religion, Politics and Social Change; Modern Afghanistan: History, Culture, Politics; Modern Iran: From Monarchy to the Islamic Republic

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government Fellowships Received: N/A

Recent Publications: “The Persian Gulf: Tradition and Transformation,” in *Headline Series* nos. 333-34 (New York: Foreign Policy Association, 2011); “Persian Gulf Security: Patterns and Prospects,” in *Iran and the West: Regional Interests and Global Controversies* (Stockholm: Swedish Defence Research Agency, 2011; Editor, *Sectarian Politics in the Persian Gulf* (London: Hurst, 2013); Editor, *The Persian Gulf in History* (New York: Palgrave Macmillan, 2009); co-edited with Gary Sick, *Iran, Iraq, and the Legacies of War* (New York: Palgrave Macmillan, 2004); co-edited with Gary Sick, *Security in the Persian Gulf: Origins, Obstacles, and the Search for Consensus* (New York: Palgrave Macmillan, 2002).

Name: Dagmar A. Riedel

Title: Associate Research Scholar

Department and Tenure Status: Center for Iranian Studies; non-tenured

Education: PhD, Indiana University, 1997–2004; Magistra Artium, Universität Hamburg, 1986–1995

Academic Experience: 2012, Instructor, Medieval and Renaissance Studies, Columbia University; 2006-2010, Adjunct instructor, Asien-Afrika-Institut, Universität Hamburg; 1997-1999, Teaching Assistant, Indiana University

Language Competence (scale of 1-5): Arabic: 4, Persian: 4, Turkish: 2

Overseas Experience: 2005–2006, Ireland; 1997–2005, US; 1992, Israel and the Westbank, field trip of the Middle Eastern Studies Department at the Universität Hamburg, Hamburg, Germany; 1991, Tunisia, Arabic course at the Bourguiba Institute, Tunis; 1989, Egypt, Arabic course at Ain Shams University, Cairo; 1988, Turkey, tutor of a Turkish teenager, Avşa Adası and Istanbul

Area Courses Taught: Workshop on Islamic manuscripts for Masters students in the interdisciplinary MA program of Medieval & Renaissance Studies, Columbia University

Research Specialization: history of the book in Arabic script; Islamic historiography in Arabic and Persian

Time spent on teaching/research related to the Middle East: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: N/A

Recent Publications: “Islamic Books: A Research Blog about Manuscripts, Printed Books, and Ephemera in Arabic Script”, Columbia University Libraries; “The Quran in East and West: Manuscripts and Printed Books,” Burke Library, Columbia University, 2013; “Manuscripts, Printed Books, and Near Eastern Studies in North America: The Manuscripts in Arabic Script of Columbia Libraries,” *Journal of Islamic Manuscripts*, forthcoming in 2014.

Name: Emmanuelle Saada

Title: Associate Professor

Department and Tenure Status: French and Romance Philology; tenure track

Education: Ph.D., Ecole des Hautes Etudes en Sciences Sociales/ Ecole Normale Supérieure, Paris, 2001; Diplôme d'Etudes Approfondies, Social Sciences, EHESS, Paris, 1994; Agrégation de Sciences Sociales (history, sociology, economics-- ranked 1st in France), 1992; M.A., Sociology. University Paris-VIII-Saint-Denis (highest honors), 1991; B.A., Sociology, Economics and Philosophy, University Paris-X-Nanterre, 1990.

Academic Experience: 2006-present, Associate Professor, Columbia University; 2003-07, Researcher, Ecole Normale Supérieure; 2002-05, Assistant Professor, New York University; 1997-2002, Assistant Director, Institute of French Studies, New York University; 1994-97, Lecturer, New York University

Language Competence (scale of 1-5): French: 5, German: 5, Arabic: 3

Overseas Experience: Extensive study and teaching in France,

Area Courses Taught: French Empires; Middle East and North Africa Seminar in Paris/Amman

Research Specialization: Nineteenth and Twentieth Century French Imperialism; Legal Cultures
Time Spent on Teaching/Research Related to the Middle East: teaching 25%, research 75%

Theses Supervised in Past 5 Years: 6

U.S. Government Fellowships Received: n/a

Recent Publications: *La Colonisation, une histoire du présent* (Paris: Gallimard, collection Folio Histoire, forthcoming); *Le Recours à la justice administrative*, edited with Jean-Gabriel Contamin, Alexis Spire and Katia Weidenfeld (Paris: La documentation française, 2008); **Distinctions:** Lenfest Distinguished Faculty Award, 2012; French Voices-Pen American Center Award, 2009; Auguste Pavie Prize, 2008

Name: George Saliba

Title: Professor of Arabic and Islamic Science

Department and Tenure Status: MESAAS; tenured

Education: Ph.D., University of California, Berkeley; M.A., University of California, Berkeley; M.A., American University of Beirut, 1965; B.S., American University of Beirut, 1963

Academic Experience: 1978-present, Assistant Professor to Full Professor, Columbia University; 1976-1978, Assistant Professor, New York University; 1974-1976, Post-Doctoral Fellow, Center for Middle East Studies, Harvard University

Language Competence (scale of 1-5): Arabic: 5; French: 4; Persian: 3; German: 3; Spanish: 3; Ottoman: 2

Overseas Experience: Traveled for research purposes to Egypt, Morocco, Syria, Lebanon, Jordan, Kuwait, Saudi Arabia, Turkey, Iran, India, Uzbekistan, and Italy, Spain, France, England, Germany

Area Courses Taught: Introduction to Islamic Civilization; Contemporary Islamic Civilization; Survey of Islamic Science; Islam and Western Science; Readings in Classical Arabic; Science Across Cultures

Research Specialization: History of Arabic science

Time Spent on Teaching/Research Related to Middle East: 100%

Number of Dissertations/Theses Supervised in Past 5 Years: 4

U.S. Government Fellowships Received: Multiple from National Endowment for the Humanities and National Science Foundation

Recent Publications: *Islamic Science and the Making of The European Renaissance*, Cambridge, Mass.: M.I.T. Press, 2007; "The Scientific Tradition", *The Islamic World*, ed. Andrew Rippin, New York: Routledge, 2008; "Illustrated Books May be Hazardous to Your Health: A New Reading of the Arabic Reception and Rendition of the *Materia Medica* of Dioscorides," co-author, *Ars Orientalis*, 35: 6-65, 2008.

Distinctions: Carnegie Scholars Program, 2009-10; Distinguished Senior Scholar at the Kluge Center of the Library of Congress, 2005-06; History of Astronomy Prize from the Kuwait Foundation for the Advancement of Science, 1996; History of Science Prize, Third World Academy of Science, 1993

Name: Linda Sayed
Title: Adjunct Assistant Professor
Department and Tenure Status: MESAAS; non-tenured
Education: Ph.D., Columbia University
Academic Experience: Columbia University, Queens College
Language Competence (scale of 1-5): Arabic: 5; French: 3; Persian: 3
Overseas Experience: Extensive Research in Lebanon
Area Courses Taught: Islamic Civilization, 1517-Present; Asian Humanities: Major Texts of the Middle East and India; Politics, Religion, and the Secular: Theories and Methods; Contemporary Islamic Civilization; Theories of Culture; Cinema and Revolution: Iran and Cuba
Research Specialization: Modern Middle East History, Post-Colonialism, Arab Nationalism, Shari'a Studies
Time spent on teaching/research related to the Middle East: 100%
Theses Supervised in Past 5 Years: N/A
Recent Publications: N/A

Name: Seth Schwartz
Title: Lucius N. Littauer Professor of Classical Jewish Civilization
Department and Tenure Status: History; tenured
Education: Ph.D., Columbia University, 1985; M.A. Columbia University, 1981; B.A., Yeshiva University, 1979
Academic Experience: 2009-present, Professor, Columbia University; 1995-2009, Professor, Jewish Theological Seminary
Language Competence (scale of 1-5): Hebrew: 5, Latin: 5, Greek: 5
Overseas Experience: Research fellowships in Jerusalem
Area Courses Taught: Jews, from Babylonia to Bloomberg; Rabbis for Historians; Josephus on Siege and Triumph; Jews, Later Roman Empire, 300-600 CE
Research Specialization: history of ancient Jews, especially in Hellenistic, Roman, and early Christian environments
Time Spent on Teaching/Research Related to the Middle East: teaching 100%, research 100%
Theses Supervised in Past 5 Years: 5
U.S. Government Fellowships Received: National Endowment for the Humanities Fellowship, 2006
Recent Publications: *The Ancient Jews from Alexander to Muhammad*, Cambridge University Press, 2014; *Were the Jews a Mediterranean Society? Reciprocity and Solidarity in Ancient Judaism*, Princeton: Princeton University Press, 2010; *Imperialism and Jewish Society, 200 BCE to 640 CE*, Princeton: Princeton University Press, 2001
Distinctions: Fellowship, Center for Advanced Judaic Studies at University of Pennsylvania, 2007-08; Fellowship, Institute for Advanced Studies, Jerusalem, 2002

Name: Özge Serin

Title: Lecturer

Department and Tenure Status: Anthropology; non-tenure track

Education: Ph.D., Anthropology, Columbia University, 2013; M.A., History, Boğaziçi University, 2000; B.A., Anthropology, University of Chicago, 1996

Academic Experience: 2013-present, Lecturer, Columbia University; 2013, Lecturer, California College of the Arts

Language Competence (scale of 1-5): Turkish: 5, Ottoman Turkish-print: 5, French: 3

Overseas Experience: Born and raised in Turkey. Returned to Turkey for MA in History after BA. Conducted intensive fieldwork for dissertation 2004-2006. Visit twice a year since 2006 to continue research pertaining to radical politics in Turkey.

Area Courses Taught: Anthropology of Islam

Research Specialization: radical politics, prisons, political subjectivity, histories of Marxism and communism in Turkey

Time Spent on Teaching/Research Related to the Middle East: 80%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: "Logophobia and Anti-anticommunism in Turkey," *boundary 2*, special issue on Marxism, Communism and Translation, co-editor, forthcoming Fall 2014.

Distinctions: Guggenheim Foundation Dissertation Fellowship, 2009

Name: Stephen R. Sestanovich

Title: Kathryn and Shelby Cullom Davis Professor in the Practice of International Diplomacy

Department and Tenure Status: School of International and Public Affairs; tenured

Education: Ph.D., Political Science, Harvard University, 1978; B.A., Cornell University, 1972

Academic Experience: 2001-present, Professor in Practice, Columbia University; 1979-1980, Visiting Assistant Professor of Political Science, Columbia University; 1978-1980 (on leave, 1979-1980), Assistant Professor of Political Science, Graduate Faculty, The New School for Social Research

Language Competence (scale of 1-5): Russian: 5

Overseas Experience: Central Asia

Area Courses Taught: Contemporary Diplomacy; Conceptual Foundations of International Politics; U.S. Role in World Affairs

Research Specialization: Soviet and East European studies, strategic planning and international studies, and foreign policy

Time Spent on Teaching/Research Related to Middle East: teaching 50%, research 50%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: n/a

Recent Publications: *Maximalist: America in the World from Truman to Obama*, Knopf, February 2014; *Russia's Wrong Direction: What the U.S. Can Should Do*, an Independent Task Force Report of the Council on Foreign Relations, 2006; *Rethinking Russia's National Interest*, editor, 1994.

Distinctions: Special Advisor to Secretary of State on New Independent States, 1997-2001

Name: Avinoam Shalem

Title: Riggio Professor of Art History, Arts of Islam

Department and Tenure Status: Art History, Archaeology; tenured

Education: B.A., Tel Aviv University; studying at M.A. level at the Tel Aviv and Munich Universities; Ph.D., Edinburgh University.

*****Academic Experience:** Tel Aviv, Edinburgh, Bamberg, Heidelberg, Munich, Luzern, New Delhi.

Language Competence (scale of 1-5): German: 5, Hebrew: 5, Arabic: 4, French: 4, Italian: 3

Overseas Experience: Teaching Islamic art at the JNU in New Delhi; Fellow at the KHI (Kunsthistorisches Institut) in Florence – Max Planck Institute (running research projects and organizing conferences and summer schools); advisory board Minerva foundation (Max Planck); curating exhibitions in Haus der Kunst in Munich and at the Jewish Museum in Munich.

Area Courses Taught: Medieval Arab art at the East Mediterranean, North Africa (and Egypt), Levant, but also medieval and early Medieval Arts of Saudi Arabia, Iraq and Iran.

Research Specialization: Arab art in the Mediterranean (circa 700-1500 AD).

Time spent on teaching/research related to the Middle East: 100%

Theses Supervised in Past 5 Years: 3; currently supervising 6

U.S. Government fellowships received: Mellon Senior Fellow at the Metropolitan Museum of art 2006; Getty scholar in 2009.

Recent Publications: Facing the Wall: The Palestinian-Israeli Barriers. Avinoam Shalem and Gerhard Wolf, Cologne, Walter König, 2011; Constructing the Image of Muhammad in Europe, Edited and co-authored by Avinoam Shalem, Berlin, De Gruyter, 2013

Name: Gary Sick

Title: Senior Research Scholar; Adjunct Professor

Department and Tenure Status: International and Public Affairs; non-tenured

Area Courses Taught: U.S. Foreign Policymaking in the Persian Gulf

Research Specialization: Persian Gulf politics

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: on three defense committees

U.S. Government Fellowships Received: N/A

Recent Publications: Actively blogs on Middle East and international affairs at <http://garysick.tumblr.com/> ; directs the Gulf/2000 Project at Columbia University, which provides a forum and online library for more than 2000 Persian Gulf specialists throughout the world; Iran, Iraq, and the Legacies of War, co-edited with Gary Sick (New York: Palgrave Macmillan, 2004); Security in the Persian Gulf: Origins, Obstacles, and the Search for Consensus, co-edited with Gary Sick (New York: Palgrave Macmillan, 2002); The Persian Gulf at the Millennium: Essays in Politics, Economy, Security, and Religion co-edited with Gary Sick (New York: St. Martin's Press, 1997)

Name: Michael Stanislawski

Title: Nathan J. Miller Professor of Jewish History

Department and Tenure Status: History; tenured

Education: Ph.D., Harvard University, 1979; A.M., Harvard University, 1975; A.B., Harvard College, 1973

Academic Experience: Present, Professor, Columbia University; 2000-present, Visiting Professor of History, Central European University, Budapest; 1997-98, Visiting Professor of History, Jewish Theological Seminary of America; 1994, Honorary Visiting Professor, University College, London; 1991, Visiting Professor of Judaic Studies, Brown University; 1991, Fellow, Russian Research Center, Harvard University; 1988-90, Professor of History, Columbia University; 1980-88, Associate/Assistant Professor of Jewish History on the Miller Endowment, Columbia University; 1979-80, Assistant Professor of History and Comparative Religion, University of Washington

Language Competence (scale of 1-5): Hebrew: 5; Yiddish: 5; Russian: 5; German: 5; French: 5

Overseas Experience: Research in Israel

Area Courses Taught: History of the State of Israel, 1948-present; Modern Jewish History; History of Zionism

Research Specialization: Jewish history; intellectual history

Time Spent on Teaching/Research Related to Middle East: 35%

Theses Supervised in Past 5 Years: 8

U.S. Government Fellowships Received: National Endowment for the Humanities Summer College Teachers Seminars

Recent Publications: *A Murder in Lemberg: The Assassination of the Reform Rabbi Abraham Kohn*, Princeton University Press, 2007; *Autobiographical Jews: Studies in Jewish Self-Fashioning*, Seattle: University of Washington Press, 2004;

Distinctions: National Jewish Book Award for Modern Jewish Thought and Experience, Runner up, for *Autobiographical Jews*, 2006

Name: Alfred Stepan

Title: Wallace S. Sayre Professor of Government

Department and Tenure Status: School of International and Public Affairs; tenured

Education: Ph.D., Columbia University, 1969; M.A., Balliol College, Oxford, 1960; B.A., University of Notre Dame, 1958

Academic Experience: 1999-present, Professor, Columbia University; 1996-99, Gladstone Professor of Government and Fellow, All Souls College, University of Oxford; 1983-91, Dean of the School of International and Public Affairs; 1987-93, Burgess Professor of Political Science, Columbia University; 1982-83, Director, Concilium on International and Area Studies, Yale University

Language Competence (scale of 1-5): n/a

Overseas Experience: Research in Indonesia, Sri Lanka, Burma, Egypt, Tunisia, India, Brazil, Israel, and Palestine

Area Courses Taught: Democracy and Democratization; Democratic Voices in the World's Religions: Islam

Research Specialization: comparative politics; theories of democratic transitions; religious systems and democracy

Time Spent on Teaching/Research Related to Middle East: 25%

Theses Supervised in Past 5 Years: 8

U.S. Government Fellowships Received: n/a

Recent Publications: *Crafting State Nations: India and Other Multinational Democracies*, with Juan J. Linz and Yogendra Yadav, Johns Hopkins University Press, 2011; "Tunisia's Transition and the Twin Tolerations" in *Journal of Democracy*, April 2012; "Rituals of Respect: Sufis and Secularists in Senegal in Comparative Perspective" in *Comparative Politics*, July 2012; "Democratization Theory and the 'Arab Spring'" in *Journal of Democracy*, April 2013; "Democratic Parliamentary Monarchies" in *Journal of Democracy*, April 2014.

Distinctions: Founding Director of the Center for the Study of Democracy, Toleration, and Religion (CDTR); Recipient of the Karl Deutsch Award of the International Political Science Association, 2012

Name: Pier Mattia Tommasino

Title: Assistant Professor

Department and Tenure Status: Italian Studies, non-tenured

Education: 2009, Ph.D., Italian Philology, Scuola Normale Superiore (Pisa); 2003, M.A., Middle Eastern Studies, Università degli studi di Urbino, Carlo BO; 2002, M.A., Italian Philology, Università degli Studi di Pisa

Academic Experience: 2013, Assistant Professor at Columbia University; 2012-2013 Post-Doc Fellow, Institute of Mediterranean and Middle Eastern Languages and Cultures (Madrid, Spain); 2011-2012 Post-Doc Fellow, Fondazione Cini/Centro Vittore Branca (Venice); 2010-2011 Post-Doc Fellow, The Harvard University Center for Italian Renaissance Studies (Villa I Tatti, Florence).

Language Competence (scale of 1-5): Italian: 5, Spanish: 5, English: 4.5, French: 4, Arabic: 3.5

Overseas Experience: Study and research in Tunisia, Egypt, Italy, UK, France, Spain.

Area Courses Taught: Mediterranean Studies; European Orientalism; European Travel Literature to the Ottoman Empire; Italian Renaissance and the Ottoman Empire; Dante and Islam

Research Specialization: European Translation of the Qur'an (particularly Italian, Latin and Spanish translation, between 12th and 17th century).
Diffusion of Italian language and printed book in the Ottoman Empire.

Time spent on teaching/research related to the Middle East: 50 %

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: N/A

Recent Publications: L'Alcorano di Macometto. Storia di un libro del Cinquecento europeo, Bologna, il Mulino 2013, co-funded by the Lila Acheson Wallace-Reader's Digest Publication Subsidy (Harvard, Villa I Tatti) and the Scuola Normale Superiore (Pisa); "Reading Machiavelli, Translating the Qur'an, Muhammad as a lawgiver in the Alcorano di Macometto (Venice, 1547)", *Al-Qantara*, 23, 2, 2012, 271-296; "L'italiano odepotico europeo: la descrizione del Serraglio di Alberto Bobovio o Ali Ufki (1665)", *Carte di viaggio*, 4, 2011, 109-122.

Name: Marc Van De Mierop

Title: Professor

Department and Tenure Status: History; tenured

Education: Ph.D., Yale University; M.A., Yale University; Licentiate, Katholieke Universiteit Leuven, Belgium

Academic Experience: 1996-present, Professor, Columbia University; 2006-07, Professor, University of Oxford; 1989-96, Associate Professor, Columbia University; 1984-89, Assistant Professor, Columbia University; 1983-84, Lecturer, Yale University

Language Competence (scale of 1-5): Akkadian: 5, Sumerian: 5, German: 5, French: 5, Dutch: 5, Italian: 3

Overseas Experience: Egypt, Iraq, Syria

Area Courses Taught: Ancient History of Mesopotamia and Asia Minor, Theories of Culture: The Middle East and South Asia, Akkadian, Sumerian, Seminars in Ancient Near Eastern History, imperialism, socio-economic history, urban history, Ancient History of Egypt

Research Specialization: Economic and social history of the ancient Near East and Egypt

Time Spent on Teaching/Research Related to Middle East: 100%

U.S. Government Fellowships Received: N.E.H.

Recent Publications: *The Eastern Mediterranean in the Age of Ramesses II* (Malden, Mass.: Blackwell, 2007), *A History of the Ancient Near East*, revised edition (Malden, Mass.: Blackwell, 2007); *King Hammurabi of Babylon: A Biography* (Malden, Mass.: Blackwell, 2005)

Name: Naomi Weinberger

Title: Adjunct Professor

Department and Tenure Status: School of International and Public Affairs; non-tenured

Education: Ph.D., Political Science, Columbia University, 1981; Certificate in Middle East Studies, Columbia University, Middle East Institute; A.B., Political Science, Barnard College, 1972

Academic Experience: 2009-present, Adjunct Professor, Columbia University; 2006-2009, Visiting Professor, Department of Political Science, Colgate University; 2003-2006, Associate Professor, Department of Social Science and History, Fairleigh Dickinson University; 2000-2003, Director of the United Nations Studies Program, School of International and Public Affairs, Columbia University

Language Competence (scale of 1-5): Hebrew: 5, Arabic: 3, French: 2

Overseas Experience: Israel, West Bank, Jordan, Tunisia, Egypt, Lebanon, Syria, Turkey, Russia

Area Courses Taught: Middle East Conflicts and Global Security, Conflict Resolution in the Middle East, Palestinian and Israeli Security Dilemmas, Politics in the Middle East and North Africa, Regime Change in the Middle East, Dilemmas of Security in the Middle East, International Politics

Research Specialization: policymaking, conflict resolution, security issues

Time Spent on Teaching/Research Related to the Middle East: 80%

Theses Supervised in the Past 5 Years: N/A

U.S. Government Fellowships Received: National Science Foundation

Recent Publications: "Palestinian Sovereignty and Israeli Security: Views of the Permanent Status Negotiations" in *Books in Israel: Volume V*, ed. Laura Z. Eisenberg and Neil Caplan (Albany: State University of New York Press, 2000); "Civil-Military Coordination in Peacebuilding: The Challenge in Afghanistan" in the *Journal of International Affairs* 55:2 (Spring 2002): 245-274

Name: Ehsan Yarshater

Title: Hagop Kevorkian Professor Emeritus of Iranian Studies

Department and Tenure Status: Director of the Center for Iranian Studies; School of International and Public Affairs; Middle East, South Asian, and African Studies; tenured (emeritus)

Education: Ph.D., University of London, 1960; M.A., University of London, 1953; D.Lit., University of Tehran, 1947; B.A., University of Tehran, 1941

Academic Experience: 1960-1990 (Emeritus 1990 - present), Hagop Kevorkian Professor of Iranian Studies, Columbia University; 1966-present, Director of the Center for Iranian Studies, Columbia University; 1990-present, Special Senior Lecturer, Columbia University

Language Competence (scale of 1-5): Persian: 5, French: 3-4, German: 3-4, Arabic: 3-4, Old Persian, Middle Persian, Parthian, Tati, Taleshi and a number of Central dialects of Iran: 4 -5, Azari Turkish: 3

Overseas Experience: extensive field research in Iran for dialect studies

Area Courses Taught: n/a

Research Specialization: literature, modern literature, dialect and language studies

Time Spent on Teaching/Research Related to Middle East: 100%

Theses Supervised in Past 5 Years: n/a

U.S. Government Fellowships Received: Multiple National Endowment for the Humanities—*Encyclopaedia Iranica* Project, continuous funding 1979-present; Bayhaqi Translation Project, 3 volumes

Recent Publications: Editor, *Encyclopaedia Iranica* (to date: 15 volumes plus numerous entries online at www.iranicaonline.org); *A History of Persian Literature* Project in 20 volumes, 2008-12

Distinctions: University of California at Los Angeles, and Centre National de Recherche Scientifique, Paris; Giorgio Levi Della Vida Medal for Achievement in Islamic Studies, UCLA, 1999

Name: S. Akbar Zaidi

Title: Professor

Department and Tenure Status: MESAAS; School of International and Public Affairs; non-tenured

Education: Ph.D., Cambridge, 2009; M.Phil. Cambridge, 1982; M.Sc., London School of Economics, 1993; B.Sc., University College London, 1980

Academic Experience: 2010-present, Professor, Columbia University; 2004-05, Visiting Professor, Johns Hopkins University; 2002-03, Research Fellow, Institute for the Advanced Study of India, New Delhi; 1998, Visiting Scholar, Oxford University; 1983-1996, Associate Professor, Senior Research Economist, University of Karachi

Language Competence (scale of 1-5): Urdu: 5

Overseas Experience: India, Pakistan, United Kingdom

Area Courses Taught: Political Economy of Pakistan; Political Economy of South Asia; History of Pakistan

Research Specialization: Political Economy; Governance; Institutions; Macroeconomics; Debt and Public Policy; Local Government and the Social Sectors

Time Spent on Research/Teaching related to the Middle East: 20%

Theses Supervised in Past 5 Years: M.A.: 6

U.S. Government Fellowships Received: n/a

Recent Publications: Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press, 2014; "Writing Partial Truths: Orality, Print, Myth, and Identities," in Freitag, Gilmartin, and Sanyal, eds. Muslim Voices: Community and the Self in South Asia, Yoda Press (India), 2013; "The Captivating Vision of the 'New Growth Strategy': The Missing Political Economy Perspective", The Lahore Journal of Economics, 2012.

Distinctions: Visiting Scholar, Carnegie Endowment

OTHER PROJECT PERSONNEL

Name: Astrid Benedek

Title: Associate Director

Department and Tenure Status: Middle East Institute (MEI)

Education: M.A., International and Political Affairs, Columbia University, 1994; B.A., Georgetown University, 1984

Work Experience: 2008-present, Associate Director, MEI, Columbia University; 2003-2008, Assistant Director, MEI; 1996-2002, Program Officer, Open Society Institute, New York

Language Competence (scale of 1-5): French: 5; German: 4; Arabic: 2

Overseas Experience: Secondary school education in Morocco; language study in Jordan and Syria

Area Courses Taught: N/A

Research Specialization: N/A

Time Spent on Teaching/Research Related to the Middle East: N/A

Theses Supervised in Past 5 Years: N/A

U.S. govt. fellowships received: FLAS Fellowship, 1993-94

Recent Publications: N/A

Name: Dahlia El Zein

Title: Program Director

Department and Tenure Status: Center for Palestine Studies (CPS)

Education: M.A., Arab Studies, Georgetown University, 2008; B.A., Webster University, 2003

Work Experience: 2014-Present, Program Director, CPS, Columbia University; 2013 Program Manager, CPS, Columbia University, 2010-2013 Middle East and North Africa Researcher, Committee to Protect Journalists, 2008-2010 Program Coordinator, Human Rights Watch

Language Competence (scale of 1-5): Arabic: 5; French: 2

Overseas Experience: Primary and secondary schooling in Egypt (until age 18), significant travel and research in Lebanon, travel in Syria, Jordan, Palestine/Israel, Bahrain

Area Courses Taught: N/A

Research Specialization: N/A

Time spent on teaching/research related to the Middle East: 50 %

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: N/A

Recent Publications: "Cultural Sensitivity in a Military Occupation: The U.S. Military in Iraq," Rochelle Davis with Dahlia El Zein and Dena Takruri. Anthropology and Global Counterinsurgency. Edited by John Kelley, Beatrice Jauregui, Sean T. Mitchell, Jeremy Walton (University of Chicago Press: 2010).

Name: Peter Magierski

Title: Middle East and Islamic Studies Librarian

Department and Tenure Status: Columbia University Libraries/Global Studies Division; N/A

Education: (MLIS) Master of Library and Information Science, Rutgers University; (MA) Middle East Languages and Literatures, New York University

Academic Experience: New York University, Columbia University

Language Competence: Persian: 5, Polish: 5, Arabic: 4, German: 4, Italian: 4/, Russian: 3, French: 3

Overseas Experience: UAE, Turkey, Central Asia, Afghanistan, Germany.

Area Courses Taught: Bibliographic Instruction, Information Resources in Middle East and Islamic Studies.

Research Specialization: General Middle East, Iran, Afghanistan, Central Asia, Open Access and digital resources

Time spent on teaching/research related to the Middle East: 100%

Theses Supervised in Past 5 Years: N/A

U.S. Government fellowships received: N/A

Recent Publications: N/A

Name: Patricia Muller

Title: Ph.D.

Department and tenure status: Center for Evaluation & Education Policy (CEEP) at Indiana University, Executive Associate Director and Director of Research and Evaluation (non-tenured; Dr. Muller holds a non-teaching faculty appointment)

Education: BS, (Applied Social Sciences), State University of New York, 1990; MS, (College Student Personnel Administration), Indiana University, 1992; Ph.D., (Higher Education), Indiana University, 1999

Academic experience: Associate Director & Senior Research Scientist, CEEP; Senior Statistician & Analyst, Synergy Enterprises, Inc.; Associate Director, Indiana Center for Evaluation, Indiana University; Adjunct Lecturer, School of Education, Indiana University; Senior Research Associate, Indiana Center for Evaluation, Indiana University; Research Assistant and Staff Statistician, Cleveland Scholarship and Tutoring Program Evaluation, Indiana University.

Overseas experience: People's Republic of China, France, Finland, United Kingdom

Language(s) and level of proficiency: English – 5; Spanish – 2

Pedagogy training for language instructors: n/a

Percent of time dedicated to area studies/international studies courses: n/a

Area, international courses taught: n/a

Research and training: Application of social science research methodology to critical research and evaluation studies, using both advanced statistical analyses (e.g., hierarchical linear modeling or HLM) and in-depth qualitative case study methodology

Recent publications:

Brown, C., Plucker, J.A., Makel, M. Muller, P. (under review). Lasting or Disappearing Effects: A Randomized Control Trial of Full-Day Kindergarten. Submitted to the Early Childhood Research Quarterly.

Muller, P., Ruddy, A.M., Moss, M. Williams, A. (2013). Inter-organizational collaboration in operations assessment. In Williams, A., Bexfield, J., Farina, F.F., and J. deNijs (Eds.), Innovation in Operations Assessment: Recent Developments in Measuring Progress in Conflict Environments. Norfolk, VA: North Atlantic Treaty Organization (NATO), Headquarters Supreme Allied Commander Transformation.

Muller, P., McCormick, K, Ramos, F. (2012). The Impact and Effectiveness of the Pacific Institutes PX2 Program on High School Students. Bloomington, IN: Center for Evaluation and Education Policy.

Dissertations and/or theses supervised in the past five years: None.

Distinctions: Principal investigator and project director for more than \$12 million in funded research and evaluation contracts and grants. Principal investigator for the evaluation of four Title VI National Resource and Area Studies Center programs at Harvard University; and involved in the development and implementation of the evaluations of Indiana University's Title VI programs across the past eight years. Leading two U.S. Department of Education's Institute of Education Sciences (IES) randomized controlled trial studies; directing a state-wide evaluation of Reading First for the Ohio Department of Education; leading an evaluation of the impact and effectiveness of the IES in meeting its mission and priorities.

Name: Anne-Maree Ruddy

Title: Ph.D.

Department and tenure status: Center for Evaluation and Education Policy (CEEP) at Indiana University, Director of Education Policy and Senior Research Associate

Education: B.Ed., (Religious Studies), Edith Cowan University, Perth, Australia, 1990; Master of Educational Management (Education Policy), the University of Western Australia, Perth, Australia, 1996; Ph.D. (International and Comparative Education), Murdoch University, Perth, Australia, 2008

Academic experience: Research Associate, CEEP; Research Assistant, Vice Chancellor for Academic Affairs, Indiana University; Student Support Services, Northwestern University; Senior Teacher/Administrator, Corpus Christi College; Teacher/Administrator, La Salle College and Mt. Erin High School, Australia

Overseas experience: Australia, France and Finland

Language(s) and level of proficiency: English – 5; French – 2

Pedagogy training for language instructors: n/a

Percent of time dedicated to area studies/international studies courses: n/a

Area, international courses taught: n/a

Research and training: Designed and implemented protocol and methodology for individual centers and programs including web-based surveys of key stakeholder groups for each of the programs and authored program and center specific reports for each center as well as institutional aggregate reports

Recent publications:

Prusinski, E., Ruddy, A.M., Cierniak, K. and Plucker, J. (In Press) “Chartering new waters: The Indianapolis mayoral transition and the charter school community” Education Policy

Muller, P., Williams, A., Ruddy, A.M. and Moss, M. (2013) “A Review of Joint Evaluation: Opportunities for NATO?” In Williams, A., Bexfield, J., Fitzgerald Farina, F. and de Nijs, J.(Eds.), “Innovations in Operations

Assessment: Recent Developments in Measuring Results in Conflict Environments” North Atlantic Treaty Organization (NATO)

Ruddy, A.M., Prusinski, E., 2012, “Professional development in school improvement: The case of Indiana” Journal of School Leadership, Rowman & Littlefield. 22, 1, 55-78

Prusinski, E., Ruddy, A.M. and Plucker, J. 2011, “Mayors as charter school authorizers: A case study of the Indianapolis mayoral transition” Research Brief, National Center of School Choice, Vanderbilt University

Ruddy, A.M., Prusinski, E., 2010 “The evolving school improvement fund” Academic Leadership 8, 3

Dissertations and/or theses supervised in the past five years: none

Distinctions: Project director for numerous large-scale CEEP evaluation projects, including the evaluation of approximately twenty Title VI National Resource and Area Studies Centers at Georgetown, Harvard, Columbia and Indiana Universities. Served as Advisory Board member to US Department of Education postsecondary office providing consultation on a survey administered to students who have completed FLAS programs. Member of the international evaluation team for IU and Kabul Education University Partnership M.Ed. TESOL Project. Extensive experience providing evaluation and research technical assistance to federally-funded grantees, including Title VI National Resource and Area Studies Centers, US State Department grantees, Teaching American History and the Charter School Grant Program.

APPENDIX D: PERFORMANCE MEASURE FORMS

1. Project Goal Statement #1: Teacher Capacity Building: increase participation in, and impact of, K-14 teacher and language instructor training. (AP and CPP 2)	
2. Performance Measures	3. Activities
<p>A) Increase K-16 teachers' knowledge and use of Middle East content by 10% annually</p>	<p>A.1. Teacher Training Workshops, held jointly with partners including SAI and Africa Institutes</p> <p>A.2. School-wide outreach workshops for teachers in NYC schools with Arabic language programs</p> <p>A.3. Summer Institutes</p> <p>A.4. Teacher workshops connected to MEI and CPS conferences and events and film screenings</p>
<p>B) Increase the language proficiency and instructional practices of K-14 Arabic and other Middle East language instructors by 10% annually</p>	<p>B.1. K-16 Arabic language pedagogy workshops, and curriculum development jointly with Global Language Project partners.</p>
<p>C) Increase K-16 teachers' of Arabic knowledge and use of Arabic Language pedagogy by 10% annually</p>	<p>C.1. K-16 Arabic language pedagogy workshops, and curriculum development jointly with Global Language Project partners.</p>
<p>D) Increase production of qualified language instructors for NYC school system through collaboration with Global Language Project</p>	<p>D.1. K-16 Arabic language pedagogy workshops, and curriculum development jointly with Global Language Project partners.</p>
<p>E) Increase curricular offerings on ME at TC for pre-service teachers.</p>	<p>E.1. New TC visiting professor specialist on education in the Arab Middle East with expertise in international education policy and research interests in the Gulf region</p>
<p>F) Increase number of TC students who specialize on ME by 25 %.</p>	<p>F.1. Offer classes on ME at TC</p>

APPENDIX D: PERFORMANCE MEASURE FORMS

1. Project Goal Statement #2: Strengthening ME and Regional Studies at Minority Serving Institutions and two year colleges. (CPP 1)	
2. Performance Measures	3. Activities
<p>A) Increase numbers of students at partnering MSI institution graduating with Middle East area studies coursework by 10% annually</p>	<p>A.1. Partnership with LaGuardia Community College</p> <p>A.2. Create course to align with LaGuardia curricular standards in consultation with Columbia and LaGuardia faculty</p> <p>A.3. Course offered at LaGuardia</p>
<p>B) Increase MSI faculty and student interest and use of Middle East area studies content and resources by 15% annually.</p>	<p>B.1. Public programming at LaGuardia and Hunter to increase awareness of Middle East on campus</p> <p>B.2. Faculty workshops at La Guardia to introduce field of Middle East Studies</p> <p>B.3. Collaborative faculty workshops at Hunter with ME, SA and Africa faculty to integrate Islamic Studies into the curriculum and to identify other common themes across ME, SA and Africa</p> <p>B.4. Sharing of INTERACT course modules and courses with MSIs and 2 year colleges through web portal</p> <p>B.5. Workshops for MSI and 2 year college faculty to facilitate using INTERACT courses and modules</p> <p>B.6. Opening up summer FLAS competition to qualified CUNY students to study Arabic at Columbia</p> <p>B.7. Production of Middle East Studies bibliographic reference for LaGuardia faculty</p>

APPENDIX D: PERFORMANCE MEASURE FORMS

1. Project Goal Statement #3: Increase participation of professional schools students in area studies and in study of priority ME languages at Columbia LCTLs. (F1, F2, F3)		3. Activities	
2. Performance Measures			
A) Increase the number of students taking one or more semester of "Language Maintenance Tutorials" through the LRC by 10%		A.1. Support for LRC's semester-long Language Maintenance tutorials (LMT) in Arabic, Hebrew, Turkish and Persian	
B) Increase the number of students participating /attending informal language learning events by 20 %		B.1. Area language tables in Arabic, Turkish and Persian B.2. Screenings of original language films	
C) Increase opportunities available for students to practice listening skills with authentic materials outside classroom by 25%		C.1. Enhancing Arabic Language teaching videos	
D) Increase opportunities for language faculty to attend pedagogy training and professional events by 25%		D.1. Support for professional development events for language faculty	
E) Increase the number of Professional School students with exposure to knowledge about law, media and international affairs by 15%		E.1. Lectures and conferences with journalists, legal and int'l affairs experts and leaders from the region	
F) Award fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA (F1)		F.1. Award FLAS fellowships to undergraduate and/or graduate students who demonstrate financial need (F1)	
G) Award 100% of academic year FLAS fellowships in priority languages. (F2, F1)		G.1. Award AY FLAS fellowships for Arabic, Hebrew, Persian and Turkish (F2, F1)	
H) Increase percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey. (GPRA)		H.1. Track FLAS graduates to determine utilization of foreign language and area studies skills.	
I) Increase percentage of FLAS master's and doctoral graduates who studied priority languages as defined by the Secretary of Education. (GPRA)		I.1. Offer FLAS Fellowships in LCTLs.	
J) Increase percentage of FLAS fellows who increased their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. (GPRA)		J.1. Track FLAS fellows foreign language reading, writing, and/or listening/speaking scores	
K) Increase the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant (GPRA)		K.1. Offer language Courses in intermediate and advanced priority LCTLs	
L) Increase the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period (GPRA)		L.1. Participation in new programs for foreign language /area studies majors	

APPENDIX E

LETTERS OF SUPPORT

1. Letter from Paul Arcario, Provost, LaGuardia Community College, New York City
2. Memorandum of Understanding between Teachers College, The Middle East Institute and Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research in the United Arab Emirates (UAE)



DARE TO DO MORE

June 19th, 2014

To whom it may concern:

I write to express the strong interest of LaGuardia Community College, CUNY, in cooperating with the South Asia Institute and the Middle East Institute at Columbia University in a project to promote and improve instruction in South Asian and Middle Eastern studies at LaGuardia and other teaching institutions in the City University system and the New York metropolitan area.

We understand that under this joint project the Institutes would:

1. Assist LaGuardia faculty to develop courses in South Asian and Middle Eastern history;
2. Work with full-time and part-time faculty at LaGuardia who teach world history to strengthen their knowledge of South Asian and Middle Eastern history through reading lists and seminars;
3. Stimulate student and public interest in South Asia and the Middle East by providing speakers at LaGuardia on topics of general interest in these areas; and
4. Continue to work with our faculty to broaden our cooperative efforts in the future.

I am designating Dr. George Sussman, Professor of History and coordinator of our history program within the Social Science Department, as LaGuardia's liaison for this project.

We are excited about the prospect of a connection with Columbia University's distinguished area studies programs and hope that the National Resource Center of the US Department of Education will be able to support this worthy effort.

Sincerely,

Paul Arcario
Provost and Senior Vice President for Academic Affairs
LaGuardia Community College, CUNY

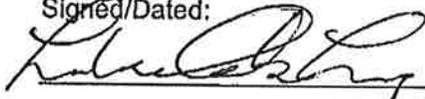
**Memorandum of Understanding: Collaboration between Teachers College,
the Middle East Institute at Columbia and the Sheikh Saud bin Saqr Al
Qasimi Foundation
June 18, 2014**

Building on the longstanding partnership between the Middle East Institute (MEI) at Columbia and Teachers College (TC) and in order to strengthen teaching and research in Middle East Studies at Teachers College, the Middle East Institute and the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research in the United Arab Emirates (UAE) will help seed a Visiting Assistant Professorship in Middle East Education at Teachers College. The new faculty member will be appointed and teach courses in the Department of International and Transcultural Studies. The Middle East Institute will contribute \$35,000 per year*, the Foundation \$50,000 per year and the remaining salary, fringe and indirect costs (\$10,000 per year) will be covered by Teachers College. The initial commitment is for 3 years, with the intention of renewal for another term and establishment of a permanent line at Teachers College.

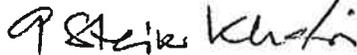
The Visiting Professor would be a specialist on education in the Arab Middle East with expertise in international education policy and research interests in the Gulf region. The position would include collaborative research opportunities with the Al Qasimi Foundation in Ras Al Khaimah, UAE. The faculty member's other duties would include participating in the MEI's outreach program to area teachers and schools and serving as an advisor to TAALIM, the TC student group working on issues of education in the Middle East.

*MEI's contribution to this position is dependent on funding from a new grant by the US Dept. of Education under the Title VI program. The results of the grant competition will be available late August or September of this year.

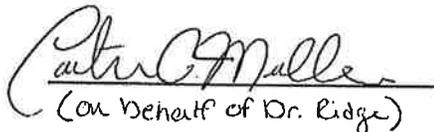
Signed/Dated:



Lila Abu Lughod, Director
Middle East Institute, Columbia



Gita Steiner-Khamsi, Chair
Department of International and
Transcultural Studies
Teachers College, Columbia


(on behalf of Dr. Ridge)

Natasha Ridge, Executive Director
Sheikh Saud bin Saqr Al Qasimi
Foundation