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 # P015A140090 P015B140090

Univ of Michigan/Regents

The Regents of the Univ. of Michigan

PART TWO

✓ *Check the following:*

World Area and Application Type (Look on the attached form in the application for this information)

ME World Area or Other is indicated. Write the **World Area or Unique Configuration** in top the margin of the SF 424. You may abbreviate, e.g., AF; CAN; EA, etc. This will make expedite separating the applications by world areas and unique/different configurations so that we can complete the PR numbers on the SF 424.

✓ Comprehensive NRC and FLAS

____ Undergraduate NRC and FLAS

____ Comprehensive NRC only

____ Undergraduate NRC only

____ FLAS only

Federal Forms, Assurances, Certifications, and Statements

✓ Original and at least two copies. We asked them to send three extra copies.

✓ SF 424 Federal Financial Assistance

✓ Supplemental Information for the SF 424

✓ Assurances and Certifications, signed

- ✓ Assurances-Non-Construction Programs (SF424B)
- ✓ Certification Regarding Lobbying (ED 80-0013)
- ✓ Lobbying Disclosure Form (SF LLL)
- ✓ General Education Provisions Act (GEPA) section 427

✓ Diverse Perspectives Statement

✓ Government Service in Areas of National Needs Statement

Application Abstract

✓ One page--may be single-spaced

Application Narrative

✓ 55 pages Single institution proposal

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The Regents of the University of Michigan

* b. Employer/Taxpayer Identification Number (EIN/TIN): 38-6006309

* c. Organizational DUNS: 0731335710000

d. Address:

* Street1: Office of Research and Sponsored Projects
Street2: 3003 S State Street
* City: Ann Arbor
County/Parish:
* State: MI: Michigan
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 48109-1274

e. Organizational Unit:

Department Name: Middle Eastern & North African

Division Name: LSA: International Institute

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.
* First Name: Stacey
Middle Name:
* Last Name: Althouse
Suffix:

Title: Project Representative

Organizational Affiliation: Office of Research & Sponsored Projects

* Telephone Number: 734-936-1361
Fax Number: 734-763-4053,734-764-8510

* Email: stacealt@umich.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled 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:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 ED-GRANTS-053014002

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

84.015A and 84.015B

Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

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 Program and Foreign Language and Area Studies Fellowships Program

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: MI-012 * b. Program/Project:

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2014 * b. End Date: 08/14/2018

18. Estimated Funding ($):

* a. Federal	575,278.00
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	575,278.00

*** 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 06/30/2014.

☐ 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

Add Attachment | Delete Attachment | View Attachment

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: Ms. * First Name: Stacey

Middle Name:

* Last Name: Althouse

Suffix:

* Title: Project Representative

* Telephone Number: 734-936-1361 Fax Number:

* Email: stacealt@umich.edu

* Signature of Authorized Representative: Stacey Althouse * Date Signed: 6/25/2014

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Prof.	Juan		Cole	

Address:

* Street1: Office of Research and Sponsored Projects

Street2: 3003 S. State St

* City: Ann Arbor

County: Washtenaw

* State: MI * Zip Code: 48109-1274 Country: USA

* Phone Number (give area code): 734-647-4143

Fax Number (give area code): 734-936-0996

* Email Address: jrcole@umich.edu

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.

OMB Number: 1894-0007
Expiration Date: 07/31/2014

UNIVERSITY OF MICHIGAN

CENTER FOR MIDDLE EASTERN & NORTH AFRICAN STUDIES

A MEMBER OF THE INTERNATIONAL INSTITUTE

A proposal for designation and funding as a Title VI comprehensive National Resource Center in Middle Eastern and North African Studies and for Foreign Language and Area Studies Fellowships

for the period August 15, 2014 through August 14, 2018

Presented to the U.S. Department of Education Higher Education Act of 1965, Section 602 of Title VI

Date of Application: June 30, 2014

Juan Cole, Director
Center for Middle Eastern & North Africa Studies
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GUIDE TO ABBREVIATIONS

AAPTIS	Arabic, Armenian, Persian, Turkish and Islamic Studies
ACABS	Ancient Civilizations and Biblical Studies
APP	Arabic for Professional Purposes
AUC	American University in Cairo
CASA	Center for Arabic Study Abroad
CIBE	Center for International Business Education
CIC	Committee on Institutional Cooperation
CMENAS	Center for Middle Eastern and North African Studies
CRLT	Center for Research on Learning and Technology
FAO	Foreign Area Officer
FLAC	Foreign Language across the Curriculum
GSI	Graduate Student Instructor
HJCS	Hebrew and Jewish Cultural Studies
ICS	Interactive Communications and Simulations
II	International Institute
ISP	Islamic Studies Program
LACS	Center for Latin American and Caribbean Studies
LCTL	Less Commonly Taught Language
LEO	Lecturers' Employee Organization
LRC	Language Resource Center
LSA	College of Literature, Sciences and the Arts
ME	Middle East
MENA	Middle East and North Africa
MESA	Middle East Studies Association
MIIIE	Midwest Institute for International/Intercultural Education
MMENAS	Modern Middle East and North African Studies
MSA	Modern Standard Arabic
NEC	Near Eastern Civilizations
NES	Department of Near Eastern Studies
NELC	Near Eastern Language and Cultures
NMELRC	National Middle East Language Resource Center
OPI	Oral Proficiency Interviewer
SOE	School of Education
TAFL	Teaching Arabic as a Foreign Language
UPR	University of Puerto Rico
USED	United States Department of Education
WDI	William Davidson Institute
WHaLI	World History and Literature Initiative
WHI	World History Initiative

University of Michigan Center for Middle Eastern and North African Studies
The Center for Middle Eastern and North African Studies (CMENAS) at the University of Michigan (UM) submits this proposal to the US Department of Education (USED) for funding as a comprehensive National Resource Center (NRC) offering Foreign Language and Area Study Fellowships (FLAS) for the 4-year funding cycle beginning on 8/15/2014.

Established in 1961, CMENAS continues to fulfill its mission of enhancing awareness of the peoples, cultures, and languages of the MENA region for University of Michigan (UM) students, Michigan K-12 schoolchildren, community members, and scholars seeking MENA training, in accordance with the goals of the Title VI program, meeting Absolute, Competitive, and Invitational NRC Priorities.

CMENAS offers rigorous, comprehensive, and interdisciplinary bachelor's and master's programs in Modern Middle Eastern Studies, taught by a total of 78 faculty (including 6 new hires) in area studies and disciplinary departments, as well as professional schools. New hires underscore our special strength in modern history and social sciences. Unique interdisciplinary dual degree programs are offered between CMENAS, law, public health, and business. Students receive instruction in 5 critical languages, Arabic, Persian, Turkish, Armenian, and Hebrew at up to 4+ levels, based on most recent pedagogy, and monitor their success with the help of placement and proficiency tests, as well as Uzbek at the beginner and intermediate level.

Exposure to the region is available through multiple academic partnerships, internships, and exchange agreements with the best universities in the area. Learning and research benefit from one of the preeminent area-relevant library collections in the nation, including unique special collections (manuscripts, papyri, etc.). CMENAS has a strong record in placing graduates with various government agencies as well as distinguished graduate programs around the nation. Based on a record of excellence in academic and public programming, one of the leading MENA language instruction programs, an unusually diverse, interdisciplinary curriculum of in-depth area studies, and multiple successes in providing crucial training to teachers around the country, we propose a program that will maintain a strong presence of academic and public programming regarding the history, culture, and current politics of the region; strengthen language instruction in critical languages and improve its efficiency and impact; improve curriculum by adding interdisciplinary perspectives, specialized workshops, and strengthening ties to professional schools; continue to implement an ambitious, innovative, collaborative model for teacher training by connecting content and pedagogy specialists in our outreach efforts by growing it in four specific ways, including adding a literature component, pre-service teacher, students and faculty from community colleges and minority serving institutions, and incorporating technology to expand the scope of the workshops to teachers outside of the region; and build on past successes in expanding outreach with the help of media.

CMENAS has made special efforts, in collaboration with partner units, to put instruments in place which will monitor output and impact of programming, instruction, and FLAS awards. We remain committed to using the results of regular evaluations to maintain and increase a level of excellence in curriculum, language instruction, and teacher training that has been recognized by previous awards as well as numerous other important grants.

1. COMMITMENT TO SUBJECT AREA

The Center for Middle Eastern and North African Studies (CMENAS) at the University of Michigan (UM), a constituent unit of the International Institute (II), submits this proposal to the US Department of Education (USED) for funding as a comprehensive NRC offering FLAS fellowships for the 4-year funding cycle beginning on 8/15/2014. The grant will be vital in strengthening UM's capacity to train pre-service and current educators on the MENA region through innovative activities incorporating area experts with in-depth knowledge and facilitators with advanced pedagogical experience, as well as collaborating with faculty and students from both community colleges and Minority-Serving Institutions, in accordance with NRC Absolute Priority and NRC Competitive Priority 1.

1A1. *Support for center.* Study of the MENA region began at UM in 1889. UM has been committed to area studies and NRCs since the inception of the program in 1961. The II was created in 1993 as an effective support structure for the various area studies centers. UM provides $345,557 in staff support, supply funds and funds to cover the FLAS shortfall.

CMENAS maintains ongoing constructive collaborations with other units on campus, in addition to those units housing MENA faculty. In addition, we collaborate on programming and language instruction with other NRCs within the II, units in the College of Literature, Science and the Arts (LSA), and with professional schools. The Islamic Studies Program (ISP), an initiative funded by the Provost, LSA and the II, coordinate activities closely with CMENAS; however, it is a stand-alone unit covering the entire Muslim world. ISP has recently been awarded $3 million in Mellon funding for distance education. Director Cole and five other MENA faculty (Babayan, Wright, Gruber, Root, and Aghaei) have begun a campaign to create a comprehensive, competitive, multidisciplinary program for students entitled the *Iranian Studies*

Initiative. This is being coordinated through the Department of Near Eastern Studies (NES). UM's William Davidson Institute (WDI) is affiliated with the UM Ross School of Business and dedicated to developing and disseminating expertise on issues affecting firms in transitional and emerging market economies; projects relevant to us are located in the West Bank and Gaza, Egypt, Jordan, Algeria, the Gulf, and Kazakhstan. CMENAS will assist WDI in locating academic expertise as required for specific projects, as well as include WDI visitors and Fellows as speakers in its events, in order to broaden our coverage of economic and social aspects of the region.

1A2. *Support for area teaching staff.* CMENAS core faculty consists of 78 members. UM support for the field remains strong and new appointments have been made since 2010; 6 new positions have been filled in LSA departments including 1 in NES (Ali--beginning fall 2015--also instructing at the Law School); 3 in History (Tanielien, Fancy, Cipa); 1 in Political Science (Jones-Luong); and 1 in History of Art (Gruber). Also, Mark Tessler, a senior political scientist who served as Vice Provost for International Affairs is returning to full-time teaching in the Department of Political Science. In addition, UM has authorized NES to conduct a search for a Professor in Assyriology.

UM general fund support for faculty salary and fringe benefits in MENA amounted to $6,893,013 in 2012-13. CMENAS faculty and graduate students also receive funding from the II to support conference-related expenses such as travel and operational costs; II financial support for affiliated faculty and graduate students totaled $20,612 in 2012-13.

MENA-related programs have been strengthened at UM Dearborn and at UM Flint. UM Dearborn hired 1 new faculty member in Modern Middle East History, Shi'ism and Islamist Movements (Kawtharani) to complement their major in International Studies. The chair of UM

Flint's Department of Sociology (Schellenberg) has successfully brought more MENA-content courses and activities to that campus. UM Flint currently has 385 students from Saudi Arabia (294 undergrad, 16 graduate, and 92 enrolled in the English Language Program). Another 17 MENA students are from Jordan (5), Syria (5), Egypt (2) and (1 each from) Iraq, Kuwait, Lebanon, Palestine and Yemen. In addition, UM Flint has added 2 new faculty members instructing in their Middle Eastern Studies Minor. Faculty from both UM Dearborn and Flint are associated with CMENAS, including event participation. Students and faculty of UM Dearborn and Flint campuses are regularly included in the marketing of CMENAS events.

CMENAS benefits from UM's Armenian Studies Program, which received donations totaling $500,000 in the last two years. A portion of these funds support 3 graduate students each year and 3 pre- or post-doctoral fellowships each year. Similarly, fellowships at the Frankel Institute for Advanced Judaic Studies (established by a gift of $20 million in 2005) regularly bring 8-12 area specialists to campus each year to conduct research and teach courses.

1A3. *Support for library resources.* UM's library holdings for the MENA region are among the best in the nation and continue to grow. For additional information, see section 5.

1A4. *Linkages abroad.* UM is well connected in many countries of the MENA region at both the university and faculty level; these countries include Egypt, Morocco, Turkey, Lebanon, Syria, and Israel. UM is probably the most active and renowned institution in the nation for social research in the MENA region, most visibly in a very dynamic collaboration with Qatar University, with the goal of advancing capacity in social and economic survey research. Originally funded with $5 million from UM for 08-13 and renewed with another $5 million for 13-18; additionally, this collaboration resulted in the creation of the Arab Barometer, which has

executed high-quality surveys in 9 MENA countries and made the data available to the scholarly community and public.

The Carnegie Corporation of New York awarded a $3 million dollar grant (Tessler), administered by CMENAS, for collaboration and visits to UM by Arab social scientists (2013-15). Scholars will come to UM to be exposed to research methodologies and university resources, as well as offer courses to both undergraduates and graduate students and present public lectures.

CMENAS was instrumental in negotiating comprehensive student exchanges and study abroad programs in the MENA region. Currently, such programs exist with American University in Cairo (AUC), Boğaziçi and Koç Universities in Istanbul, Israel Institute of Technology, and Middle East Technical University in Ankara.

1A5. *Support for center outreach.* CMENAS depends heavily on institutional support for outreach. In addition to salary support for staff (.5 FTE for Blomquist), the II is committed to making outreach a central priority. During the last grant cycle, a groundbreaking model was established with the UM School of Education (SOE) through the World History Initiative (WHI) for which all of the SOE faculty time for Bob Bain is covered by SOE. See section 7A2 for additional details of the WHI.

1B. *Support for FLAS.* UM has committed substantial funds to cover the tuition shortfall for FLAS awards for MENAS students. In 2013-14, UM's Rackham Graduate School and the II provided more than $142,000 to cover tuition shortfalls and healthcare for MENAS FLAS recipients. In addition, the II provides staff and funds to advertise the FLAS awards throughout UM departments and schools.

2. QUALITY OF CURRICULUM DESIGN

2A1-2A2. *Undergraduate instruction.* Interdisciplinary BA concentrations with a MENA focus are offered by CMENAS and the Department of Near Eastern Studies (NES), both with the option of departmental honors; disciplinary concentrations (political science, anthropology etc.) can also be geared toward this region, most notably the major in International and Comparative Studies based in the International Institute (II) through the Program for International and Comparative Studies. There are currently 668 International Studies majors with 29 studying Arabic and 32 studying Hebrew. CMENAS' interdisciplinary baccalaureate degree program in Modern Middle Eastern and North African Studies (MMENAS) requires second-year language studies, 2 advanced courses in history, an advanced course in anthropology, an upper-level course in political science, and a combination of 4-6 electives from a total of 154 courses offered. 32 BA degrees in MMENAS were awarded from 2010-14.

CMENAS also offers an academic minor requiring a minimum of 15 credit hours. Students take courses in 3 different disciplines, as well as required upper-level courses in history and social science. Since its approval in 2007, 7 students have graduated with a minor in MMENAS. UM undergraduates may also pursue MENA area studies through an interdisciplinary and cross-regional Academic Minor in Islamic Studies (a minimum of 16 credit hours including Introduction to Islam and four other courses on Islamic beliefs, practices, and societies in at least two world cultures).

NES offers undergraduate BA degrees in its 3 divisions: Arabic, Armenian, Persian, Turkish and Islamic Studies (AAPTIS), Hebrew and Jewish Cultural Studies (HJCS), and Ancient Civilizations and Biblical Studies (ACABS) as well as a cross-divisional concentration in Near Eastern Civilizations (NEC) and a minor in Near Eastern Languages and Cultures (NELC). AAPTIS combines 2 years of language with 5 core electives from different fields,

including advanced language courses. It also requires 2 cognates in different departments for disciplinary focus. The major in HJCS is structured similarly, but advanced language courses as well as courses taught in Hebrew are mandatory. NEC combines a focus in one of the 3 divisions with at least one course in each of the others; it does not require a language. The minor in NELC requires 4 semesters of language study and a total of 11 more credits in one of the three divisions. The Frankel Institute also has a BA and a minor in Judaic Studies.

In 2011, UM began offering Michigan International Seminars for Undergraduates which was developed to promote global learning and engagement. The program brings together students from different disciplines, and with different interests. The students read, hear about and discuss issues of global importance, often outside their own disciplines. The seminars also bring together faculty members and senior scholars from different departments, schools and colleges to work together. Substantial MENA content has been included in courses on global health and human security.

2A3-4. *Graduate training.* CMENAS offers its own rigorous and competitive 2 year master's degree program. MA students must demonstrate at least 3rd year language proficiency in addition to the required courses, including an interdisciplinary core seminar taught by CMENAS Director Cole (MENAS 695) and a history sequence. These are included among the 30 hours of graduate level work distributed over at least 3 disciplines required for the degree. In the final semester, MA students complete a research-based thesis, under the supervision of 2 faculty members. The MA program in MENAS is designed for various audiences. Students with prior Middle Eastern training seek more in-depth study of the area or more disciplinary focus. Students with previous disciplinary training also seek to further develop their knowledge of the region by beginning or continuing language training and adding courses from other disciplines.

Students with a professional background complement previous training with an area studies specialization. In the past, students with backgrounds in journalism, education, the Foreign Service, and military careers (Foreign Area Officers, or FAOs) have chosen this path. The number of applicants and matriculating students has increased during the 2010-14 period, with a recent high of 12 enrolling in the current academic year, with 57 applicants for fall 2012 and 64 applicants for fall 2013. There have been 29 students that have matriculated 2010-14. Since 2010 CMENAS has enrolled 4 FAOs. Joint MA degrees are available with Business, Law and Public Health (see section 3A2). Graduates from the MMENAS MA program have continued on to several competitive PhD programs at UM (e.g. NES, anthropology, anthropology/history), other universities (e.g. Harvard), and government service (Department of State, CIA, Language Flagship Program).

NES offers a rigorous PhD program with various tracks in the modern and pre-modern Middle East. Despite the tightening academic market, NES graduates in recent years have been extremely successful in securing positions across the United States. NES also offers an MA in Teaching Arabic as a Foreign Language, as well as an MA in Arabic for Professional Purposes (APP) designed to train high proficiency graduates (ACTFL 2+).

2B1. *Academic and career advising.* CMENAS has a comprehensive program of academic and career advising, coordinated by CMENAS Associate Director Göçek. She holds regular office hours and advising sessions for both undergraduate and graduate level CMENAS students as well as FLAS recipients; in addition, Cole continues to be available for advising questions. Both keep close contact with faculty members across campus to match research interests with MENAS students. CMENAS is regularly present at advising events at the college level to provide optimal guidance for students from their very first interest in MENAS.

CMENAS strongly encourages its graduate students to be proactive in organizing events and articulating particular interests; funds for graduate student initiated activities are budgeted.

2B2. *Formal arrangements for research or study abroad.* CMENAS has collaborated with the Center for Global and Intercultural Study in negotiating comprehensive student exchanges and study abroad programs with universities in the MENA region. Currently, such programs exist with the AUC, Boğaziçi University in Istanbul, Bilkent University in Ankara, and Israel Institute of Technology. The programs at AUC, Bilkent and Boğaziçi offer the most advantages to students because all courses at the host institution are accessible, credits transfer automatically and may be used to satisfy degree requirements.

UM's Center for International Business Education (CIBE) worked with CMENAS to arrange student internships for business and LSA students in the region; this has now formally shifted to LSA and they are able to provide funding for all LSA students that qualify as "in need" as designated by the Office of Financial Aid. Ross School of Business continues to fund their students. CMENAS contributes to the salary of the internship coordinator. In 2014: 11 students were placed in summer internships in Turkey; 6 in Morocco; 1 in Jordan; and 1 in Israel. CMENAS has a course that allows students to obtain LSA credit for their internship experience.

2B3. *Access to other institutions' study abroad and summer language programs.* NES language faculty regularly holds information sessions on summer language programs and collects feedback from previous attendees. In order to facilitate language learning and research, CMENAS holds membership in several overseas research and teaching institutions: Center for Arabic Study Abroad (CASA), American Research Institute in Turkey, American Institute for Maghrib Studies, and American Research Center in Egypt. UM students have regularly attended AUC's Arabic Language Institute and CASA programs, the Boğaziçi University Summer

Program, the Yemen College for Middle East Studies summer language program, and the Qalam Center for Arabic - Rabat, Morocco, Eurasian Regional Summer Language Program - Dushanbe, Tajikistan. Other frequently attended programs include the University of Jordan and Institut Français Oriental. From fall 2011-summer 2012 88 students participated in study abroad programs for credit, that number increased to 112 for fall 2012-summer 2013.

Additional study abroad opportunities are available through Committee on Institutional Cooperation (CIC) schools, which includes the schools of the Big Ten plus the University of Chicago. CMENAS has for many years been a member of the Eastern Consortium in Persian and Turkish, a collaboration of schools with MENAS programs, which offers first and second year summer courses based at a member institution, currently at University of Wisconsin-Madison.

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3A1. *Disciplinary coverage.* CMENAS has an exceptional variety of non-language courses offered through 18 LSA departments as well as 3 professional schools. It has been a priority to ensure curricular coverage in terms of geographical scope, historical depth, and interdisciplinary diversity (see also 3D1).

CMENAS operates 3 courses on a regular basis: MENAS 491, MENAS 695, and MENAS 493. All are taught by UM faculty and to varying degrees by guest speakers.

Table 1: MENA Area Study Courses & Enrollment by Discipline/School

	2012-2013				2013-2014			
Discipline/School	[b]**100%**	[c]**<100%**	**UG**	**G**	[b]**100%**	[c]**<100%**	**UG**	**G**
Anthropology	4	1	61	16	3	2	107	8
Communication Studies	4		71		3	2	122	6
Education		5	39	30		6	50	22
English Lang& Lit	7	6	113	13	6	8	549	12
Foreign Lang & Lit	83	15	1189	244	95	21	1731	293
History	22	23	1635	53	22	24	2165	90
History of Art	2	4	219	8	3	3	82	4
Interdisciplinary/Ethnic	11	13	433	22	17	16	980	52

Studies								
Law		4		304		2		200
Linguistics	1	2	81	7	1	3	120	7
Music		3	31	4		5	70	9
Political Science	4	2	150	2	4	4	165	5
Public Policy		3	62	40		3	128	
Religion & Civilizations	26	24	956	83	34	18	1117	74
Sociology	2		70		3		88	1
Women's Studies		3	39	9		2	27	2
TOTAL	**166**	**108**	**5149**	**835**	**191**	**119**	**7501**	**785**

[a] Includes courses and enrollments for spring and summer 2014.
[b] Area study courses with 100% MENA content
[c] Area study courses with a minimum of 33% MENA content

3A2. *Courses in professional schools*. Several students are also obtaining professional school graduate degrees through *dual degree* programs. The Law & MMENAS JD/MA is usually completed in 3.5 years, the MBA/MA with the Business School in 3 years, and the MA/MPH with the School of Public Health is 2.5 years. Several students have completed individually designed dual degrees with CMENAS and the School of Public Policy.

UM is home to prominent professional schools offering MENA courses. In the **Gerald R. Ford School of Public Policy**, MENA-related courses on human rights, foreign policy, and security are offered by Waltz and Levitsky. Ciorciari and Axelrod both have policy experience in the Middle East (ME), which they use in their courses.

CMENAS continues to support several courses in the Interactive Communications and Simulations (ICS) program of the **School of Education**. These courses use virtual environments to connect UM undergraduate and graduate students with students in participating middle and high schools around the world. Over 400 public and private schools in 36 American states and 25 countries overseas have been involved in ICS writing exercises. CMENAS has been involved in courses with MENA components including the Arab-Israeli Conflict, the trans-historical Place out of Time simulation and, most prominently, Earth Odyssey, a socio-cultural issues forum that

uses vicarious travel as the basis for mentored, interactive conversations. CMENAS previously supported Odysseys for Uzbekistan, Algeria, and Turkey, and the current Odyssey explores Morocco through the eyes of a 2012 Fulbright Scholar. Each year, between twenty and thirty teacher education students serve as teaching mentors for the various CMENAS sponsored projects, and many of those students have brought these projects into their teaching addressing NRC Absolute Priority and Competitive Preference Priority 2. In the 2013-2014 academic year, UM Teacher Education graduates in Michigan, Wisconsin and Oregon had their students take part in various ICS exercises.

At the **Law School**, Hakimi became Associate Dean for Programming; a specialist in international law, she has consulted with U.S. government agencies on Iraq reconstruction and Iran sanctions. Hakimi also has in-depth experience as Department of State council on ME and security. Hakimi has taught courses on: International Law of War; Use of Force in International Law and Transnational Law and Foreign Affairs.

The MBA program in the **Ross School of Business** continues to add courses with an international dimension. Bishara and Seyhun provide area expertise; The William Davidson Institute is using business school faculty for its various projects in the Middle East and Central Asia. Director of Development Consulting Services Naif heads a project that has a strong Middle East dimension. Undergraduate business school students have the opportunity to participate in Multidisciplinary Action Projects including international projects in Turkey, Saudi Arabia, Bahrain, the United Arab Emirates, Jordan, and Israel in 2013. Internships through CIBE/LSA are discussed in section 2B2. CMENAS worked with CIBE on business Arabic, which is being offered during summers, and Turkish, which is offered as a component of a preparatory internship course for credit.

UM School of Music regularly offers a course on Music and Islam (Ho).

3B. *Depth of specialized coverage*. Specialized in-depth coverage of the area is offered in numerous disciplines. Broad entry-level surveys, followed by focused mid-level lectures and a large number of advanced lectures are offered in Arabic literature, modern Israeli culture, history, Turkish culture, and Iranian culture. Survey courses are offered in anthropology, sociology, political science, and art history combined with advanced seminars.

3C. *Interdisciplinary courses*. UM provides an exceptionally interdisciplinary environment, with a large number of faculty members appointed across departments and schools, and/or affiliated with numerous interdisciplinary and interdepartmental programs. At the undergraduate level, interdisciplinary MENA courses are cross-listed between NES, history, comparative literature, Judaic studies, classics, and women's studies in particular (2013-14: 106 total courses cross-listed).

CMENAS students at all levels are required to take interdisciplinary courses taught by scholars from a variety of fields. Many NES courses draw on several disciplines (history, anthropology, religion, literature). MENAS 493 is designed as comparative and interdisciplinary; MENAS 695 combines history, anthropology, political science, and literature; MENAS 491 brings together religious studies, political science, and international relations.

3D1. *Non-language faculty availability*. Of the 78 CMENAS Faculty Associates, 36 devote 100% effort to MENA, many of them covering several areas. Classical and modern literatures and ideas are taught by 19 faculty; social, political, and cultural history by 23; societies and politics by 12; religion, including theological, legal, and mystical aspects, by 5; fine arts, visual and material culture by 4; gender by 5; finally, 10 faculty associates teach in the professional schools. CMENAS-associated faculty serve as advisors to students for

undergraduate honors and graduate student theses, and serve on CMENAS committees such as the Executive Committee, MA admissions and FLAS. In addition, CMENAS faculty is called upon to guest lecture in courses such as MENAS 491, 493 and 695.

3D2. *Pedagogy training*. Graduate Student Instructors (GSIs) at UM must take at least 20 hours of pedagogical training, including a seminar at UM's Center for Research on Learning and Teaching (CRLT) and a 1-credit workshop at UM's Sweetland Writing Center. Most departments require a 1-credit course prior to the start of classes as well as periodic meetings throughout the term. For NES, see section 4C2.

4. QUALITY OF THE APPLICANT'S LANGUAGE INSTRUCTION PROGRAM

4A1-4A2, 4B. *Language offerings and enrollment*. The 5 modern language programs (Arabic, Armenian, Hebrew, Persian, and Turkish) at UM have national reputations for excellence and innovation. UM-developed textbooks, proficiency and placement tests, and teaching modules are used nationwide, especially in Arabic, Hebrew, and Persian. For all five languages, "language and culture" courses are offered as gateways to full language study. All language education is grounded in the most recent developments in pedagogy, applying a modified communicative approach in combination with grammatical analysis. All language classes explicitly address cultural issues in order to eliminate the 'culture-language gap'.

The Arabic program offers 4+ consecutive years of Modern Standard Arabic (MSA), in addition to Egyptian and Levantine colloquial (equivalent to 2nd year), as well as classical Arabic. Advanced courses differentiate according to application (e.g. business Arabic, media) and content (literature and grammar). Three different levels of Arabic are offered during the summer including 1st year, either 2nd year MSA or a dialect, and advanced or business.

Hebrew is offered in four consecutive years, taught by lecturers, with several advanced narrative courses taught in Hebrew (Pinsker, Barzilai) as part of the undergraduate curriculum. Proficiency levels are tied to ACTFL standards; rigor is monitored by comparison to Hebrew University's exams and placement of graduates in Israeli programs.

Persian and Turkish are both taught at 3 consecutive levels. Third year language courses continue development of students' four language skills through a variety of reading texts representing modern prose fiction and non-fiction combined with interactive multimedia lessons focusing on listening and communication. The intensive summer courses (1st and 2nd year) offered by the Eastern Consortium in Persian and Turkish remain vital, especially for Persian due to the lack of available overseas summer programs.

Table 2: Enrollments in 1st year language courses by language

	Arabic	Hebrew	Persian	Turkish
2010-11	257	126	20	15
2011-12	239	125	19	6
2012-13	202	88	20	21
2013-14	165	119	25	23

CMENAS is renewing efforts to create new foreign language area content courses utilizing the expertise of faculty such as Bardenstein and al-Hawary (budget p. 4). In addition, continuing efforts to develop new Foreign Language across the Curriculum (FLAC) courses in conjunction with narrative courses taught in English.

CMENAS has worked with NES and the Center for Russian, East European, and Eurasian Studies to add one or more Central Asian languages to the curriculum through a combination of local resources and online course-sharing through CIC. Uzbek has been offered this way at 2 consecutive levels.

4C1. *Sufficient language faculty.* Arabic now accounts for 100% of the effort of 3 senior faculty (Bardenstein, Al-Hawary, Ali-starting fall '15), as well as a full-time lecturer (Alsayegh). Arabic is taught by a combination of tenure-track faculty, lecturers, and GSIs at the introductory level. All other levels and languages are taught by tenure-track faculty and lecturers. Hebrew employs 4 lecturers, led by Lamm, who has pioneered online modules for Hebrew language instruction, among other technology driven teaching tools. Persian and Turkish are both taught by full-time lecturers; both Aghaie (Persian) and Sevinc (Turkish) are native speakers with many years of experience in language pedagogy.

4C2. *Pedagogy training for performance-based teaching.* For CMENAS, pedagogical training for language instructors is vital. Ali is an ACTFL-certified Oral Proficiency Interviewer (OPI). Bardenstein is also trained in OPI. We continue to offer funding for language instructors to attend pedagogy workshops, e.g. National Middle East Language Resource Center (NMELRC) at Brigham Young University or the Eastern Consortium.

4D1. *Performance-based instruction.* NES's Arabic program is a pioneer in Arabic placement and exit tests which are used in the elementary, intermediate, and advanced classes to provide a unified standard comparable with other institutions. Hebrew also uses standardized placement tests. Persian and Turkish use placement tests under development by the NMELRC at Brigham Young University and will proceed to implement other tests as developed there.

4D2. *Resources for language teaching and practice.* UM's Language Resource Center (LRC) is a first-rate resource with an expert staff of 10, and an annual budget over $900,000. It features cutting-edge classroom and teaching technology, study carrels for tutoring, a media collection, international satellite TV with programming in Arabic and Hebrew, workshops, and one-on-one training on technology and language pedagogy. LRC staff members give specialized

attention to faculty members' instructional needs and follow curricular initiatives from proposal and project design to development, deployment, and evaluation. LRC's expertise and funds have supported projects in Arabic, Hebrew, and Turkish.

4D3. *Language proficiency requirements.* LSA requires 2nd year proficiency in a foreign language for all students. MENA-relevant concentrations AAPTIS and MMENAS both require at least 2 years of language, with the vast majority of students taking additional courses. HJCS requires 3rd-year coursework. All MENA-related graduate programs are built on the ability to work with an area language, and require at least 3rd-year coursework (MMENAS) or higher (TAFL, APP, PhD in NES) (see 2A3-4).

NES maintains its position as a national leader in exit testing, by virtue of the Arabic Proficiency Test developed by retired faculty member Rammuny and used widely through the Center for Applied Linguistics and the Defense Language Institute. The test evaluates general proficiency in spoken and written Arabic as encountered in real-life contexts.

5. LIBRARY RESOURCES

5A-5B. *Strength of holdings*. The library resources of the University of Michigan are extensive. Altogether, its libraries contain more than 7.5 million volumes in print format. The University Library's Near Eastern and North African collection, which ranks among the four or five largest in the country (among the Library of Congress, Yale, Harvard, and Princeton), contains over 634,894 monograph volumes, 1460 periodical titles, 4 current newspaper titles in print, 3 in cumulative microform format, and countless more accessible electronically either by paid subscription or free, and approximately 1,095 manuscripts in Arabic, Persian, and Ottoman Turkish (original, microfilm, and/or digital format owned by the UM Library). Print and

electronic monograph holdings are tabulated by language below through December 2013 (2012 figures are in parentheses):

Arabic	178,449 (174,427)
European	339,059 (308,236)
Hebrew/Yiddish	56,631 (55,477)
Persian/Tajik	27,568 (27,037)
Turkish/Ottoman/Turkic	32,757 (32,136)
Kurdish	430 (426)

Collection Strengths and Special Collections

The Islamic Manuscripts Collection at the University of Michigan consists of 1,095 volumes (and a small number of single leaves) dating from the 8th to the 20th century CE and carrying roughly 1,791 texts chiefly in Arabic, Persian, and Ottoman Turkish. 3 volumes carry texts in Chagatai Turkish (Isl. Mss. 415, 447, 450), 1 volume carries a text in Panjabi (Isl. Ms.853), and 1 volume carries a text in Maranao (Isl. Ms. 839). Subjects covered by the texts include the Qur'an and sciences (exegesis, readings, recitation, etc.), collections and studies in the science of hadith, and works of theology, jurisprudence, Sufism, philosophy, mathematics, astronomy, philology, poetry, belles-lettres, history and geography. The collection ranks among the largest and most significant Islamic manuscript collections in North America, after those at Princeton, UCLA, Yale, the Library of Congress, and Harvard.

Special Projects: In 2009, the University of Michigan Library was awarded a $225,931 Council on Library and Information Resources-sponsored, Mellon-funded "Cataloging Hidden Special Collections and Archives" grant to support our "Collaboration in Cataloging: Islamic Manuscripts at Michigan" project http://www.lib.umich.edu/islamic/. The 3-year project, now

complete, involved the creation and exposure of digital surrogates and catalog records for the manuscripts. The technical approach was the creation and deployment of a complex, database-driven website that provided unified access to bibliographic records and digital surrogates for the manuscripts; facilitated the gathering of informative and insightful commentary from scholars on campus, across the country, and around the world; and exposed in real time the dynamic enrichment of bibliographic information as project staff and scholars interact with the system. The project website, built on an open source platform, is fully integrated with the Library's central bibliographic information system (Mirlyn) and with HathiTrust, a shared digital repository that provides persistent, high-availability storage for digitized book and journal content from the collections of the University of Michigan, other Committee on Institutional Cooperation (CIC) member institutions, and future partners. Near East Division initially created brief catalogue records for all manuscripts and then progressed to produce complete cataloguing records for all manuscripts. All but a few too fragile manuscripts have been fully digitized and are accessible to scholars world-wide.

The **Papyrology Collection** is a well-known collection of Greek, Latin, Coptic, and Arabic pieces as well as major secondary research tools: 7,000 inventory numbers and more than 10,000 individual fragments. Approximately 2,500 records (with images) reside in open-text format, as part of the University of Michigan's contribution to the Advanced Papyrological Information System.

The **Ottoman Turkish Collection** contains about 1,300 printed volumes, including several of the earliest printed Turkish books and a large collection of Ottoman Salnames (provincial yearbooks) in both original printed format and microform. Access to the Ottoman Collection is provided by means of a card index and through the library's local catalogue system.

Many of these original sources form the core of the vast microfilm collection maintained by the University of Chicago's Middle East Documentation Center (along with the collections of Harvard, Chicago, Princeton, and University of Pennsylvania, University of California, Berkeley).

The George Makdisi Collection in Islamic Thought: The 5000+ title collection of books and serials of the late Prof. George Makdisi was given to the Department of Near Eastern Studies in 2004. This collection has been accessioned and fully catalogued by library staff in the library system. Additionally, approximately 250 microfilms of Arabic, Persian, and Turkish manuscripts copied throughout Makdisi's scholarly career from manuscript repositories around the world are part of the collection and have been catalogued in a hand-list. These records are also searchable locally and remotely. An inventory of offprints has been produced.

Particular collection strengths in the traditional print collection lie in ancient, medieval, and modern history of the Near East, modern Arabic and Hebrew language and literature, Semitic linguistics and philology, Hebrew bible and the ancient Near East, Assyriology, politics of the Near East, and Jewish Studies. The Library's collection development efforts, in the languages of the Near East and western languages, ensure that the research needs of faculty and the graduate instructional and dissertation research needs are met both now and for the future. Primary languages of the collection, besides western European, include Arabic, Hebrew, Persian, Turkish, Ottoman Turkish, various Turkic languages, and Yiddish.

Near East Reference and Seminar Collections: The Near East Division maintains a modest reference collection of basic reference works, dictionaries, encyclopædias, text collections, etc., in the Hatcher Graduate library. The Near East Reference Collection also provides specially devised computer access to a variety of Near East online resources and

programs for which non-roman scripts are indispensable. The Near East Seminar Collection, which includes reference materials, text editions, and serial runs to directly support graduate student instruction and research in Ancient Near Eastern and Islamic Studies, is housed in the Department of Near Eastern Studies Library.

Online Resources: The Library provides open and restricted access to countless electronic indexes, electronic serials and newspapers, and full text resources, including e-books and other full text collections and corpora. Particularly valuable for Near Eastern studies are ProQuest, JSTOR, Modern Language Association Bibliography, First Search/WorldCat, FRANCIS (International Humanities and Social Studies), Encyclopædia of Islam Online, Brockelmann Online, Index Islamicus online, Historical Abstracts, UM Humanities Text Initiative, Middle East Virtual Library, American Theological Library Association Serials, and many more. Additionally, the Library is part of the Google Books scanning project. Currently, there are about 11 million total digital volumes in Middle Eastern and Western languages accessible in the HathiTrust Library representing both UM's collection (primarily) and those of its digital partner libraries (growing).

Cooperative Enterprises: The Near East Division participates in Online Access to Consolidated Information on Serials for the Middle East, a union list of serials from or about the Middle East with partners from Yale, Princeton, Washington, Pennsylvania, Ohio State, Texas, Bibliotheca Alexandrina, and other research libraries in Syria and Jordan. The mission of this union is to improve access to Middle Eastern serials in libraries in the United States, Europe, and the Middle East. The Near East Division also participates in the Middle East Microfilm Project within the Center for Research Libraries; member libraries pool funds, acquire runs of Middle Eastern newspapers and periodicals, and microfilms or digitizes them for shared access.

Budget and Staff

Collection Budget (2013-14): $235,000 (including general and endowments funds). The Near East Division maintains the growth of the collection through a variety of book acquisition plans with vendors in the Middle East, Europe, and North America. Additionally, centrally administered funds, in excess of $40,000, support the acquisition of electronic books and serials, mostly in Western languages, and databases relevant to Middle Eastern studies.

Acquisition and staff support The Near East Division received $296,280 in 2013-14 for 7 professional staff FTEs plus $12,000 for 4 student hourly temporaries.

5B1&2. *Materials from other institutions, others access to UM libraries.* UM participates in an extensive network of sharing access to library materials. Students and faculty from CIC institutions and the Michigan Research Corridor (Michigan State University, Wayne State University, UM) enjoy reciprocal borrowing privileges and fast access through the CIC Virtual Electronic Library. UM's collections can be localized through the Online Computer Library Center International bibliographic utility and are available through interlibrary loan to patrons and libraries throughout the United States. UM's collaboration with Google's Book scanning project is now nearly complete, with works out of copyright or in the public domain available online as full-text. Through the HathiTrust digital repository, UM and the CIC universities together with the University of California system and University of Virginia are sharing digitized titles; works in the public domain are open to all. With open stacks, visitors from other institutions and other CMENAS patrons have immediate access to hardcopy resources. Visiting scholars can quickly obtain access to electronic resources.

6. QUALITY OF STAFF RESOURCES

6A1. *Teaching faculty and other professional staff qualifications.* CMENAS is led by Juan Cole, a historian of the modern Middle East and of the modern Muslim world. Professor Cole has written on the history of Egypt, Iraq, Iran and Muslim South Asia as well as on contemporary history and US foreign policy in the region. He teaches a popular course on the Iraq and Afghanistan wars of the last decade. Outgoing Associate Director Fatma Müge Göçek is a historical sociologist with works on Franco-Ottoman relations, survey research in contemporary Turkey, the rise of the Turkish middle classes, and more recently the Armenian issue. She has been extremely active in the past two years in advising MENAS students and has taught MENAS 493 and will again fall 2014. Her successor will be appointed in August.

CMENAS faculty includes numerous internationally known scholars in their field. Many are or have lead professional organizations (Beckman: American Oriental Society; Juan Cole: Middle East Studies Association (MESA); Knysh: Central Eurasian Studies Society; Tessler, American Institute for Maghrib Studies), edited leading journals (Beckman: Journal of the American Oriental Society; Cole: International Journal of Middle East Studies) or reference works (Knysh, Bonner: Encyclopedia of Islam, 3rd edition). Faculty achievement has been recognized by awards such as retired faculty Rammuny's CASA Lifetime Achievement; Emeritus faculty member McCarus' MESA Lifetime Achievement; and Fancy and Tessler's Carnegie Islamic Scholars for 2009-2010. Also of note, several faculty associates have been the recipients of prestigious fellowships such as Tessler's Franklin Fellowship and Cole's Iranian Studies Visiting Fellowship at the Sorbonne. UM goes to great lengths to retain existing faculty.

6A2. *Professional development opportunities*. Funds are available for lecturers to attend workshops and conferences on language pedagogy and training in technology related to language teaching. In general, many CMENAS faculty make regular research and sabbatical trips to the

MENA region. UM policy is generous in allowing leave to recipients of fellowships, including the Fulbright (both the USED Fulbright-Hays and the Institute for International Education/Council for International Exchange of Scholars Fulbright programs are administered through the II). UM professional development opportunities include sabbaticals at 7-year intervals for tenured faculty; 1-term leaves for tenure-track junior faculty; and funding (e.g., Faculty Fellowship "Topping Off" awards) to supplement distinguished external fellowships; spring/summer research grants to support graduate research assistants; Michigan Humanities Awards (a paid term for research in the humanities and interpretive social sciences); research seed grants from CRLT; and support for publication subventions. A web portal was started in 2007 for faculty to request funding for research projects and conference support. Faculty may now submit one application which is sent to multiple funders depending on the type of support requested. Examples of funders include the II, Institute for the Humanities, Vice Provost for Academic Affairs, and Office of the Vice President for Research. The Center for Global Health also advertises many opportunities both within the university and from external funders for faculty and students conducting health-related projects.

UM provides a wide variety of training and development opportunities for staff including software courses; courses on management and human resources; and work-life balance. Blomquist has attended outreach-related and grant support workshops. Blomquist attends MESA in order to attend the outreach and administrative meetings. Blomquist was elected to a two year term as a board member of the Middle East Outreach Council. Opportunities for overseas travel and professional development have been offered.

6A3. *Faculty and staff participation in teaching, supervision, advising of students.* Faculty are committed to the success of their students by means of regular, individual advising

and extensive use of directed reading courses in addition to the regular teaching load of 2 courses per semester. Most faculty teach 4 courses on MENA each year; some (e.g., Bardakjian) routinely teach 6 courses per year. The CMENAS Director is relieved of 1 course per year, but often teaches a normal load, including the MENAS 695 core course. The Associate Director teaches the 1credit MENAS 493 course in addition to their regular teaching assignments. MENAS 493, which is open to the public, is designed to introduce current and potential students to faculty on and off campus, in addition to different fields of study, methodologies, and approaches. Cole has regular office hours at CMENAS for advising and spends about 50% of his time at the CMENAS office. Göçek also has scheduled advising hours and is regularly at CMENAS for meetings.

All departments have thorough advising systems, with faculty assigned as undergraduate and/or graduate advisors. Göçek serves as advisor for the CMENAS undergraduates, MA students, and FLAS recipients. In order to further improve graduate student mentoring, considered a key factor in degree completion rates, Rackham Graduate School moved to a continuous enrollment policy beginning in fall '10 for all PhD students. NES has mandated a record of continuous contact between advisor and advisee as part of its graduate student review.

6B1. *Adequacy of staffing and oversight arrangements and extent of variety of faculty.* Oversight is the function of the CMENAS Executive Committee, which meets each semester for 2 hours. Bylaws require that the Executive Committee include the CMENAS Director, Associate Director, Chair of NES, and head of the library's Near East Division. Three other members are selected from a range of departments and schools for 3-year terms via an election process. The Director of the Frankel Institute for Judaic Studies is always invited to participate on the CMENAS Executive Committee.

6B2. *Adequacy of staffing and oversight for center's administration and outreach activities.* With 1 full-time staff member (Blomquist), 2 faculty administrators (Cole/Göçek), and a corps of high-quality staff (Becker, Wahl, Caudill), CMENAS is working at capacity and is therefore able to carry out extensive programming and outreach. Blomquist also assists in the administration and coordination of the World History and Literature Initiative (WHaLi) (See 7A2). Considerations of sustainability and impact maximization led CMENAS to prioritize its rapidly expanding undergraduate and graduate programs and the new scale of outreach over individual programming.

Program Manager Blomquist is a UM graduate (MA from the Center for Southeast Asian Studies), and also brings experience as a high school teacher and administrator. She has traveled in Africa and Southeast Asia and as part of her MA program and wrote a thesis on women's rights in East Timor. Nancy Becker (BA, Western Michigan University) is the student services coordinator. She joined the center in 2008, with extensive experience in academic services at the UM Ross School of Business. Becker manages applications, admissions, fellowships, and student tracking.

Cheryl Wahl has been with UM for over 10 years and brings invaluable institutional knowledge to the Center. She is the finance coordinator for CMENAS and works as a grant administrator and overseas financial payment processing. Gloria Caudill is the unit administrator for CMENAS and works to maintain good stewardship of grant activities and finances. She works closely with the Center Program Manager to ensure the Center is functioning efficiently.

6C. *Nondiscriminatory employment practices. Grutter v. Bollinger*, argued successfully before the U.S. Supreme Court in 2003, has become the standard for UM's commitment to diversity. Per capita, UM has amongst the highest number of underrepresented minority faculty

of comparable public universities in the nation, with many such faculty holding positions in higher administration. The commitment to non-discriminatory employment practices and the inclusion of faculty and staff from traditionally underrepresented groups (i.e., racial and ethnic minorities, women) is reflected in the university-wide faculty and staff demographic information (2013), as follows: overall 42% of the UM regular, clinical, primary research and Lecturers' Employee Organization (LEO) faculty are women; overall 25% of the UM regular, clinical, primary research and LEO faculty are minorities; overall 71% of the UM staff are women; overall 20% of the UM staff are minorities.

7. OUTREACH ACTIVITIES

7A1. *K-12 schools.* CMENAS, in conjunction with other UM NRCs, has continued its cooperation with local schools and Intermediate School Districts to provide support and resources, including speakers. Hagen has also counseled a group of teachers from the Waldorf Institute of Southeast Michigan on a trip to Istanbul, and served the role of itinerant lecturer while there and plans to continue this activity.

7A2. *Teacher training.* The **World History Initiative (WHI) (WHaLI, see number 1)** directly addresses NRC Absolute Priority and NRC Competitive Priorities 1 and 2. **WHI,** a collaboration among CMENAS and other UM area study centers and the School of Education, seeks to launch a new phase of this highly successful curriculum and professional development project for teachers of world history in Michigan. The WHI will continue to draw on resources of CMENAS and other UM area study centers in collaboration with UM's SOE to plan and enact three day workshops to improve teachers' capacity to teach world history. However, over the next four years, we will expand our services and outreach in four areas by (a) adding global literature to WHI new topics, (b) designing specific programs for pre-service teachers, (c)

including students and faculty from minority serving institutions and community colleges, (d) using technology to reach teachers outside the Ann Arbor area. Before turning to these new phases, it is important to stress what has been both unique and successful in the WHI and why we want to extend our focus and reach.

Launched in 2010, the WHI is a consortium of nine area and global studies centers at the II and active campus partners in the SOE, the Department of History, and the Eisenberg Institute for Historical Studies. It began as a strategic response to a critical need created when the state legislature added a year of world history and geography to high school graduation requirements. The new mandate on global, trans-regional and comparative study within and across historical eras immediately created a state-wide demand for professional and curricular development in world history.

In response, the University of Michigan created the WHI, a series of three day workshops in global history designed to deepen teachers' content and pedagogical knowledge while expanding access to teachable resources. Drawing on the expertise and resources of scholars working in UM's area centers and the SOE, four innovative approaches separated the WHI from other professional development activities. First, the WHI self-consciously and intentionally tackled what historian Thomas Holt has called the "levels problem," the challenge of connecting the local to the regional to the global. Thus, each workshop explicitly nested regional content within larger global context, using each to illuminate the other. Second, since our workshops involved scholars from the different area studies centers, the participants were able to engage in comparative analysis across different regions of the world. Third, since we videoed every presentation and deposited them in an electronic repository along with the materials each presenter used (PowerPoints, handouts), the secondary teachers and their students could use

workshops long after each ended. Finally, though we did not target pre-service/prospective teachers, we made the WHI materials available to UM teacher education faculty and students who used these learning how to design lessons in global history.

Judging by attendance and our near-and far-term evaluations, we have successfully met our goals in helping teachers improve their approach to teaching world history. We typically receive an average of 75% of participants claiming the workshops were highly successful, 90% still use materials in teaching their students, and 80% have shared with their colleagues.

Encouraged by the success, we are seeking resources to extend the WHI in four areas: (1) broadening our scope to include global literatures, (2) inviting pre-service teachers and designing activities to enable them to work with practicing teachers, thus making the WHI more "inter-generational," (3) including minority- serving institutions and community colleges, such as Henry Ford and Washtenaw Community Colleges, (c) using technology to reach teachers outside the immediate Ann Arbor area. In what follows, we describe each briefly.

(1) **Adding a focus on literature**: Over the next six to eight workshops, we will widen our scope to include world literature in the WHI. Aside from drawing more widely on the strengths of area centers faculty and departments at the University of Michigan, this will help secondary teachers engage in disciplinary or domain-specific literacy to meet the new demands created by the Common Core Literacy and College Readiness standards. As we did making temporal-spatial scale central to our work, future WHI workshops will address questions that encourage teachers to use literature and art to help their students learn about the global past. **Therefore, the WHI will become the WHaLI, the World History and Literature Initiative.**

(2) **Special programs for pre-service teachers, teacher educators, and future university faculty:** While UM's School of Education faculty and students have used materials

from the WHI in both the undergraduate and graduate sections of the teaching methods courses, *Educ. 432: Teaching and Learning History/Social Science in Secondary Schools*, we intend to formally include pre-service teachers of history and English Language Arts in at least half of our WHaLI workshops over the next four years. By inviting beginning teachers from area teacher preparation schools – such as University of Michigan, Eastern Michigan University, Oakland University, Michigan State University, Henry Ford and Washtenaw Community Colleges -- to join with veteran secondary teachers in our workshops, we anticipate more opportunities to disseminate WHI/WHaLI materials and enhance ways teachers use these materials. Further, over the last two workshops, we have prepared advanced graduate students in history, area studies or education to participate in the WHI, providing experience and training for future university faculty to work in outreach to secondary schools.

(3) **Expanding to include minority serving institutions and community colleges:** By including pre-service teachers and faculty from Henry Ford Community College, Washtenaw Community College, Wayne County Community College and Eastern Michigan University, the WHI will increase the service it already provides to minority serving secondary schools, such as Detroit School for the Arts and Detroit's Western High School. Widening the pool of WHaLI participants and presenters will enrich every aspect of the initiative, helping to ensure that the resources both reach across and are useful in multiple contexts.

(4) **Using technology to reach teachers outside the immediate area:** In the past, we have had a number of teachers travel from the far western portions of Michigan to attend the WHI workshops. To increase our impact, in the coming cycle we will webcast the workshops to interested schools and teachers across the state, a first step toward extending WHaLI beyond Michigan.

The funds from this grant afford us the opportunity to continue and extend the services of this very successful and innovative curriculum and professional development project in world history and literature.

K-16 Collaboration with University of Puerto Rico, Rio Piedras (UPR). As part of an effort to create sustainable links with institutions serving underrepresented populations, CMENAS, and other UM NRCs, have built a partnership with the Colleges of Education, Humanities, and Social Sciences at UPR. UPR is a major public research university that serves an overwhelmingly Hispanic student body. It holds a Title V grant from the USED. The College of Education at the UPR trains thousands of teachers each year who go on to work in public and private schools in Puerto Rico. The primary role of the Colleges of the Humanities and Social Sciences at UPR is to provide instruction to students enrolled in the College of Education and other professional schools. There are no Title VI National Resource Centers on the island of Puerto Rico. There are also no Hispanic serving institutions in the State of Michigan. Thanks to deep existing ties between our institutions we are able to expand access to the area studies and language resources at UM to the faculty and students at the UPR, to in-service teachers in the region around UPR, and to their K-12 students directly addressing NRC Absolute Priority and NRC Competitive Priorities 1 and 2.

In each of the next four years UM's International Institute will send mixed delegations of area studies experts to the UPR for one K-16 professional and curriculum development workshop. These workshops follow the model of a pilot workshop the Center for Latin American and Caribbean Studies organized in Rio Piedras in February 2014. They will be organized around topics that cross multiple disciplines and allow representation from different world regions: "Gender and Race" (Year 1), "Cultures of Violence" (Year 2), "Civil Society and

Identity Politics" (Year 3), and "Political Struggles" (Year 4). Each two-day workshop will include sessions for UPR faculty and students (including pre-service K-12 teachers) and in-service K-12 teachers from the surrounding San Juan metropolitan area. Instructional materials related the workshops will be translated into Spanish and English and will be made available on a website for further use and dissemination.

Expanded access to library materials relating to area studies is a particular need for faculty and students at the University of Puerto Rico. We plan two avenues for sharing library resources across our institutions. CMENAS will dedicate funds to acquisitions of area-studies materials (i.e. books, primary sources, and journal subscriptions) for the José M. Lázaro library, UPR's main research library, and Centro de Investigaciones Históricas in the College of the Humanities. These materials will be broadly available to students and instructors, supporting local faculty initiatives around instruction in MENA studies between and beyond the annual K-16 workshops.

This initiative is an outgrowth of academic and institutional ties between the Center for Latin American and Caribbean and UPR that began with two joint methodological symposia, titled: "Thinking through the Cultural Turn: Writing Histories in an Interdisciplinary and Transnational Age," held at UPR in 2007 and UM in 2009. These symposia led to invitations to two UPR faculty (Baerga and Hernández) to offer undergraduate courses at UM, to joint publications, translations, and numerous research presentations by UM faculty (Hoffnung-Garskof, Scott, Caulfield, Lafountain-Stokes) and students (Amador, Pérez-Villa, Pérez-Morales) at UPR. UM continues to recruit UPR students into the Summer Research Opportunities Program and graduate degree programs.

U-M NRCs will collaborate with the **U-M Department of Music Education**, addressing NRC Competitive Priority 2, to develop and implement a two-course world music sequence. After completing these courses, K-12 music education students will be able to teach music of the different world regions. We request funds for faculty instruction of these courses in years 1 and 3 of the grant, with the goal of institutionalizing the sequence as a requirement for all UM MA of Music in Music Education summer students. The two-course sequence will allow all students in the three-year summers-only MA program to complete the entire sequence. The proposed courses are: *Introduction to Music Cultures of the World 1*: Middle East and North Africa, South Asia, East Asia, Southeast Asia (taught in years 1 and 3) and *Introduction to Music Cultures of the World 2*: Europe, Native North America and Latin America, Sub-Saharan Africa (years 2 and 4). Courses will be taught by ethnomusicology faculty with specializations in several world areas and training in teaching introductory surveys on world music.

Through the course, future educators in the MA program will produce lessons directed toward age groups appropriate to their experience and will be able to use these lessons immediately in their teaching curriculum. World music lessons offer an effective mode for introducing students to peoples and cultures using songs, rhythms, lyrics, and ideas encapsulated by foreign languages and cultural concepts. By its nature, the study of music requires participation, and numerous studies have shown the impact of hands-on performance on students' learning, regardless of skill level. Where their interest is piqued, students will go on to pursue global interests in their future studies, most likely including language. Music is an excellent avenue to introduce the different regions of the world at the youngest ages of education, and will set students up for a lifetime of global awareness. Enrolled students in the summer-only MA program are current, active teachers, so we expect these courses to have

immediate impact on K-12 curricula.

7A3. *Post-secondary institutions.* CMENAS' successful collaboration with the Midwest Institute for International/Intercultural Education (MIIIE), a self-funded national consortium of 83 two-year colleges of which 39 are Title III and Title V eligible institutions (NRC Competitive Preference 1), is now in its 22nd year. CMENAS support regularly helps MIIIE to include MENA content in their annual summer curriculum workshops. MIIIE is a conduit to community colleges nationwide. The WHaLI and UPR collaboration (see 7A2) are deeply committed to working with and including post-secondary institutions, particularly minority serving institutions and community colleges, in the Center outreach efforts.

7A4. *Business, media and public.* CMENAS faculty are frequently present in the news media, most prominently CMENAS Director Cole, who also reaches a large audience through his blog.

CMENAS has regularly commissioned recordings of significant events which are typically broadcast multiple times, as well as live on the CMENAS YouTube channel, such as the lecture by Director Cole "After the Arab Spring: Democratic Summer, not Islamic Winter," the panel discussion "Intervention and the Dilemmas of Security in Afghanistan," the lecture by Abbas Milani "Ruptures and Continuities in Iranian Politics," the panel discussion "The Arab Spring: One Year In" which included CMENAS Director Cole, faculty Tessler and Alsayegh, Visiting Israeli Lectuer Sarai Aharoni, PhD Candidate Atef Said, Susanne Koelbl, the foreign correspondent for Der Spiegel, and the presentation by Nobel Peace Prize Winner Tawakkul Karman "Tawakkul Karman: Women in the Arab Spring".

All CMENAS events are free and open to the public. They are advertised locally in papers, on a variety of university and community websites, social media, through e-mail listservs

and posters distributed throughout campus and local businesses. Together with other NRCs, CMENAS participates in the Ann Arbor Book Fair, presenting recent literature on or from the region for children, young adults and adults; all remaining books are donated to a local school after the fair. CMENAS works with the University Musical Society to promote performances from the Middle East and North Africa; an Arab World Performance series is held every 4 years, with the last occurring in 2012-13.

8. PROGRAM PLANNING AND BUDGET

8A. *Activities of high quality directly related to the purpose of the NRC.*

CMENAS is seeking funding in order to strengthen UM's capacities to provide the next generation of leaders to serve the United States in international relations, security, and development with vital in-depth area expertise and advanced language skills, and to educate a larger public about a critical world region, in accordance with the mission of Title VI. USED funding will enable us to consolidate and expand UM's language instruction, to add strategically to the non-language curriculum, to reach out to K-12 educators, including pre-service teachers in the Center outreach efforts, and focus on the inclusion of, and collaboration with, community colleges and minority serving institutions. A focus on critical multipliers through our outreach efforts and on the language and non-language curriculum aims to maximize sustained impact.

Language: To offer critical less commonly taught language (LCTL) instruction through the advanced levels, CMENAS seeks funds for 50% salary for lecturers in Turkish and Persian, the other portion being carried by NES, and a year 2 cost to bring an Uzbek lecturer to UM (shared with the Center for Russian and Eastern European Studies and the Center for South Asian Studies). CMENAS seeks funds to create additional Foreign Language Across the Curriculum (FLAC) courses in Turkish, Persian, and Hebrew; to develop interactive instructional

modules; and to make conversation partners available in all languages through the LRC (see budget p. 4). In addition, we will offer funds for language instructors to attend training workshops through the NMELRC, Eastern Consortium, flagship, or other pedagogy workshops. CMENAS will also continue our memberships in the Eastern Consortium for Persian and Turkish as well as Summer Workshop in Slavic, East European and Central Asian Languages for summer opportunities in Central Asian languages.

Area Studies: CMENAS requests funds for its guest speakers in its courses 491, 493, and 695. [See budget for projected topics.] Course development funds are budgeted to create new courses on "Climate Change in Middle East History" (advanced undergrad); "Ottoman Istanbul: From Imperial Capital to Modern Metropolis," which includes a Spring Break research trip to Istanbul (undergrad/grad seminar), team-taught between Cipa and Grüber; Global Engagement graduate course with partners in Turkey and Japan on "Gender, Sexuality and Violence"; and, a course on childhood and youth in the Middle East. We plan to continue to support student internships in the MENA region with a salary supplement for Rachael Criso, who works with organizations and employers in the region to place students in summer internships where they can be exposed to the language and culture. During summer 2014, Criso placed 11 students in summer internships in Turkey; 6 in Morocco; 1 in Jordan; and 1 in Israel.

Programming: Funds are being requested for contributions to the following public and academic events: CMENAS is planning annual fall and spring panels (2-3 participants each) on current events (e.g. Africa and Islam, Climate Change and the Middle East, Japan and the Middle East); a distinguished lecture series in conjunction with a faculty and graduate student seminar (using the model of the Eisenberg Institute for Historical Studies) is planned once each semester; an ongoing collaboration with the Center for Russian and East European Studies for public

programming on Central Eurasia. To save costs, we will systematically explore lectures via teleconferencing and when permitted broadcast via live streaming.

CMENAS will coordinate its programming with contributions to cross-center thematic projects, which address current and ongoing topics in global and comparative perspectives: *Race, Ethnicity and Indigeneity* (yr. 1/not budgeted), *Media at Risk*, *The New Scramble for Africa*, *Permanent War* (yr. 2), *CESS conference: Central Eurasian Studies Society Conference* (yr. 3), and *States of Emergency: Disasters and the Politics of Hazard* (yr. 4) (see budget p.3). We will co-sponsor visits of political and business leaders from MENA with WDI's Development Consulting Services in conjunction with the theme The New Scramble for Africa.

Staffing: Staff support requests are consistent with current funding in order to carry out our mission. Despite budget cuts throughout the university, support for administrative and outreach positions have remained stable. The position of Associate Director is specific to CMENAS, and crucial for advising and teaching MENAS 493.

Outreach: The ambitious expansion of the WHaLI (formerly WHI) requires coordination at SOE supported by participating NRCs for which additional funds are requested. Funds are also requested for presenters at various workshops and to carry out the educator workshops (budget p. 1, 2, 4). Funds are also requested for one 2-day workshop per year at UPR for UPR instructors/pre-service teacher education students and K-12 teachers from the San Juan-area public and private schools (budget p. 4).

CMENAS *postsecondary outreach* efforts include continued support of MIIIE by providing funds to ensure MENA content is included in their annual summer workshops. CMENAS also proposes to offer *Postsecondary Curriculum Development awards* to faculty from community colleges and undergraduate institutions, particularly minority serving

institutions. Faculty will apply for awards that will support a 3-5 day stay at UM and allow them access to faculty, libraries, museums and other resources to incorporate into their teaching. Awardees will be required to submit curricular materials which will be made available through our website (budget p. 4).

Library: We request funds for the expansion of *library* holdings.

Evaluation: CMENAS requests funds (budget p. 2) for a professional evaluation service (FERA) to develop and improve our evaluation plan. We also seek funds to hire an outreach/evaluation coordinator (budget p. 1) to implement the evaluation plan and coordinate institute wide outreach activities.

8B1/8B2. *Development plan demonstrating strengthening of program's long-term impact.* In this proposal, we focus on teacher training, collaborative activities with community colleges and minority serving institutions, as well as teacher preparation programs as the main areas of enhancement with the goal of sustained long-term impact. WHaLI is unique in its scope and its integration of state standards, pedagogy, and content; together with the K-16 Collaboration with University of Puerto Rico, Rio Piedras teacher training and faculty workshops, it will result in an unprecedented scale of professional development opportunities for teachers and teacher training students. Language offerings will expand through the increasing integration of language and content-oriented instruction. The growth of new interdisciplinary courses solicited from UM faculty will close gaps in the curriculum and gear it more towards the present, as well as aiming towards integrating more courses into UM's professional schools.

8B3. *Plan demonstrates effective use of resources and personnel.* CMENAS has a record of success with its ambitious programming. Distribution of themes over the timeline of the grant cycle and the use of template formats (lecture series, panel, workshop) help to streamline

organization and provide regularity to maximize audience buy-in, while preserving enough flexibility to collaborate with others. CMENAS has been on the forefront of consolidations within the II, e.g. in its new administrative association with several other NRCs in order to maximize synergies. Large-scale initiatives like WHaLI and UPR are carefully planned and include line-items for additional staff (budget p. 1).

8C. *Reasonableness of costs in relation to the objectives.* CMENAS's proposed program of activities takes advantage of a unique concentration of area studies expertise and of collaborations and supporting institutions on all levels. Through strategic use of guest speakers in our regular lecture series and panels we seek to create high-quality events reaching large audiences in a sustained way utilizing maximum synergy with local resources at relatively low cost. Modest allocations for support courses (FLAC) and creation of new courses will still lead to sustained valuable additions to the curriculum. We take maximum advantage of existing supporting structures like the II to forge collaborations and share costs for large-scale endeavors such as the WHaLI and initiatives at UPR. Support for language instruction and new faculty positions are carefully calibrated to ensure maximum leverage with departments and college.

8D. *Long term impact.* Proposed funding requests will allow us to initiate new activities and strengthen existing ones. At the grant's end, we will have 1) enhanced language and area instruction, library resources, and outreach on the MENA region; 2) strengthened UM's MENA language programs generally through sustained support to MENA LCTLs, tutorials, and instructor professional development; 3) broadened teacher training to meet the need for globally-focused curricula; 4) increased collaborations with community colleges and minority serving institutions; 5) augmented the supply of MENA experts via undergraduate and graduate FLAS awards and increased recruiting efforts to identify quality professional school

applicants; and 6) bolstered capacities to evaluate Center and UM MENA activities.

9. IMPACT AND EVALUATION

9A. *Impact on university, community, region and the nation.* CMENAS has been central at UM in educating students and the public about the MENA region. 8,311enrollees attended 465 courses in 2013-14, as compared to 2008-09, when 318 courses were offered, enrolling 6,613 students. These students come from all major social science and humanities disciplines, as well as several professional schools.

Together with the II and other partners, CMENAS has organized many high-profile public symposia, colloquia, lectures, concerts, and hands-on demonstrations. Panel discussions like "The Arab Spring: One Year In" and "Politics of Heritage in the Middle East" and symposia like "Arts of the Arab World Uprising" attracted vast audiences; recordings are broadcast repeatedly on the Michigan Channel for many months after the event and several event podcasts are available permanently for download via the Michigan iTunes site, as well as on YouTube.

CMENAS outreach activities, teacher training workshops and Interactive Communications and Simulations have enabled more than 500 teachers and teachers in training in Michigan and beyond to reach thousands of students and educate them about the culture and politics of the ME in a reliable, balanced, and critical way.

9B. *Provisions for equal access and treatment for students and others.* CMENAS regularly admits students of African, Middle Eastern, and Asian descent. Among the 121 MA applicants for fall 2012 and 2013, 58 were women, 42 were accepted and 14 matriculated. CMENAS faculty is active in Women's Studies, Institute for Research on Women and Gender and the LGBT Initiative. UM's Center for the Education of Women advises junior female faculty on career advancement and encourages mid-career women to return to the workplace and

classroom. Within UM, the Comprehensive Studies Program provides intensive courses, academic advising, mentoring, and special programs for minority undergraduate students. The Rackham Graduate School supports Dialogues on Diversity programs to support graduate women, students of color, international students, those with parenting responsibilities, and gay, lesbian and transgender students. The Services for Students with Disabilities Office helps students with learning disabilities, visual, hearing, and mobility impairments, and psychiatric disabilities.

9C1. *Evaluation plan.* Independent External Evaluator: Formative Evaluation Research Associates (FERA), a 100% woman-owned Michigan corporation, DUNS #083426965, will serve as the external independent evaluator for this grant. Located in Ann Arbor, Michigan FERA has provided program evaluation services to nonprofits and their partners for 40 years. They have a diverse staff and are committed to the inclusion of groups underrepresented both in the field of evaluation and in the projects they evaluate. FERA's approach to evaluation is stakeholder-based, participatory, and utilization focused. FERA has evaluated US Departments of Education, Labor and Small Business Administration grants, has worked with higher education, community colleges and K-12 educational institutions. They also have experience with the evaluation of international projects.

FERA will assist CMENAS in addressing our overarching goals regarding serving national need for area studies and language training. We have worked with FERA in developing our performance measure forms (see Appendix III) and they will ensure that our evaluation process and results are specific, measurable, attainable, realistic, and timely. In Table 3, we outline the specific questions FERA will utilize to evaluate our performance, as well as the activities employed to meet Center goals (see Appendix III).

Table 3: CMENAS Evaluation Plan, FY2014-17

NRC Evaluation Plan
Overarching Evaluation Questions: • To what extent do CMENAS activities have an impact on the university, community, region & nation? • To what degree do CMENAS activities address national needs & generate information that is disseminated to the public & other outreach constituencies (K-12 schools, postsecondary institutions, business, and media)? • To what extent does CMENAS/UM offer MENA language & area studies courses & academic program options? • To what extent do students, particularly students that are traditionally underrepresented, have need, &/or are pursuing professional or STEM studies, enroll in MENA language & area studies courses, & pursue MENA-focused degrees? • To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using MENA language & area studies skills? How effective are efforts to increase the numbers of students being placed? How can they be improved? • To what extent does CMENAS increase the capacities (access to area studies knowledge & resources) of K-16 institutions, especially those serving underrepresented students (UPR, MIIIE-affiliated community colleges, & Michigan K-12 schools)? • To what extent does CMENAS achieve project-specific goals identified in its PMFs (App. III)?
Methods: A combination of quantitative & qualitative methods will be used to evaluate this work, including: 1) analysis of UM student records (course enrollment, education abroad opportunities, graduation rates) and course certificate offerings; 2) review of student language proficiency scores; 3) retrospective on-line surveys (UPR & community college faculty, K-12 educators, students); 4) annual documentation of resource dissemination (events, web usage); 5) focus groups; 6) key interviews & site visits; 7) document review.
FLAS Evaluation Plan
Overarching Evaluation Questions: • To what extent have UM's activities & training contributed to improved supply & diversity of MENA specialists? • To what extent have students, particularly students that are traditionally underrepresented, have need, &/or are pursuing professional or STEM studies furthered language acquisition through enrollment in intermediate & advanced MENA priority language classes? How can these efforts be improved? • To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using MENA language & area studies skills? How effective are efforts to increase the numbers of students being placed? How can they be improved?
Methods: A combination of quantitative & qualitative methods will be used to evaluate this work, including: 1) annual review of student & other UM records (courses, graduates); 2) annual review of student language proficiency test scores reported in US/ED's IRIS system; 3) online survey of MENAS's past FLAS recipients (Year 3) to complement US/ED's biennial survey of specific cohorts of FLAS recipients; 4) interviews.
Project Goals (for Performance Measures, see App. III)
1. Enhance MENA area studies capacity at University of Puerto Rico Rio Peidras, Midwest and national community colleges, K-12 educators, and pre-service education students by disseminating MENA area studies resources, providing professional development workshops and curriculum development opportunities to said institutions and educators. 2. Increase international scholarly collaboration and information flow between the United States and the Middle East and North Africa. 3. Contribute to meeting national need for MENA language and area studies expertise.

9C2. *recent evaluations used to improve program.* A thorough professional review of CMENAS was conducted by CRLT in 2005, with results available April 2006. Numerous changes recommended by CRLT, such as more leverage for new courses including FLAC, improved guidance for MA students (cohort-building, thesis supervision), expanded collaboration with professional schools, expanded involvement of local faculty, and improved marketing continue have been successfully implemented. For example, the Center's blog, the role of the Associate Director, and current joint degree programs with professional schools. The initiative for the reconstruction of WHI into WHaLI was developed in response to assessments of past workshop evaluations both anecdotal and objective.

9D. *Activities address national needs, generate and disseminate information to the public.* National security perspectives, regional conflict, and competition for resources dominate the public perception and national demand for education on the area, to which we respond with high-level programming (e.g. panel "The Arab Spring: One Year In"), together with broad contextual knowledge about MENA cultures and history. K-12 outreach and provided teacher training activities aim to foster interest and awareness early on, while our support for training in critical languages helps citizens to gain crucial direct access to information about, and discourses in, the region.

9E1-9E2. *placement in areas of national need.* CMENAS is highly cognizant of national needs in terms of linguists and area experts. Applicants to the MA program and FLAS applicants demonstrating a likelihood of government service are regularly given relative priority: out of the current cohort of 12 students, 1 has a military background, 6 have indicated academic career goals, and another 5 strive to work in government or international organizations.

9F1. *fellowships awarded address national needs.* All FLAS awards administered

through CMENAS support study of languages listed under the FLAS Competitive Preference Priority 2. Aiming to produce graduates with high proficiency, students applying for 3rd or 4th-year language study are given relative priority in the competition.

9F2. *Student placement* FLAS recipients in PhD programs have frequently been successful in obtaining academic positions; CMENAS graduates and MA students supported by FLAS awards have gone on to PhD programs (Harvard, UM), government service (Foreign service, Department of Defense/Language Flagship, CIA) and international organizations.

10. FLAS SELECTION PROCEDURES

10A. *Plan describes advertising, selection process, how awards address priorities.* FLAS funds are requested for 7 graduate academic year, 4 undergraduate academic year, and 6 summer graduate and undergraduate fellowships in Arabic, Armenian, Hebrew, Persian and Turkish. Reflecting the importance that UM attaches to the FLAS and NRC programs; the II has reaffirmed arrangements with LSA and Rackham Graduate School to cover tuition shortfalls for graduate FLAS awards.

Advertising for the FLAS fellowships occurs through the e-mail networks of CMENAS, NES, and the II; fliers posted throughout UM and sent individually to departments and professional schools; CMENAS and II websites; and information sessions held annually for graduate student coordinators and students. E-mails, web postings, and fliers contain detailed information about the requirements (including recommendation letters), expectations, and deadlines.

The *timeline* for advertising begins in October with the application posted on websites followed by meetings for student service staff and students across campus. In November, e-mail messages are sent to faculty and students campus-wide. The deadline for all applications is

February 1 with the selection committee meeting in late February. Applicants are informed of decisions in mid-March, and those nominated for awards are asked to either accept or decline by April 15, allowing time to make award offers to students on the waitlist.

Committee members are given instructions about ranking students before reviewing the applications. Faculty are instructed about the *priorities* for funding, based on the grant priorities, including that only students at the intermediate or higher level are eligible for undergraduate FLAS. Other criteria for evaluation include performance in language study; overall academic achievement and promise; inclusion of professional schools and a variety of disciplines; and likelihood of reaching advanced levels of language training. Preference is also given to students with a strong possibility of eventual government service. Undergraduate applicants in Arabic, Armenian, Hebrew, Persian, and Turkish will be prioritized.

10B. *Selection plan describes application process.* Application forms are available on-line and detail the requirements of citizenship, eligible languages, and enrollment. Students must complete an electronic application, provide a statement of purpose addressing the rationale for the need for language training, including how they plan to use it in their studies or employment; transcripts of all college-level work and 3 recommendations including 1 from a foreign language instructor assessing the student's aptitude for 2nd level language acquisition are also required.

10C1. *Selection committee.* The selection committee consists of 3-5 CMENAS faculty members including the CMENAS Director and Associate Director and must include at least 1 language-teaching specialist. Efforts are made to include at least 1 member of a professional school as well as a non-NES faculty member. Care is taken to include expertise in as many of the 5 languages as possible. Committee members make individual rankings of all applications and then meet to arrive at a combined ranking.

10C2. *Selection criteria.* Selection criteria are provided to the committee prior to the review of applications. The meeting begins with a systematic reminder of the principles and rules governing FLAS awards as well as the priorities contained in the CMENAS FLAS proposal. In addition to overall academic excellence and demonstrated need for language training, special consideration is given to those likely to pursue a career in government service. As required by US/ED, all undergraduate awards will be made for intermediate or advanced study. Lowest priority is given to applicants who already possess language fluency equivalent to educated native speakers and who are applying for dissertation research or writing.

FLAS Competitive Preference Priority 1. For both graduate and undergraduate FLAS awards, we will strongly encourage every student applying to fill out a FAFSA, and to have an expected family contribution (EFC) amount included as part of their application. Students in each category (undergraduate and graduate) will be put into one of three tiers---low, medium, and high need. If students do not fill out a FAFSA and do not submit an EFC with their applications, they will automatically be put into the low need tier.

Committee members will be instructed to use a three step process: rank applicants based on academic merit, including grades, test scores, letters of recommendation, and statements of purpose; next incorporate program priorities to re-rank the applicants; finally, adjust the rankings based on need as indicated by the EFC. The committee will be instructed to use the tier of need to give a final ranking when two or more applicants are roughly equal following the first two steps in the process (academic merit and program needs). The first two steps were in place for the rankings already for the academic year 2014-15. Beginning with the evaluation of applicants for 2015-16, the third step will be added.

FLAS Competitive Preference Priority 2. All FLAS fellowships administered through CMENAS will be awarded according to the priority languages listed on the U.S. Department of Education's list of LCTLs.

11. Competitive Preference Priorities

NRC Competitive Preference Priority 1

- University of Puerto Rico collaboration (pp. 30-31)
- Midwest Institute for International and Intercultural Education collaboration (p. 33)
- *Postsecondary Curriculum Development awards* to faculty from community colleges and undergraduate institutions, particularly minority serving institutions. (pp. 36-37)

NRC Competitive Preference Priority 2

- World History and Literature Institute (pp. 26-30)
- World Music Course for Music Educators (p. 32)
- University of Puerto Rico collaboration (p. 30-31)

FLAS Competitive Preference Priority 1

- The Center will use financial need as one of the selection criteria for awards.

FLAS Competitive Preference Priority 2

- The Center FLAS awards go to study of a DoE priority language of the MENA region.

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

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization
University of Michigan / Center for Middle Eastern and North African Studies

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	96,737	122,426	126,226	126,371		471,760
2. Fringe Benefits	27,067	34,868	36,191	36,226		134,352
3. Travel	24,000	19,750	18,750	19,500		82,000
4. Equipment						
5. Supplies	3,000	1,000	1,000	1,000		6,000
6. Contractual						
7. Construction						
8. Other	70,750	42,850	37,850	34,550		186,000
9. Total Direct Costs (lines 1-8)	221,554	220,894	220,017	217,647		880,112
10. Indirect Costs*	17,724	17,672	17,601	17,412		70,409
11. Training Stipends	336,000	336,000	336,000	336,000		1,344,000
12. Total Costs (lines 9-11)	575,278	574,566	573,618	571,059		2,294,521

***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 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ____ ED __X__ Other (please specify): ____DHHS____ The Indirect Cost Rate is __55.5__%

(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% NRC, 0% FLAS%

Name of Institution/Organization	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.
University of Michigan / Center for Middle Eastern and North African Studies	

SECTION B - BUDGET SUMMARY
NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C – BUDGET NARRATIVE (see instructions)

University of Michigan
Center for Middle Eastern and North African Studies
Title VI Center Budget 2014-2017

	FTE	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
1. PERSONNEL					
A. ADMINISTRATIVE (Narr p. 23-25)					
Program Manager, Amber Blomquist (50%/100%)	50%	$ 30,217	$ 30,821	$ 31,437	$ 32,066
Fringe @ 31%		$ 9,367	$ 9,555	$ 9,745	$ 9,940
Student Assistants (2 @ $12/hr @ 160 hrs total)		$ 1,920	$ 1,958	$ 1,997	$ 2,037
Fringe @ 8%		$ 154	$ 157	$ 160	$ 163
Assist with lecture series, publicity, website					
Subtotal, ADMINISTRATION (salary)		**$ 32,137**	**$ 32,779**	**$ 33,434**	**$ 34,103**
Subtotal, ADMINISTRATION (fringe)		***$ 9,521***	***$ 9,712***	***$ 9,905***	***$ 10,103***
B. LANGUAGE INSTRUCTION (Narr p. 13-15, 34-35)					
Turkish Lecturer (Elementary and topics courses)	50%	$ 20,000	$ 20,400	$ 20,808	$ 21,224
Fringe @ 31%		$ 6,200	$ 6,324	$ 6,450	$ 6,579
Sevinc (50% salary/100% time AY)					
Persian Lecturer (Elementary and topics courses)	50%		$ 25,637	$ 26,150	$ 26,673
Fringe @ 31%		$ -	$ 7,947	$ 8,107	$ 8,269
Aghaei (50% salary/100% time AY)					
Travel by OSU Uzbek Lecturer Khulkar Matchanova to U-M					
Travel, lodging, and per diem.			$ 500		
Foreign Language across the Curriculum (FLAC)	15%	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Fringe @ 31%		$ 775	$ 775	$ 775	$ 775
Lecturer TBD (varies by language) (30% salary/100% time)					
Subtotal, LANGUAGE INSTRUCTION (salary)		**$ 22,500**	**$ 49,037**	**$ 49,458**	**$ 50,397**
Subtotal, LANGUAGE INSTRUCTION (fringe)		***$ 6,975***	***$ 15,046***	***$ 15,332***	***$ 15,623***
C. OUTREACH (Narr p. 4, 26-32, 37)					
International Institute Outreach/Evaluation Coordinator (50%/100%)	50%	$ 20,000	$ 20,400	$ 20,808	$ 21,224
Fringe @ 31%		$ 6,200	$ 6,324	$ 6,450	$ 6,579
School of Education Coordinator, World History and Literature Initiative, TBA		$ 3,000	$ 3,060	$ 3,121	$ 3,183
Fringe @ 31%		$ 930	$ 949	$ 968	$ 987
150 hours @ $20/hour					
Subtotal, OUTREACH (salary)		**$ 23,000**	**$ 23,460**	**$ 23,929**	**$ 24,407**
Subtotal, OUTREACH (fringe)		***$ 7,130***	***$ 7,273***	***$ 7,418***	***$ 7,566***
D. AREA AND OTHER INSTRUCTION (Narr p. 23-24, 31, 35-36)					
CMENAS colloquium series, Associate Director		$ 4,000	$ 4,000	$ 4,000	$ 4,000
Fringe @ 31%		$ 1,240	$ 1,240	$ 1,240	$ 1,240

Coordinate and teach 1-credit course each Fall and Winter term required for MENAS undergrad and gradate students. The theme of the term varies each term and some planned topics include The course has different themes each semester. Some of the planned themes include Revolutions; New Media; Ethnic Conflict; Islam and Politics.

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	FTE	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
Coordinator, Overseas Business Internships, Rachel Criso *(1 month summer salary)*		$ 5,000	$ 5,150	$ 5,305	$ 5,464
Fringe @ 31%		$ 1,550	$ 1,597	$ 1,645	$ 1,694
Coordinate internships in North Africa, Turkey and the Middle East					
World Music Inititative					
Partial salary contribution for 1 UM faculty to teach one summer course in					
World Music for Music educators enrolled in Music Education Master's Degree					
30% of $7,000		$ 2,100		$ 2,100	
Fringe @ 31%		$ 651	$ -	$ 651	$ -
Sub-Total, AREA AND OTHER INSTRUCTION (salary)		**$ 11,100**	**$ 9,150**	**$ 11,405**	**$ 9,464**
Sub-Total, AREA AND OTHER INSTRUCTION (fringe)		*$ 3,441*	*$ 2,837*	*$ 3,536*	*$ 2,934*
E. EVALUATION (Narr p. 37, 40-41)					
Funds to hire FERA to develop evaluation plan.		$ 8,000	$ 8,000	$ 8,000	$ 8,000
Subtotal, EVALUATION (salary)		**$ 8,000**	**$ 8,000**	**$ 8,000**	**$ 8,000**
SUB-TOTAL, SALARIES		**$ 96,737**	**$ 122,426**	**$ 126,226**	**$ 126,371**
SUB-TOTAL, FRINGE		**$ 27,067**	**$ 34,868**	**$ 36,191**	**$ 36,226**
SUB-TOTAL SALARY AND FRINGE BENEFITS		**$ 123,804**	**$ 157,294**	**$ 162,417**	**$ 162,597**
3. TRAVEL					
A. DOMESTIC TRAVEL					
Professional Meetings					
Travel and per diem estimated @ 1-2 faculty/staff @ $1000 (USED, MESA, etc)		$ 2,000	$ 1,000	$ 1,000	$ 1,000
Travel and per diem estimated @ 4 faculty @ $500 (conf partcipation, research, etc.)		$ 2,000	$ 1,000	$ 1,000	$ 1,000
4. SUPPLIES (office supplies, copying, communication)					
Advertising/supplies/express mail/postage/copies/		$ 1,500	$ 500	$ 500	$ 500
WHaLI/UPR taping/editing/web development/online streaming		$ 1,500	$ 500	$ 500	$ 500
5. OTHER					
Library Support (Narr p. 16, 19, 23, 37)					
Support for expanding Near East Library holdings		$ 15,000	$ 10,000	$ 10,000	$ 5,000
Web-Based Portals					
Contribution toward Duke-based NRC portal		$ 250	$ 250	$ 250	$ 250
University of Puerto Rico-UM Partnership: MENA Library Acquisitions for UPR Lázaro Library (Narr p. 31)		$ 5,000	$ 2,000	$ 1,000	$ 1,000
COURSE-RELATED INITIATIVES					
Weekly Colloquium (TBD) (Narr p. 24, 35)					
Professional service - 5 @ $500		$ 2,500	$ 2,500	$ 2,500	$ 2,500
Domestic travel - 5 @ $500		$ 2,500	$ 2,500	$ 2,500	$ 2,500
Lodging and per diem - 5 @ $200		$ 1,000	$ 1,000	$ 1,000	$ 1,000

Joint CMENAS and NES 400-level colloquia open to undergraduate and graduate students; the course includes UM and guest lecturers; guest lecturers may also give public presentations. The course has different themes each semester. Some of the planned themes include Revolutions; New Media; Ethnic Conflict; Islam and Politics.

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	FTE	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
CMENAS 695 Core Seminar (Cole) (Narr p. 2, 6, 9, 12, 35)					
Professional Service Fees - 1-2 @ $500		$ 1,000	$ 500	$ 500	$ 500
Domestic travel - 1-2 @ $500		$ 1,000	$ 500	$ 500	$ 500
Lodging, per diem - 1-2 @ $200		$ 400	$ 200	$ 200	$ 200
Interdisciplinary course on "Culture and Politics in the Contemporary Middle East" that provides students with the latest in research and writings on a variety of issues relevant to MENA. Course includes guest lecturers who also provide public talks.					
Course Development (Narr p. 35)					
Professional Service Fees		$ 5,000	$ 2,500	$ 1,500	$ 1,500
Funds to encourage the development of 2-3 new courses with MENA content per year Proposed topics include: "Climate Change in Middle East History"; "Ottoman Istanbul: From Imperial Capital to Modern Metropolis"; "Childhood and Youth in the Middle East."					
School of Education/Interactive Communications Simulations (Narr p. 10-11)					
Updating of web-based instructional units & subsidizing K-12 participation		$ 10,000	$ 6,000	$ 4,000	$ 4,000
In collaboration with the School of Education and the Interactive Communication Simulations project, funds to enhance and expand the classroom and on-line presence of these ongoing projects is requested.					
6. NON-COURSE INITIATIVES					
Colloquia on Central Eurasia (in collaboration with CREES) (Narr p. 35)					
Professional Service Fees - 1-2 @ $500		$ 1,000	$ 500	$ 500	$ 1,000
Domestic/International travel 1-2 @ $750		$ 1,500	$ 750	$ 750	$ 1,500
Lodging, per diem 1-2 @ $200		$ 400	$ 200	$ 200	$ 400
Ongoing collaboration with Center for Russian and East European Studies for programming on Central Eurasia.					
Bi-Annual Panel Discussions (Cole) (Narr p. 35)					
Professional Serices Fees 6 @ $500		$ 3,000	$ 3,000	$ 3,000	$ 3,000
Domestic/International Travel 6 @ $500		$ 3,000	$ 3,000	$ 3,000	$ 3,000
Lodging, per diem 6 @ $200		$ 1,200	$ 1,200	$ 1,200	$ 1,200
Planned themes include: Africa and Islam; Climate Change and the Middle East; Japan and the Middle East.					
Bi-Annual Faculty/Grad Student Workshops (Narr p. 35)					
Professional Service Fees 2-4 @ $500		$ 2,000	$ 1,000	$ 1,000	$ 1,000
Domestic/International Travel 2-4 @ $500		$ 2,000	$ 1,000	$ 1,000	$ 1,000
Lodging, per diem 2-4 @ $500		$ 2,000	$ 1,000	$ 1,000	$ 1,000
Collaborative II Projects (Narr p. 1, 36)					
Professional service fees 1-2 @ $500 each		$ -	$ 500	$ 500	$ 1,000
Domestic/International travel 1-2/yr @ $500 each		$ -	$ 1,000	$ 1,000	$ 1,000
Lodging, per diem 1-2/yr @ $500 each		$ -	$ 500	$ 500	$ 1,000
Funds for participation in jointly-planned collaborative projects with other area study centers including CREES, CSAS, CSEAS, East Asia, LACS, and ASC . Topics proposed include Media at Risk, The New Scramble for Africa, Permanent War (yr. 2), CESS conference: Central Eurasian Studies Society Conference (yr. 3), and States of Emergency: Disasters and the Politics of Hazard (yr.4).					

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	FTE	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
7. LANGUAGE PROGRAM ENHANCEMENTS					
Eastern Consortium (Narr p. 9, 14, 34)		$ 6,000	$ 3,000	$ 2,000	$ 2,000
Participation in summer program to teach Persian and Turkish					
SWSEEL(Narr p. 35)		$ 2,000	$ 1,000	$ 1,000	$ 1,000
Participation in summer program to teach Central Asian languages at Indiana University					
Foreign Language Area Content Course (Narr p. 14-15, 34, 38, 40)					
Course Development estimated 2 courses @ $500/course		$ 2,500	$ 1,000	$ 1,000	$ 1,000
Interactive Instructional Modules (Narr p. 34)					
Faculty Professional service fees 2 @ $1000		$ 2,000	$ -	$ -	$ -
Support to develop web-based language instruction modules for use in and out of the classroom to enhance language learning (including oral comprehension) to convey linguistic and grammatical issues, and to incorporate culture into language learning particularly in the early stages.					
Conversation Partners (LRC) (Narr p. 34)		$ 4,000	$ 2,000	$ 2,000	$ 2,000
In collaboration with the UM Language Resource Center, CMENAS will support the hiring of native-level speakers to serve as conversation partners with beginning level language learners.					
8. TEACHER OUTREACH					
World History and Literature Initiative for Teachers (Narr p. 26-29)					
Curriculum Development Workshops					
Professional service fee for 2 presenter @ $300		$ 600	$ 600	$ 600	$ 600
University of Puerto Rico-UM Partnership–MSI Cross-Center Collaboration in Area Studies (Narr p. 30-31)					
Curriculum Development Workshop (one 2-day workshop per year at UPR for UPR instructors/pre-service teacher education students and K-12 teachers from the San Juan-area public and private schools)					
Domestic travel, lodging, meals, and incidentals for 2 presenters @$2000.		$ 4,000	$ 4,000	4000	$ 4,000
MENA Postsecondary Curriculum Development Program (Narr p. 36)					
Book allowance for 6 participants @ $150		$ 900	$ 900	$ 900	$ 900
Travel and per diem for 4-6 participants @ $1,000		$ 6,000	$ 5,000	$ 4,000	$ 4,000
Midwest Institute for International/Intercultural Education (MIIIE) (Narr p. 32)					
Contribution to annual summer workshop for summer community college educators.		$ 3,000	$ 1,500	$ 1,500	$ 1,500
SUBTOTAL, NON-SALARY		**$ 97,750**	**$ 63,600**	**$ 57,600**	**$ 55,050**
TOTAL SALARY AND NON-SALARY		**$ 221,554**	**$ 220,894**	**$ 220,017**	**$ 217,647**
OVERHEAD @ 8%		**$ 17,724**	**$ 17,672**	**$ 17,601**	**$ 17,412**
GRAND TOTAL		**$ 239,278**	**$ 238,566**	**$ 237,618**	**$ 235,059**

University of Michigan
Center for Middle Eastern and North African Studies
FLAS FELLOWSHIP BUDGET 2014-2017 (Narr. P 42-45)

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
7 AY Graduate Subsistence Allowances @ $15,000	$ 105,000	$ 105,000	$ 105,000	$ 105,000
7 AY Graduate Institutional Payments @ $ 18,000	$ 126,000	$ 126,000	$ 126,000	$ 126,000
4 AY Undergraduate Subsistence Allowance @ $5,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
4 AY Undergraduate Institutional Payment @ $10,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000
6 Summer Subsistence Allowances @ $2,500	$ 15,000	$ 15,000	$ 15,000	$ 15,000
6 Summer Institutional Payments @ $5,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000
TOTAL ANNUAL FLAS REQUESTS	**$ 336,000**	**$ 336,000**	**$ 336,000**	**$ 336,000**

	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
	AMERICAN CULTURE										
	Representing the Middle East in Hollywood Cinema	AMCULT235/WOMENSTD 235/	W	4		x	34		38		
#	Immigration Law: Critical Approaches	AMCULT 301/LATINOAM 301	W	1		x			33		
	ANTHROPOLOGY										
#	Anthropologies of Insurgency	ANTHRCUL 458	F	3		x	3	2	17	1	
	Diss-Cand	ANTHRCUL 995	F	8				7			
	Economic Anthro and Development	ANTHRCUL 439	W	3		x			35	4	
	Historical Ethnographies of Post-Ottoman Societies	ANTHRCUL 458/HISTORY 489/549	W	3		x	8	6			
	Non-Western Legal Systems	ANTHRCUL 333	F	3			50		42		x
	Survey Literature	ANTHRCUL 959	F	3				1		1	x
#	What is Tolerance	ANTHRCUL 458	W	3		x			13	2	
	CLASSICAL STUDIES										
#	Africa, Race, and Ethnicity in the Ancient Mediterranean	CLCIV 121	F	4			19		17		
	Archaeology of Israel & the Biblical World	CLARCH 350/HJCS 491/JUDAIC 417	W	3		x			6	1	
	Art of Ancient Iran	CLARCH 481/HISTART 481	F	3		x			9	4	
	Diss-Cand	CLARCH 995/Gazda	F	8				1		3	x
	Diss-Cand	CLARCH 995/Herbert	F	8				1		2	x
	Diss-Cand	CLARCH 995/Ratte	F	8				2		3	x
	Diss-Cand	CLARCH 995/Terrenato	F	8				4		4	x
	Diss-Cand	CLARCH/995/Root	F	8				1		1	x
	Egypt after the Pharaohs	CLCIV 456	W	3					7	1	
	Evagrius of Pontus	ACABS 421/CLCIV 483/RELIGION 488/ACABS 491/ACABS 591	W	3		x			6	1	
#	Food in the Ancient World	CLARCH 382/CLCIV 382	F	3		x	49		75		x
	Graeco-Roman/Byzantine Jerusalem: Archaeology, Religion, Culture	ACABS 491/ACABS 591/CLARCH 350/CLCIV 350/HJCS 491	W	3		x			23		
#	Great Buildings of Ancient Greece & Rome	HISTART 220/CLARCH 220	W	4		x			63		
#	Greek Sculpture	CLARCH 433	F	3		x	3	1			x
#	Introduction to Greek Archaeology	CLARCH 221/HISTART 221	F	4			25		70		x
#	Jews in the Roman Bathhouse	CLCIV 350/CLARCH 350	F	3		x	30				
#	Objects Surviving Greek and Roman Antiquity	CLCIV 121	W	4		x	16				

This course contains a minimum of 33% MENA content based on the course description and/or expertise of the instructor.

	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
#	Philosophy of St. Augustine	CLCIV 215	W	1		x	49				
#	Synagogues of the Ancient World	CLARCH 350/HJCS 291/HISTART 394/JUDAIC 317	W	3		x			8		
#	The Art and Archaeology of Asia Minor	CLARCH 435/HISTART 435	F	3			6	2			
	COMMUNICATION STUDIES										
	Advanced Arabic Media I	AAPTIS 504	F	4		x			3	6	
	Arab-American Relations in the Media	COMM 468	W	3		x	10				
	From Harems to Terrorists: The ME in Hollywood Cinema	AMCULT235/WOMENSTD 235/ARABAM 235	W	4			42		50		
	Islam in the Media	COMM 479	F	3			8				
	Israeli Women in Film and Fiction	JUDAIC 417/SAC 455/WOMENSTD 434	W	3		x	11				
#	Jewish Film: Race, Ethnicity, Nationality	HJCS 250/JUDAIC 250/SAC 250	F	4		x			32		
#	Media & Politics of the Extreme	COMM 408	W	3		x			29		
	The Imagination of Disaster: From The War of the Worlds to 9/11	COMPLIT 438	W	3		x			8		
	EDUCATION										
#	Arab-Israeli Conflict Simulation	EDUC 463/MENAS 591.002	F	3	Y		2	10	2	8	x
#	Arab-Israeli Conflict Simulation	EDUC 463/MENAS 591.002	W	3	Y		15	10	13	2	x
#	Earth Odysseys - Middle East	EDUC 363/MENAS 591	F	3	Y		4	6	5	1	x
#	Place Out of Time	EDUC 462MENAS 591.001	F	3	Y		11	2	8	6	x
#	Place Out of Time	EDUC 462MENAS 591.001	W	3	Y		7	2	17	4	x
#	Turkish Odyssey	EDUC 363/MENAS 591	F	3	Y				5	1	x
	ENGLISH LANGUAGE AND LITERATURE										
#	Arab-American Literature	AMCULT 290/ARABAM 290/ENGLISH 290	W	3		x	16		12		
#	Diss-Cand	COMPLIT 995/Bardakjian	F	8				1		1	x
#	Diss-Cand	COMPLIT 995/Bardakjian	W	8				1		1	x
	Diss-Cand	COMPLIT 995/Ekotto	F	8				2		3	x
	Diss-Cand	COMPLIT 995/Ekotto	W	8				2		2	x
	Diss-Cand	COMPLIT 995/Konuk	F	8				2		1	x
	Diss-Cand	COMPLIT 995/Konuk	W	8				2		1	x
	Diss-Cand	COMPLIT 995/Tsoffar	F	8				1			x
	Diss-Cand	COMPLIT 995/Tsoffar	W	8				1		1	x
#	Jewish Comic Fiction	ENG 317JUDAIC 318	F	3		x	31				
#	Literature and Oil	ENGLISH 320	W	3		x			389		

This course contains a minimum of 33% MENA content based on the course description and/or expertise of the instructor.

	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
#	Literature of the Holocaust	ENGLISH 313/JUDAIC 318	F	4		x	28				x
#	Studies in Poetry	ENGLISH 340	W	3		x			10		
#	The Alternative Jewish Bookshelf	COMPLIT 376/JUDAIC 318	F	3			11				
	The Arab Israeli Conflict in ME Lit	COMPLIT 430/AAPTIS 383/JUDAIC 318	F	3		x	27	1	22		
#	The Bible as Literature	JUDAIC 218/ENGLISH 258/RELIGION 258	W	3					84	1	
#	The Book of Genesis	JUDAIC 150/ENGLISH 140	W	3		x			16		
#	The Jewish Graphic Novel	AMCULT 320/JUDAIC 320	W	3		x			16	1	

FOREIGN LANGUAGE AND LITERATURES

	Adv Arabic Conversation and Comp	AAPTIS 501	F	3			11	4			x
	Advanced Turkish Readings	AAPTIS 591	W	3			4		4	2	
	Akkadian Documents	ACABS 611	F	3				2	1	2	x
	Akkadian Readings	ACABS 612	W	3				2		2	
	Akkadian Texts	ACABS 412	W	3			1				
	Arabic Second Language Acquisition	AAPTIS 454	W	3		x	2		2	5	
	Bibliographical Resources in MENAS Studies	MENAS 520	F	1		x				1	x
	Classical Arabic Grammar	AAPTIS 411	W	3		x	8	3			
	Classical Persian Texts	AAPTIS 541	W	3				6			
	Directed Graduate Readings	AAPTIS 798	F	3				3		2	x
	Directed Graduate Readings	AAPTIS 798	W	3							
#	Directed Graduate Readings	AAPTIS 798/Babayan	W	3				1		1	
#	Directed Graduate Readings	AAPTIS 798/Bonner	W	3				3			
#	Directed Graduate Readings	AAPTIS 798/Cipa	W	3				1		1	
#	Directed Graduate Readings	AAPTIS 798/Knysh	W	3				1		1	
#	Directed Graduate Readings	AAPTIS 798/Schulte-Nafeh	W	3				1			
	Directed Graduate Readings	HJCS 798	W	3					1		x
	Directed Undergraduate Readings	AAPTIS 395	W	3							x
#	Directed Undergraduate Readings	AAPTIS 395/Alhawary	F	3					1		x
#	Directed Undergraduate Readings	AAPTIS 395/Babayan	F	3					1		x
#	Directed Undergraduate Readings	AAPTIS 395/Gocek	F	3					1		x
#	Directed Undergraduate Readings	AAPTIS 395/Knysh	F	3					1		x
#	Directed Undergraduate Readings	AAPTIS 395/Legassick	F	3					1		x
#	Directed Undergraduate Readings	AAPTIS 395/Rammuny	F	3					1		x
#	Directed Undergraduate Readings	HJCS 495/Hagen/Knysh/Bonner	W	3			8				x
#	Diss-Cand	AAPTIS 995/Bardakjian	W	8				2		2	x
#	Diss-Cand	AAPTIS 995/Bardenstein	W	8				1		1	x
#	Diss-Cand	AAPTIS 995/Bonner	W	8				1		1	x
#	Diss-Cand	AAPTIS 995/Hagen	W	8				3		2	x

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	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
#	Diss-Cand	AAPTIS 995/Knysh	W	8				4		4	x
	Diss-Cand	HJCS 995/Pinsker	F	8				2		1	x
	Dissertation Research	HJCS 995	W	8				1			x
	Diss-Precand	AAPTIS 990	W	3						1	x
	Diss-Precand	HJCS 990	W	8							x
#	Ethnicity in Israeli Literature & Culture	HJCS 472/JUDAIC 417	F	3		x			9		
#	Europe's Islam: Dante to Rushdie	COMPLIT 260	W	3		x					
#	Exile and Homecoming in Modern Hebrew and Jewish Literature	JUDAIC 517.002	F	3				3		2	
	Great Books of the Middle East	AAPTIS 296/GTBOOKS 246	W	3					13		
	History of Arabic Literature in English	AAPTIS 488	W	3			33		28	4	
	Home and Homelessness in Israel/Palestine	COMPLIT 372/JUDAIC 317	W	3					19		
	Honors Thesis	AAPTIS 498	F	3			1				x
	Intro to Arab Literature in Translation	AAPTIS 381	F	3			43		52		x
	Intro to Armeno-Turkish	AAPTIS 491.002	W	3			1	3			
	Intro to Modern Armenian Lit	AAPTIS 474/ARMENIAN 416	W	3			8		23	2	
#	Introduction to Rabbinic Literature	ACABS/HJCS/JUDAIC 270 470 570/REL 270	F	3		x			8	1	
#	Jewish American Writing After the Holocaust	JUDAIC 517.001	F	3		x		9			x
	Masculinity & Femininity in Cont. Arab Poetry	AAPTIS 491.001	W	3		x	4	3	2	4	
	Med Encounters: Muslims, Christians, Jews in Age of Empires	ROMLANG 400	F	3		x					
	Modern Arabic Fiction	AAPTIS 561	W	3			5	5	11	9	
	Modern Arabic Nonfiction	AAPTIS 563	F	3			6	6	13	1	x
	Modern Armenian Literature	AAPTIS 474	W	3			5		23	2	
	Modern Persian Fiction	AAPTIS 544	W	3			3	3	4	2	
	Modern Persian Nonfiction	AAPTIS 545	F	3			4	3	6	2	x
	Modern Turkish Readings	AAPTIS 553	F	3			3		2		x
	Mythology of the Ancient Near East	ACABS 260	W	3		x			23		
	Reading Modern Arab Authors in Arabic	AAPTIS 531	W	3			8	6			
	Reading Modern Arabic Poetry in Arabic	AAPTIS 491	F	3							x
#	Readings in Classical Islamic Texts	AAPTIS 567	F	3			4	8	3	4	
	Selected Topics in MENAS Studies	AAPTIS 364/HISTORY 334/MENAS 334	W	1			9		7		
	Senior Honors Thesis	AAPTIS 498	W	3			1				
	Senior Honors Thesis	HJCS 498	W	6					1		
	Sumerian Texts	ACABS 615	W	3				1			
	The Arab Nahdah	AAPTIS 486	F	3		x			5	4	x
	The Literature of the Turks	AAPTIS 440	W	3					1		
	The Qur'an in the World	AAPTIS 493/MENAS 493	W	1	Y	x	22	9			

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	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
#	The Representation of the Holocaust in Literature, Theatre and Film	HJCS 472	F	3		x	9		9		x
	Trans Contemporary Arabic Poetry	AAPTIS 491	F	3			4	4	6	4	x
#	Yiddish Literature Between the World Wars	JUDAIC 517/ENGLISH 540	W	3		x		10		4	
	Advanced Turkish Readings	AAPTIS 591	W	3				4		6	
	Directed Graduate Readings	AAPTIS 798	W	3					1	7	
	Diss-Precand	AAPTIS 990	W	3						1	
	Diss-Cand	AAPTIS 995	W	8						11	
#	Mythology of the Ancient Near East	ACABS 260	W	3		x			23		
#	Zionist Thought and Literature	HJCS 290	W	4					4		
	Directed Undergraduate Readings	HJCS 495	W	3			8				
	Senior Honors Thesis	HJCS 498	W	6			1		1		
	Directed Graduate Readings	HJCS 798	W	3				1			
	Dissertation Research	HJCS 995	W	8				1			

HISTORY

#	20th Century American Wars	HISTORY 266	F	4		x	93		68		x
#	A Global History of the Jews in Spain	HJCS 290/JUDAIC 360	W	3		x			13		
#	A History of Jews and Social Justice	HISTORY 498/JUDAIC 417	F	3			13	1			
	America and Middle Eastern Wars	HISTORY 241	F	4			137				x
	America and Middle Eastern Wars	HISTORY 241	W	4					89		
#	Ancient Greece to 323 B.C.E.	HISTORY 200	W	4		x			61		
#	Anne Frank in Context	JUDAIC 351/DUTCH 351	W	3		x			28		
	Armenian History from Prehistoric Times to the Present	HISTORY 287/ARMENIAN 287	F	3			5		5		
	Background of Mod Conflicts in Caucasus	AAPTIS 491/HISTORY 449/HISTORY 594	F	3					13	4	x
#	Borders and Barriers, Conduits and Connections	HISTORY 639/MENAS 639/REEES 639/AAPTIS 591	F	3		x		7		6	
	Byzantine Empire 284-867	HISTORY 408	F	3			6				
	Byzantine Empire 284-867	HISTORY 409	W	3							
	Conflict & Diplomacy in the Caucasus	HISTORY 480	W	3					15	2	
	Crusade & Jihad	HISTORY 397	W	4		x	14				
#	Directed Graduate Reading	HISTORY 801/Cipa	F	3				1			x
#	Directed Graduate Reading	HISTORY 801/Cole	F	3				2			x
#	Diss-Cand	HISTORY 995/Cole	F	8				4		3	x
#	Diss-Cand	HISTORY 995/Fine	F	8				2		2	x
#	Diss-Cand	HISTORY 995/Moyer	F	8				1			x
#	Diss-Cand	HISTORY 995/Northrop	F	8				2		2	x
#	Diss-Cand	HISTORY 995/Ware	F	8				1		1	

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	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
#	Eastern Perspectives on the Crusades	AAPTIS 290	W	4		x			13		
	Egypt and the US 1945-2012	HISTORY 195	F	4		x	18				
#	Ethnicity and Culture in the Hellenistic Age	HISTORY 631	F	3		x		5			
	From Genghis Khan to the Taliban	HISTORY/AAPTIS/ASIAN/MENAS/REES 340	F	4			101				x
	From Young Turk Revolution to Twitter	AAPTIS 487/HISTORY 443	F	4		x			58	9	
	History of Jewish Visual Culture	HISTORY 350/REL 324/HISTART/HJCS/JUDAIC 323	F	3		x	21				
	History of the Balkans Since 1878	HISTORY 431	F	3			1	1			
#	History of the Jews in Roman/Byzantine Era	ACABS 326/HJCS 326/RELIGION 326	W	3		x	14				
	History of the Ottoman Empire ca. 1600-1922	AAPTIS 342/HISTORY 307	W	3		x			40		
	History of the Turkish Republic	AAPTIS 291/HISTORY 303	F	3		x	16		15		x
	History/Historiography of Arab-Israeli Conflict	HISTORY 329	W	3		x	12				
	Intro to the Modern Middle East	HISTORY 104	W	4		x	26				
	Israel Before the Exile	HISTORY 306/ACABS 321/REL 358	F	4		x	32				
#	Jewish Photographers Picture the Modern World	HISTORY 197.006/JUDAIC 150.001	F	3		x	5		9		
#	Jewish Women and American Radicalism	HISTORY 197.001/JUDAIC 150.002	F	3		x	1				
#	Jews and Muslims	HISTORY 290/JUDAIC 290	W	4		x			7		
#	Law in the Pre-Modern World	HISTORY 257/JUDAIC 281	F	3		x	64		51		
	Medieval Egypt	HISTORY 328	F	3		x			24		
#	Modern Jewish History 1880-1948	JUDAIC 384/HISTORY 384	F	3					13		
	Muslims in Contemporary Europe	HISTORY 328	F	3		x	24		24		
	Peoples of the Middle East	HISTORY 132/AAPTIS 100/ACABS 100/HJCS 100	F	4			134		129		x
#	Perspectives on the Holocaust	HJCS 296/JUDAIC 296/RELIGION 296	W	4		x			100		
	Roman & Byzantine Egypt	HISTORY 230	W	3		x			18		
	Roots of Crisis in the Mod Middle East	HISTORY 698/AAPTIS 793/HISTORY 793/MENAS 695	F	3	Y	x			1	14	x
#	Saharan Crossings: A Desert History	HISTORY 496	W	4		x			11	2	
#	Seminar in Historical Methods	AAPTIS 591	F	3						3	x
	September 11th	HISTORY 360	F	3			33		28		x
	Society & Culture in Early Modern Iran	AAPTIS 591/ACABS 591/HJCS 591	F	3		x				6	

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	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
#	Space and Place in Antiquity	JUDAIC 517/HISTORY 698/HISTORY 701	W	3		x				10	
	Spain & Modern Arab World: 1492-2012	SPANISH 485	W	3					11	1	
	The Arab Jewish Conflict in the Middle East 1880 to the Present	HIST/AAPTIS/HJCS/JUDAIC/MENAS 244	F	4			400				x
	The Arab/Israeli Conflict	POLSCI 353	W	4			84				x
	The Arab/Jewish Conflict 1880-Present	AAPTIS 244/HISTORY 244/HJCS 244/JUDAIC 244/MENAS 244	F	4					390	1	
#	The Caucasus Between Empires	HISTORY 449	F	3			4		13	4	x
#	The Fate of the Jews, 1933-1949	JUDAIC 386/HISTORY 386	W	4					94		
	The First Millennium of the Islamic Near East	HISTORY 442/AAPTIS 461	F	3			14	10			
#	The History of Islam in South Asia	AAPTIS 325/ASIAN 324/HISTORY 325/RELIGION 325	W	4			22		56		x
	The History of the Arab-Israeli Conflict	AAPTIS 244/HISTORY 244/HJCS 244/JUDAIC 244/MENAS 244	W	4					266		
	The Land of Israel/Palestine Through the Ages	ACABS 277/AAPTIS 277/HJCS 277/ JUDAIC 277/RELIGION 277	F	4			196		272		x
	The Land of Israel/Palestine Through the Ages	ACABS 277/AAPTIS 277/HJCS 277/ JUDAIC 277/RELIGION 277	SU	4			44		42		
	The Ottoman Classical Age	HISTORY 303.004/AAPTIS 291.002	F	3		x	20		15		
	The Ottoman Post-Classical Age	AAPTIS 291/HISTORY 303	W	3		x	14				
	The Rise of Islam	AAPTIS 462/HISTORY 428	W	3					15	5	
#	The Roman Republic	HISTORY 302/CLCIV 302	F	4					72		x
#	The Study of the Near East	AAPTIS 793/HISTORY 698/HISTORY 793/MENAS 695	F	3	Y			9	1	14	x
#	The West in the World 300-1700	HISTORY 209/MEMS 209	F	4			38				
#	The World the Mongols Made	HISTORY 449/HISTORY 594	W	3			12	7	9	1	
#	Tolerance in Medieval Spain	HISTORY 397	F	4			14				
#	Undergraduate Reading	HISTORY 395/Cole	F	4			1				x
#	Undergraduate Reading	HISTORY 395/Israel	F	4			2				x
	Understanding the Arab Spring	HISTORY 497	F	4		x			14		x
#	Zoom: A History of Everything	AAPTIS 238/ACABS 238/EARTH 238/HISTORY 238	W	4					62		

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	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
	HISTORY OF ART										
#	Art and Empire in Antiquity	HISTART 286	F	4		x	19				
#	Biblical Themes in European Art	JUDAIC 317/HISTART 394/MEMS 360/RCCORE 334/WOMENSTD 344	W	3		x			11		
#	Great Monuments	HISTART 101	F	4			101				
	Imagining Jerusalem in Art & Arch from Ren to Mod Period	HISTART 394/JUDAIC 317/JUDAIC 518	F	3		x			11	1	
	Islamic Textiles, Metalwork, Ceramics	HISTART 490	F	3		x			11	3	
#	Jewish History Through Visual Culture	JUDAIC 318/HISTORY 328	W	3		x			8		
	Modern Islamic Art and Visual Culture	HISTART 489	W	3		x	8	6			
#	The Hebrew Bible & Visual Arts	JUDAIC 417/HISTART 489/RCCORE 334/RELIGION 402/WOMENSTD 434	W	3		x	19	2	12		
#	The Visual Arts in Medieval Society	HISTART 240	F	3		x	37				x
	Visual Cultural Islam	HISTART 285/AAPTIS 285	F	4		x	35		29		x
	INTERDISCIPLINARY AND ETHNIC STUDIES										
#	Antisemitism & Philosemitism	JUDAIC 318/HISTORY 328	W	3		x			17		
	Arab-American Cultural Studies	AMCULT 311/ARABAM 311	W	3					22		
	Armenia: Culture and Ethnicity	ARMENIAN 274/AAPTIS 274	F	3			51		83		x
#	Capstone Research Course	JUDAIC 890	W	3						2	
#	Contact & Conflict: Jewish Experience in Eastern Europe	JUDAIC 217/SLAVIC 270	W	3		x			78		
	Contested Spaces in Contemp. MENAS	AAPTIS 493/MENAS 493	F	1					7	10	x
#	Directed Graduate Reading	AAPTIS 798/Legassick	F	3				1			x
#	Directed Graduate Reading	AAPTIS 798/Rammuny	F	3				2			x
#	Directed Graduate Reading	AAPTIS 798/Cipa	W	3				1		1	
#	Directed Graduate Reading	AAPTIS 798/Schulte-Nafeh	W	3				1			
#	Directed Graduate Reading	AAPTIS 798/Bonner	W	3				3			
#	Directed Graduate Reading	AAPTIS 798/Knysh	W	3				1		1	
#	Directed Graduate Reading	AAPTIS 798/Babayan	W	3				1		1	
	Directed Graduate Reading	MENAS 595	W	3						6	
#	Diss-Cand	AMCULT 995/Alsultany	F	8				3		3	x
#	Diss-Cand	AMCULT 995/Naber	F	8				4		2	x
#	Diss-Cand	HJCS 995/Pinsker	F	8				2		1	x
#	Diss-Cand	HJCS 995/Pinsker	W	8				2			
	Hasidism & Mysticism: The Radical Teachings of Nahman of Bratslov	HJCS 577/JUDAIC 467/RELIGION 471	W	3		x			2	3	
	Independent Study	JUDAIC 495	W	3					1		

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	Independent Study	JUDAIC 496	W	3					2		
	Independent Study	JUDAIC 500	W	3						6	
	Internship in Arab American Studies	AMCULT 390	F	4			4		3		x
	Internship in Arab American Studies	AMCULT 390	W	4					2		
	Intro to Arab Culture	AAPTIS 331	W	3			195		199		
#	Intro to Methods & Topics in Judaic Studies	JUDAIC 601	W	3						6	
	Introduction to Arab American Studies	AMCULT 215/AAPTIS 210	F	4			73		69		x
	Israeli Cinema in Search of Identity	JUDAIC 317	F	3		x	2				
#	Issues in Race & Ethnicity	ACABS 100/AAPTIS 100/HISTORY 132/HJCS 100	F	4					129		x
#	Issues in Race & Ethnicity	AAPTIS 331	W	4					200		
#	Jews and Other Others	JUDAIC 218/AMCULT 211	F	3		x			22		x
#	Masters Thesis	MENAS 698	W	3							
	Muslims in America	AMCULT 205	F	3		x	16		19		x
	Ottoman Turkish Culture	AAPTIS 459	F	3		x			4	9	
#	Religions & Revolutions	AAPTIS 192/HISTORY 197	W	3		x			16		
	Turkey: Language, Culture, Society	AAPTIS 339	W	3					4		
#	U.S and the World Since 1945	AMCULT 301	F	4		x	6				
#	Why Do They Hate Us?	AMCULT 498	F	3		x	19	1			x
#	Why Do They Hate Us?	AMCULT 498	W	3		x			21	1	

LANGUAGES

	Adv Hebrew I	HJCS 301	F	3			37		35		x
	Adv Hebrew II	HJCS 302	W	3			23		22		x
	Adv Mod Stn Arab I	AAPTIS 403	F	4			27	3	20	3	x
	Adv Mod Stn Arab I	AAPTIS 403	SU	4			4		2	2	x
	Adv Mod Stn Arab II	AAPTIS 404	W	4			24	4	21	3	x
	Adv Mod Stn Arab II	AAPTIS 404	SU	4			5		2	2	x
	Adv Mod Stn Arabic II	AAPTIS 404	W	4			24	4	21	3	x
	Adv Mod Stn Arabic II	AAPTIS 403	F	4					20	3	x
	Adv Mod Stn Arabic II	AAPTIS 404	W	4					21	3	x
	Adv Modern Hebrew II	HJCS 302	W	3					22		x
	Advanced Business Arabic I and II	AAPTIS 412	SU	8			1	1			x
	Arab Dialect	AAPTIS 434	F						2	7	x
	Arabic Phonology & Morphophonology	AAPTIS 432/AAPTIS 535	W	3					3	5	x
	Arabic Second Lang Acquisition	AAPTIS 454/AAPTIS 555	W	3			2		2	5	x
	Arabic Second Lang Acquisition	AAPTIS 592	F	3						3	x
	Classical Arab Grammar	AAPTIS 441	W	3			8	3			x
	Col Levantn Arabic I	AAPTIS 217	F	3			29				x
	Coll Egypt Arabic I	AAPTIS 215/AAPTIS 515	W	3			11	1			x

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Coll Egyptn Arabic I	AAPTIS 215	W	3			10				x
Coll Lev Arabic II	AAPTIS 218/AAPTIS 518	W	3			13	8			x
Coptic I	ACABS 521	W	3			1	2			x
El Hebrew I	HJCS 101	F	5			48	1	58	2	x
El Hebrew II	HJCS 102	W	5			38	1	56	2	x
El Mod Stn Arabic II	AAPTIS 102	W	5			86	4	65	6	x
Ele Classical Hebrew II	ACABS 102	W	3					65	6	x
Ele Mod Arab I	AAPTIS 101	F	5			109	3	81	8	x
Ele Mod Arab II	AAPTIS 102	W	5			86	4	65	6	x
Ele Mod Stn Arabic I	AAPTIS 101	F	5					81	8	x
Ele Mod Stn Arabic II	AAPTIS 102	W	5					66	5	x
Ele Modern Hebrew II	HJCS 102	W	5					56	2	x
Ele Persian I	AAPTIS 141	F	4	Y				9	3	x
Ele Persian II	AAPTIS 142	W	4	Y				9	4	x
Ele Turkish I	AAPTIS 151	F	4	Y				7	5	x
Ele Turkish II	AAPTIS 152	W	4	Y				5	6	x
Ele Uzbek II	AAPTIS 120/ASIANLAN 120/AAPTIS 520/ASIANLAN 520	W	4	Y					1	x
Elem Classic Hebrew I	ACABS 101	F	3				11	11		x
Elem Classic Hebrew II	ACABS 102	W	3			5	2	8		x
Elem Mod Hebrew I	HJCS 101	F	5					58	2	x
Elem Persian I	AAPTIS 141	F	4	Y		8	4	9	3	x
Elem Persian II	AAPTIS 142	W	4	Y		6	2	9	4	x
Elem Persian II	AAPTIS 142	W	4	Y		6	2	9	4	x
Elem Turkish I	AAPTIS 151	F	4	Y		7	5	7	5	x
Elem Turkish II	AAPTIS 152	W	4	Y		5	4	5	6	x
Elem Turkish II	AAPTIS 152	W	4	Y		5	4	5	5	x
Elem Uzbek I	AAPTIS 519 - 001/ASIANLAN 119/ASIANLAN 519	F	4	Y					3	x
Elementary Classical Hebrew I	ACABS 101	F	3			6	1	11		x
IM Classic Hebrew I	ACABS 201	F	3				5	5	1	x
IM Classic Hebrew II	ACABS 202	W	3			2		3	3	x
IM Classical Hebrew I	JUDAIC 317/ACABS 201/ACABS 601	F	3				5	5	1	x
IM Classical Hebrew II	ACABS 201/ACABS 602	W	3					3	3	x
IM Hebrew I	HJCS 201	F	5			66	1	45	2	x
IM Hebrew II	HJCS 202	W	5			76	1	47	2	x
IM Mod Hebrew I	HJCS 201	F	5					45	2	x
IM Mod Stn Arabic II	AAPTIS 202	W	5			51	5	45	8	x

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	IM Mod Stn Arabic II	AAPTIS 201	F	5					66	5	x
	IM Modern Hebrew II	HJCS 202	W	5					47	2	x
	IM Persian I	AAPTIS 241	F	4	Y		6	2	5	2	x
	IM Persian II	AAPTIS 242	W	4	Y		6	1	6	2	x
	IM Turkish I	AAPTIS 251	F	4	Y		2	1	5	3	x
	IM Turkish I	AAPTIS 251	F	4	Y				5	3	x
	IM Turkish II	AAPTIS 252	W	4	Y		2	1	5	4	x
	IM Uzbek I	AAPTIS 249	F	4	Y		1				x
	IM Uzbek II	AAPTIS/ASIANLAN 250 550	W	4	Y		1	1			x
	IM Western Armenian I	AAPTIS 271	F	4			3				x
	IM Western Armenian II	AAPTIS 272/ARMENIAN 272	W	4			6				x
	Int Stn Arab	AAPTIS 201	F	5			60	7	66	5	x
	IntenIntStnArabI&II	AAPTIS 103	SU	10			6	1	7	1	x
	Inter Mod Arab II	AAPTIS 202	W	5			51	5	45	8	x
	Intermediate Classical Hebrew I	ACABS 201	F	3			3		5	1	x
	Intr Heb Lit II	HJCS 472	F						9		x
	Introductory Pashto I	AAPTIS 519 - 002/ASIANLAN 119/ASIANLAN 519	F	4	Y					2	
	Introductory Pashto II	AAPTIS 120/ASIANLAN 120/AAPTIS 520/ASIANLAN 520	W	4	Y	x				1	
	Levant Arab I	AAPTIS 517	F	3			2	5			x
	Levant Arab II	AAPTIS 518	W	3			1	9			x
	Western Armenian I	AAPTIS 171	F	4					2	3	x
	Western Armenian II	AAPTIS 172/ARMENIAN 172	W	4					1	3	x
	LAW										
#	International Refugee Law	LAW 724	F	3				16		17	x
#	Public International Law	LAW 630	F	3				20			x
#	Refugee Law Reform	LAW 843	F	1		x		14			x
#	Transnational Law	LAW 606	F	3				254		200	x
	LINGUISTICS										
	Arabic Historic Linguistics & Dialectology	AAPTIS 434/AAPTIS 534	F	3					2	7	
	Arabic Phonology and Morphophonology	AAPTIS 432/AAPTIS 535	F	3		x	6	7			
#	Introduction to Linguistic Analysis	LING 210	F	4			52		48		x
#	Language and Culture	LING 374	F	3		x	23		41		x
$	Language and History	LING 317	W	3		x			29		
	MUSIC										

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	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
#	Intro World Music	MUSICOL 122	W	3					43		x
#	Music and Islam	MUSICOL 343	F	3			25		15		x
#	Music in Culture	MUSICOL 458/558	W	3					10	5	x
#	Music of Asia II	MUSICOL 467	F	3			6		2		x
#	Music of Asia II	MUSICOL 567	F	3				4		4	x
	POLITICAL SCIENCE										
	Arab-Israeli Relation	POLSCI 497/JUDAIC 417	F	3		x			22	1	
	Diaspora & Politics in Israel	JUDAIC 317/HJCS 291/POLSCI 389.006	W	3		x	11				
#	Ethnicity & Politics	POLSCI 497.006/643	W	3					6	1	
	The Roots of Radical Political Islam	POLSCI 389.20	W	3		x	72				x
	Islam, Society, and Politics in Central Asia	POLSCI 497.004	F	3		x	8		17		
	Islam, Society, and Politics in Central Asia	POLISCI 497	W	3		x			9	1	x
	Israeli Society and Politics	POLSCI 351/JUDAIC 317	F	3		x	43		11	2	
#	Jewish Pol Thought and Experience	POLSCI 497.006/652.001	F	3		x	11	2			
#	Policies of Energy in the Dev World	POLSCI 497.001	F	3		x	5		14		
#	Rel and Ethnic Minorities & Comm in ME	JUDAIC 317/POLSCI 389	F	3		x			7		
#	Strategic Interaction in World Politics	POLSCI 462	W	3		x			79		x
	PUBLIC POLICY										
#	Human Rights and International Public Policy	PUBPOL 320	F	3				14	64		
#	Issues in U.S. National Security	PUBPOL 766	F	2				26			
#	Policies, Political Institutions, and Public Policy	PUBPOL 320	F	4		x	62		64		
	RELIGION & CIVILIZATIONS										
	ACABS Directed Readings	ACABS 395	W	3			1				
	ACABS Seminar	ACABS 592/Boccaccini	W	3			1	2	2	3	
	ACABS Seminar	ACABS 592/Michalowski	W	3				2			
	Adv Readings in Classical Hebrew	ACABS 601	F	3				1	5	1	x
	Adv Readings in Classical Hebrew	ACABS 602	W	3					3	3	x
	Ancient Egypt and Its World	ACABS 281	F	4			112		66		
	Ancient Egypt: Religion and Culture	ACABS 261	W	4			44		74		
	Christianity after the New Testament	ACABS 323/RELIGION 350	W	4			23	16			
	Directed Graduate Readings	ACABS 798	W	3						4	x
	Directed Readings	ACABS 395	F	3			7		1		x
	Directed Readings	ACABS 798	F	3				1		2	x
	Diss-Cand	ACABS 995/Muehlberger	F	8				1			x
	Diss-Cand	ACABS 995/Schmidt	F	8				1			x
	Diss-Cand	ACABS 995/Beckman	F	8				1		1	x

This course contains a minimum of 33% MENA content based on the course description and/or expertise of the instructor.

	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
	Diss-Cand	ACABS 995/Boccaccini	F	8				2		1	x
	Diss-Cand	ACABS 995/Wilfong	F	8				1			x
	Diss-Cand	ACABS 995	W	8						4	x
	Diss-Precand	ACABS 990	W	8						2	x
	Hittite Readings	ACABS 618	W	3						1	x
	Intro to Islam	AAPTIS 262/HISTORY 230 / REL 204	W	4			80		61		x
	Intro to Islam	REL 204	SU	4					21		
#	Intro to Jewish Civilizations and Culture	JUDAIC 505/JUDAIC 205/HJCS 276	F	3			32	3	31	1	x
#	Intro to Tanakh/Old Testament	ACABS 121/RELIGION 121	W	3					124	1	
#	Intro to the New Testament	ACABS 122/RELIGION 122	W	4			126		120		
#	Intro to World Religions - Near East	ACABS 200/AAPTIS 200/HJCS 200/REL 201	F	4			73		98		x
#	Introduction to Akkadian	ACABS 411	F	3			2		2	1	
	Introduction to Middle Egyptian I	ACABS 485	F	3			1	2			
#	Introduction to the Talmud & Rabbis	HISTORY 594 / HISTORY 269/JUDAIC 517/RELIGION 260	W	3		x	6	6			
#	Islam in Africa	AAPTIS 291/AAS 358/HISTORY 357	W	3			28	2	32		
#	Islamic Mysticism	AAPTIS 465/RELIGION 465	W	3			12	9			
#	Islamic Theology, Philosophy, and Mysticism	AAPTIS 563	F	3		x	4	8	13	1	
	Modern Arabic Non-Fiction	AAPTIS 567	F	3					3	4	x
#	Jesus and the Gospels	ACABS 221/REL 280/ACABS 221	F	4			104		75		x
#	Jewish Mysticism	JUDAIC 468/HJCS478/REL 469	F	3			20	4	4	1	x
#	Jewish Spirituality	HJCS 291/JUDAIC 317	W	3		x			4		
	Jihad in History	AAPTIS 361	W	4			17				
	Mappings of the Arab Renaissance	AAPTIS 486	F	3		x	5	4	5	4	
#	Mythology of the Ancient Near East	ACABS 260	F	3		x	17				
#	Paul the Jew	ACABS 592	W	3					2	3	
#	Philosophy of Alexandria	ACABS 592	F	3		x	1	2	3	5	x
	Religion and Revolutions	AAPTIS 192/HISTORY 192	W	3		x	8		16		
	Shi'ism: The History of Messianism & Pursuit of Justice in Islamdom	AAPTIS 467/RELIGION 467	W	3					9	2	
	Sumerian Literary Texts	ACABS 613	F	3				1		1	x
	Syriac I	ACABS 591	W	3					1	2	
#	The Acts of the Apostles	ACABS 308/GREEK 308	W	3		x	5				
#	The Archaeology of Nubia	ACABS 474	F	3		x	6	2	2	1	

This course contains a minimum of 33% MENA content based on the course description and/or expertise of the instructor.

	COURSE TITLE	COURSE #	TERM	CR	T6 $	NEW	Ugrad 12-13	Grad 12-13	Ugrad 13-14	Grad 13-14	AY 14-15
	The Prophet Muhammad in Islam	AAPTIS 365	F	3		x			16		x
	The Qur'an and Its Interpretations	RELIGION 363/AAPTIS 363/ENGLISH 290	F	3		x	21		35		
	The Religion of Early Israel	ACABS 592	F	3		x			3	5	x
#	The Synoptic Gospels	ACABS 307	F	3		x	1		2		x
#	Topics in Religion	RELIGION 402	W	3			2				
	SOCIOLOGY										
	American and Iraqi Societies	SOC 102	W	4			50		46		
	Honors Introduction to Sociology	SOC 195	F	4			20		18		x
	Women & Islam: A Sociological Persp.	SOC 490/REEES 490/WOMENSTD 492	F	3					24	1	
	STUDY ABROAD										
	AUC Cairo, Egypt	STDABRD 307	F	12			10				x
	AUC Cairo, Egypt	STDABRD 307	W	12			9				x
	Bogazici, Turkey	STDABRD 472	F	12			5				x
	Internships in Turkey	AAPTIS 364/MENAS 334	W	1			9		9		x
	WOMEN'S STUDIES										
#	Gender and Immigration: Identity, Race, and Place	WOMENSTD 304/AAS 304	F	3			13				
#	Gender and Sexuality in Pre-Modern Islam	WOMENSTD 471/AAPTIS 495/HISTORY 429/REL 496	F	3			18	7			
#	Gender and Society in Ancient Egypt	ACABS 487/WOMENSTD 487	W	3		x	8	2	10	2	x
#	The New Jewish Woman	JUDAIC 317/WOMENSTD 345	W	3		x			17		x

This course contains a minimum of 33% MENA content based on the course description or expertise of the instructor.

This course contains a minimum of 33% MENA content based on the course description and/or expertise of the instructor.

LIBRARY STAFF LISTING WITH QUALIFICATIONS

RODGERS, JONATHAN, Librarian for Near Eastern Studies, University of Michigan Library
Education: BA Semitic Languages, Harpur College, State University of New York, Binghamton, 1972; PhD Near Eastern Languages and Literatures, Yale University, 1977; MSLS University of Kentucky, College of Library and Information Science, 1983
Research Interests/Fields of Specialization: Semitics, Classical Arabic philology
Academic Experience: University of Michigan, 1987 - present
Foreign Language Competence: Arabic 3-4; Hebrew 2-3; German 4; French 4; Ethiopian 3
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: CMENAS 520: Middle East Bibliography
Distinctions: 2009 David H. Partington Award in Middle East librarianship (Middle East Librarians Association's (MELA) 38th annual conference, Cambridge MA)
Recent Publications and Work in Progress:
Translation in progress: Heinrich Speyer. Die biblischen Erzählungen im Qoran (Gräfenhainichen 1931).

Name/Title	Degree/Institution	Percent Time to Area Program
Stephen M. Baker, Arabic Cataloguer	B.A. University of Michigan	100%
John Downey, Persian, Iranian studies (Emeritus)	B.S. in Education, SUNY-Buff. M.A. in Near East. Stds, UM A.M.L.S., UM	100%
Elliot H. Gertel, Hermelin Curator of Judaica (R & S Vice-President, Association of Jewish Libraries)	B.A., Marlboro College M.Phil. in Jewish Stds, Oxford M.S.L.S., Lib. Science, Kentucky	100%
Marlene Gitelman, Hebraica Cataloguer	B.A. Wayne State University	100%
Evyn Kropf, Librarian for Near Eastern and Religious Studies; Curator, Islamic Manuscripts Collection, Manuscripts Cataloguer	B.A. University of Tennessee M.S.I. University of Michigan, School of Information	100%
Barbara Rosen Hebraica and Judaica and Yiddish (Emerta)	B.A., Wayne State University A.M.L.S., UM	33%
Marjan Sadeghi, Persian Cataloguer	B.S. Eastern Michigan University	100%
Feyza Sayman Turkish Cataloguer and Selector - Turkish Studies Specialist	B.S. in Math, Istanbul University	100%

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

WILSON, MARK L., Professor of Epidemiology, School of Public Health, Tenured
Education: B.A., Hiram College, 1972; M.S., Harvard University, 1980; Sc.D., Harvard University, 1985
Academic Experience: Core Faculty, Goddard College, 1978-79; Visiting Assistant Professor, Wesleyan University, 1981; Assistant Professor, Yale University School of Medicine, 1991-95; Associate Professor, Yale University School of Medicine, 1995-96; Associate Professor of Epidemiology, University of Michigan, 1997-2003. Professor of Epidemiology, University of Michigan, 2003-present
Overseas Experience: Egypt, Kenya, Malawai, Ghana
Foreign Language(s) with Proficiency: French 5, Spanish 1.
Time Devoted to Middle Eastern and North African Studies: 10%
Research Interests/Field of Specialization: Epidemiology; International Health; Infectious Diseases: analysis of transmission dynamics; Evolution of vector-host-parasite systems; Determinants of human risk.
Recent Publications and Works in Progress: Fedewa et al. 2009. Incidence analyses of bladder cancer in the Nile delta region of Egypt. Cancer Epid.; Dey et al. 2010. Urban–rural differences in breast cancer incidence by hormone receptor status across 6 years in Egypt. Breast Cancer Res. Treatment; Wilson et al. 2012. Research needs in highly endemic, poverty-stricken contexts. Acta Trop.; Partnering Parasites: Evidence of synergism between heavy *Schistosoma haematobium* and *Plasmodium* species infections in Kenyan children. PLoS Negl. Trop. Diseases.; Herzog et al. 2012. Geographic distribution of hematopoietic cancers in the Nile delta of Egypt. Ann. Oncology. ; Kassem et al. 2012. Environmental factors underlying spatial patterns of sand flies (Diptera: Psychodidae) associated with Leishmaniasis in southern Sinai, Egypt. Acta Trop.; Long et al. 2013.

HENRY T. WRIGHT, Professor of Anthropology, Tenured
Education: B.A., University of Michigan, 1964; Ph.D., University of Chicago, 1967
Academic Experience: Curator of Archaeology, University Museum of Anthropology, 1988-1991; Professor of Anthropology, University of Michigan, present.
Overseas Experience: Mexico, Egypt, Iran, Syria, Turkey, Madagascar, China.
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Near Eastern Prehistory, Dating in Archaeology, Madagascar: Ancient to Postmodern
Research Interests/Fields of Specialization: the development of new understandings of the first hierarchical societies—chiefdoms, states and empires—and the testing of formal models based upon these theoretical understandings with research on archaeological sites, museum collections, and data banks in the Middle East and other parts of the world.
Recent Publications and Works in Progress: "Uruk States in Southwestern Iran" in *Archaic States (*Gary Fienman and Joyce Marcus, Eds.) Santa Fe: School of American Research Press (1998); "The Rise of Malagasy societies: New Developments in the Archaeology of Madagascar" (with J.A. Rakotoarisoa) pp 112-119 in The *Natural History of Madagascar* (ed. by Steven M. Goodman and Jonathan P. Bensted) Chicago: University of Chicago Press. (2003)Carter) pp 61-82 in *Yeki Bud, Yeki Na Bud: Essays on Iranian Archaeology in Honor of William Sumner*. Los Angeles: Cotsen Institute of Archaeology and Philadelphia: American Institute of Iranian Studies. (2003); "Archaeological survey in the Eastern Desert of Egypt" pp 224-232 in "Excavations at Coptos (Qift) in Upper Egypt 1987-1992." Ed. By Sharon c. Herbert and Andrea Berlin *Journal of Roman Archaeology Supplementary Series* no. 53. Portsmouth; Rhode Island. (2003);
Distinctions: Special Advisor to the Minister of Culture of Iran in 1976, U.S. representative to The United Nations Agency ICCROM from 1997-2000, and Advisor to the Musée d'Art et d'Archéologie of The University of Madagascar from 1982 to the present; led an independent assessment of damage to archaeological sites in Iraq under the auspices of the National Geographic Society in May 2003; a Member of the Society for American Archaeology, the British Institute in Eastern Africa, the Society of Antiquaries and the U.S. National Academy of Sciences, and serves on the Science Board and Steering Committee of the Santa Fe Institute. He has also been a recipient of a MacArthur Foundation Fellowship.

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

WHALLON, ROBERT, Professor of Anthropology and Curator for Europe, Museum of Anthropology, Tenured
Education: B.A., Anthropology, Harvard College, 1961; M.A., Anthropology, University of Chicago, 1963; Ph.D., Anthropology, University of Chicago, 1966
Academic experience: Visiting Lecturer, University of Paris, 1984; Visiting Lecturer, University of Leiden, 1987; Assistant Professor and Curator to Full Professor and Curator, University of Michigan, 1966-present.
Overseas experience: Turkey (2 1/2 years); Israel; Yugoslavia (research, 1985-86; NSF grant, 1986-88); Serbia (research, 1994, 1995, 1996, 1997, 1998 and 2001); Montenegro (research, 2001; National Geographic Society grants, 2003-05)
Foreign Language(s) with Proficiency: French 4, Serbo-Croatian 4, Dutch 3, Turkish 3, German 2
Time devoted to Middle Eastern and North African Studies: 35%
Area courses taught: Archaeology
Research Interests/Fields of Specialization: Archaeology paleolithic-neolithic, hunters-gatherers
Recent Publications and Works in Progress: *Late Paleolithic Environments and Cultural Relations around the Adriatic*, ed., International Union for Prehistoric and Protohistoric Sciences, Proceedings of the XV World Congress (Lisbon, 4-9 September 2006), BAR International Series No. 1716, 2007; "Spatial Distributions and Activities in Epigravettian Level 6 at the Site of Badanj, Bosnia and Herzegovina," *Glasnik Srpskog Arheološkog Društva* 23:9-26, 2007; "Social Networks and Information: Non-'utilitarian' Mobility among Hunter-gatherers." *Journal of Anthropological Archaeology* 25(2): 59-70, 2006; "Transmission of Cultural Traits by Emulation: A Vector Voting Model," w/ R. Reynolds and S. Goodhall, pp. 178-90 in D. Sallach and T. Wolsko, ed., *Simulation of Social Agents: Architectures and Institutions*. Argonne: Argonne National Laboratory, 2001; "Anthropological Archaeology in Theory and Practice," *Rivista di Antropologia* 78: 75-90, 2000; "The Lithic Tool Assemblages at Badanj within Their Regional Context," pp. 330-42 in G. N. Bailey, et al., eds. *Palaeolithic Archaeology of Greece and Adjacent Areas: Proceedings of the ICOPAG Conference, Ioannina*. London: British School of Athens, 1999.

WILFONG, TERRY G., Professor, Near Eastern Studies, Tenured
Education: B.A., University of Chicago, 1987; M.A., University of Chicago, 1989; Ph.D., University of Chicago, 1994
Academic Experience: Assistant Professor and Curator, Department of Near Eastern Studies and Kelsey Museum, University of Michigan, 1997-2003, Associate Professor and Curator, Department of Near Eastern Studies and Kelsey Museum, University of Michigan, 2004-2013, Professor and Curator, Department of Near Eastern Studies and Kelsey Museum, University of Michigan.
Overseas Experience: Egypt (Short Periods).
Foreign Language(s) with Proficiency: Coptic-5; Ancient Egyptian-4
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Ancient Egypt: Religion & Culture, Gender and Society of Ancient Egypt, Ancient Egypt and its World
Research Interests/Field of Specialization: Gender in Ancient Egypt; Sound in the ancient world
Recent Publications and Works in Progress:
Life, Death and Afterlife in Ancient Egypt: The Coffin of Djehutymose in the Kelsey Museum of Archaeology (2013); Egyptian Anxieties: Living in an Age of Oracles (in preparation)
Number of Dissertations/Theses chaired in past 5 years: 3

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

WARE, RUDOLPH, Assistant Professor, Department of History, Tenure track
Education: Ph.D. University of Pennsylvania, 2004
Academic Experience: 2005-2008: Assistant Professor, Department of History, Northwestern University; 2008-present: Assistant Professor, Department of History, University of Michigan.
Overseas Experience: Research in Senegal, the Gambia, and France
Foreign Language(s) with Proficiency: Wolof 5, Arabic 4, French 5
Percentage of Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: African History to 1850; Islam in Africa; Atlantic Histories: Africa and the Americas, 1445-1888; Decolonization, African Independence, and the Postcolony; Interdisciplinary Approaches to Islamic Thought and Practice in Africa.
Research Interests/Fields of Specialization: Africa, West Africa, Islam, Islamic Education, Sufism, Slavery, African-American and African Diaspora history, Race.
Recent Publications: "Islam in Africa," in Joseph Miller (ed.) Princeton Companion to Atlantic History (in press, Princeton University Press, 2014); "In Praise of the Intercessor," (trans.) Original Arabic poem, Mawâhib al-Nâfiʿ fi Madâ'ih al-Shâfiʿ by Amadu Bamba Mbacké, with introduction, annotation, and translation into English verse by Rudolph Ware (Islamic Africa, 4, 2 (2013); "Slavery in Islamic Africa, 1400-1800" in Stanley Engerman and David Eltis (eds.), Cambridge World History of Slavery vol. III (Cambridge, 2011);
Distinctions: Chaire IISMM, Institut d'Etudes de l'Islam et des Sociétés du Monde Musulman, co-sponsored by the Ecole des Hautes Etudes en Sciences Sociales. Paris, May-June 2014;
Residential Fellow, Institut Méditerranéen de Recherches Avancées (IMéRA), Université de Aix-Marseille, Jan-Jun 2011. Project title "Corporalité et Épistémologie en Islam: La Condition Humaine des Sciences Islamiques."; Proposal Co-Author for "Ethnicity in Africa: Historical, Comparative, and Contemporary Investigations," a $150,000 grant for a Mellon Sawyer Seminar, 2009. (University matching funds brought the total funding for this project to over $330,000).
Administrative Experience: Faculty Coordinator, African History and Anthropology Workshop, Michigan, 2009-10, 2012-3; Editorial Board, International Journal of African Historical Studies, 2009-present; Steering Committee, Islamic Studies Program, University of Michigan, 2009-present; Executive Committee, Interdisciplinary Program in Anthropology and History, Michigan 2008-2010; Associate Director, Center for African-American History, Northwestern University, 2006-7; Advisory Committee, Program of African Studies, Northwestern University, 2005-7
Number of Dissertations/Theses chaired in past 5 years: 3

WEIZMAN, PAULA, Lecturer of Modern Hebrew, Near Eastern Studies, Non-tenure track
Education: B.A., Tel Aviv University; M.A., Eastern Michigan University; M.S.W., University of Michigan
Academic Experience: Lecturer II, Department of Near Eastern Studies, University of Michigan, 1992-99; Lecturer IV, Department of Near Eastern Studies, University of Michigan, 1998-Current
Overseas Experience: Israel
Foreign Language(s) with Proficiency: Hebrew (native)
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Elementary Hebrew I & II, Intermediate Hebrew I & II, Advanced Hebrew 301
Research Interests/Fields of Specialization: Hebrew Language Instruction

VERHOOGT, ARTHUR, Professor of Papyrology and Greek, Classical Studies, Tenured
Education: MA Leiden 1990; PhD Leiden 1997
Academic Experience: 1989-90, Visiting Professor of Papyrology, University of Trier, Germany; 1997-2000 Consulting Papyrologist, The Bancroft Library, University of California at Berkeley; 1990-2000 Reader in Greek Papyrology, University of Leiden; 2001-2004 Assistant Professor of Papyrology and Greek, University of Michigan; Summer '04 Visiting Assistant Professor of Classics, University of California at Berkeley; 2004-2013 Associate Professor of Papyrology and Greek, University of Michigan
Overseas Experience: Netherlands, Germany, Egypt
Foreign Language(s) with Proficiency: English 5; Italian 3, French 4, German 4; Dutch (native)
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: classical civilizations
Research Interests/Fields of Specialization: Greek papyrology; socio-economic, administrative and cultural history of Greek and Roman Egypt; Fayum villages; onomastics
Recent Publications and Worsk in Progress: Papyri in the Archaeological Record,' in: *The Oxford Handbook of Roman Egypt.* Edited by Christina Riggs (2012). Pp. 507-515;*Michigan Papyri from Karanis: The Granary C123 (P.Mich. XXII).* [joint publication with W. Graham Claytor and Samantha Lash]. (in progress); *A Transportation Archive from Fourth-Century Oxyrhynchus (P.Mich. XX).* [Assistant Editor; joint publication with P.J. Sijpesteijn (†), K.A. Worp, and Traianos Gagos (†)]; Text and Context in the Archive of Tiberianus (Karanis, Egypt; 2nd century CE)', BASP 42 (2005): 189-201 [joint publication with Robert P. Stephan]; 'Papyri,' in: Blackwell Companion to the Greek Language. Edited by Egbert Bakker (2010). Pp. 62-68.
Distinctions: American Council of Learned Societies Fellowship (2008); Michigan Humanities Award (2007); College of Literature, Science and the Arts Excellence in Education Award (2013); College of Literature, Science and the Arts John Dewey Award (2013); Netherlands Institute for Advanced Studies Fellow-in-Residence (2014-2015).

WALTZ, SUSAN, Professor, School of Public Policy, Tenured
Education: B.A., Oklahoma Baptist University, 1973; M.A., University of Denver, 1975; Ph.D., University of Denver, 1980
Academic Experience: Tenured faculty member at Florida International University, 1984-2000; Professor, UM 2000-present.
Overseas Experience: Tunisia, Jordan, Morocco, Spain, Egypt
Foreign Language(s) with Proficiency: French-4; Arabic-1; Spanish-1
Time devoted to Middle Eastern and North African studies: 50%
Area Courses Taught: Human Rights; International Development; National Security/International Diplomacy; Politics, Institutions & Processes: International Skills.
Research Interests/Fields of Specialization: Political history of international human rights standards; human rights and arms trade; US Foreign policy; global governance.
Recent Publications: *Human Rights Advocacy and the History of International Human Rights Standards (*website http://humanrightshistory.umich.edu); 2013 Susan Waltz, "North Africa: Path to Democracy and Human Rights Protection," in *Encyclopedia of Human Rights* (Oxford University Press).; Susan Waltz, 2007. "U.S. Small Arms Policy: Having It Both Ways." World Policy Journal vol. 24: 2, 67-80; Susan Waltz and Lindsay Benstead, 2006. "When The Time is Ripe: The Struggle to Protect and Promote Human Rights in Morocco," in Human Rights in the Arab World, ed. By Anthony Chase and Amr Hamzawy. University of Pennsylvania Press; Susan Waltz, 2004.
Distinctions: Served on international governing board of Amnesty International, 1993-1999 and as international chairperson, 1996-1998. Board of Directors American Friends Service Committee (2000-2008) and Board of Directors Amnesty International –USA (2009-2013).
Number of Dissertations/Theses chaired in past 5 years: 0/1

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

TSOFFAR, RUTH, Associate Professor, Women's Studies/Comparative Literature, Tenured
Education: Ph.D., University of CA, Berkeley, 1993
Academic Experience: 1978-80, Instructor of Hebrew Language & Literature, Haifa University; 1980-82, Adjunct Visiting Lecturer & Coordinator, Hebrew Program, Languages & Literatures, UC Santa Barbara; 1983 -1994, Lecturer, Teaching Associate, Anthropology, Teaching Associate, Near Eastern Studies - Teaching Associate, Hebrew - Hebrew Coordinator, Near Eastern Studies; University of California; 1994 – 1999, Assistant Professor, Languages & Literature and Middle East Center, University of Utah; 1999-2006, Assistant Professor, Hebrew Language and Culture, Near Eastern Studies - Adjunct Assistant Professor, Anthropology, Women's Studies, Comparative Literature; 2006- present, Associate Professor Women's Studies and Comparative Literature.
Overseas Experience: Israel
Foreign Language(s) with Proficiency: Hebrew (native)
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Cultural Diversity; Home, Homeland and Homelessness: Israel and Palestine; Film, Fiction and Female in Israeli culture Advanced Topics in Gender, Culture and Representation; Tokyo-Tel Aviv: City, Nation and Identity in Japan and Israel; Israeli Society and Culture; Politics of Culture in Hebrew Literature: Sexuality and Ethnicity
Research Interests/Fields of Specialization: Feminism, sexuality and gender in multicultural society; Colonialism, ethnicity, and nationalism, poetry and poetics, Hebrew culture and literature, the politics of writing, reading, and culture in Israel and the Middle East, Biblical narrative, ethnography and folklore.
Recent Publications and Works in Progress: "Textuality," in "Critical terms in Jewish Languages Studies," Edited by Josh Miller and Anita Norich, Frankel Institute for Advanced Judaic Studies Annual, 2011: 50-51;*Cannibal Ideology: Sexuality, Ethnicity and Colonialism in Hebrew Cultures* (advance contract, University of California Press); "Baghdad-Tel Aviv: Roundtrip to the Promised Land," Social Thought and Commentary Section, *Anthropological Quarterly* 79:1 (Winter 2006): 133-144;
Distinctions: LSA Egif, "Two invited talks in Tel Aviv," Summer 2012; LSA Associate Professor Support Fund, LSA, University of Michigan, 2012; Frankel Institute for Judaic Studies, Fellow 2010-2011; IRWG, Faculty Seed Grant, Manuscript, "Cannibal Ideology" 2010-2011;
Administrative Experience: Director of Graduate Studies, Comparative Literature 2009-2010

THORNTON, ARLAND, Research Professor, UM Institute for Social Research (Tenured)|
Education: B.S., Brigham Young University, 1968; M.A., University of Michigan, 1973; Ph.D., University of Michigan, 1975
Academic Experience: UM Department of Sociology and Institute for Social Research, 1975-present.
Overseas Experience: Research in Egypt, Saudi Arabia, Nepal, Taiwan, Albania, Iran, Argentina
Area Courses Taught: American Family, Comparative Family Systems, Family and Kinship Research Seminar, Social Change, Sociology of Family and Kinship, Statistics.
Time Devoted to Middle Eastern and North African Studies: 25%
Research Interests/Fields of Specialization: Demography, International Family Studies.
Recent Publications: Kavas, S. and Thornton, A. "Adjustment and Hybridity in Turkish Family Change: Perspectives from Developmental Idealism." Paper presented at the annual meeting of the Population Association of America, San Francisco, May 3-5, 2012.; Jayakody, Rukmalie, Arland Thornton, and William Axinn. 2008. *International Family Change: Ideational Perspectives*. New York: Lawrence Erlbaum; Thornton, A., Yount, Kathryn M., and Rashad, Hoda (eds.) *Family in the Middle East Ideational change in Egypt, Iran and Tunisia*. Routledge, 2008; Thornton, Arland, William Axinn, and Yu Xie. 2007. *Marriage and Cohabitation*. Chicago: University of Chicago Press; Thornton, Arland. 2005. Rea*ding History Sideways: the Fallacy and Enduring Impact of the Developmental Paradigm on Family Life*. Chicago, IL: University of Chicago Press.
Distinctions: Irene B. Taeuber Award, Population Association of America, 2011; Outstanding Publication Book Award for Marriage and Cohabitation, given by the Section on Aging and the Life Course of the American Sociological Association, 2008; Merit Award, National Institute of Child Health and Human Development, 2001-2011; Goode Distinguished Book Award for Reading History Sideways, by the Family Section of the American Sociological Association 2007; given Distinguished Career Award, Family Section, American Sociological Association, 2000.
Administrative Experience: Director, Population Studies Center, (2003-2008); Space Usage Committee, Survey Research Center, (2010-present); Research Area Committee, Institute for Social Research, (2010-present); Executive Committee, Center for Middle Eastern and North African Studies (2010-2012).

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

TESSLER, MARK, Professor, Political Science, Tenured
Education: Hebrew University of Jerusalem, 1961-62; B.A., Case-Western Reserve University, 1963; Certificate of N. African and Islamic Sociology, University of Tunis, 1964-1965; Ph.D., Northwestern University, 1969
Academic Experience: University of Wisconsin-Milwaukee, Professor of Political Science, 1968-1999; University of Arizona, Professor of Political Science, 1999-2001; Samuel J. Eldersveld Collegiate Professor, Department of Political Science, University of Michigan.
Overseas Experience: Israel, Tunisia, Morocco, Palestine & Egypt; Sub-Saharan Africa (1.5 yrs)
Foreign Language(s) with Proficiency: French-5, Hebrew-3 Arabic-1.5
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Politics and International Relations of the Middle East and North Africa; Politics and International Relations of Developing Areas; Social Science Research Methods; Cross-National Political Analysis; the Arab-Israeli Conflict; International Development and Social Change; Literature and Politics in North Africa; African Politics; International Organization.
Research Interests/Fields of Specialization: Governance, Religion & Politics, Women & Politics, Arab-Israeli Conflict
Recent Publications and Works in Progress: *Public Opinion in the Middle East: Survey Research and the Political Orientations of Ordinary Citizens*. Bloomington: Indiana University Press, 2011; *A History of the Israeli-Palestinian Conflict*. Bloomington: Indiana University Press, second edition, 2009; *Islam, Democracy and the State in Algeria: Lessons for the Western Mediterranean and Beyond* (coeditor and contributor). London: Taylor and Francis, 2005; *Area Studies and Social Science: Strategies for Understanding Middle East Politics* (editor and contributor). Bloomington: Indiana University Press, 1999; "Title VI and National and Global Security," invited presentation at Title VI 50th Anniversary Conference, Washington, DC, 2009; "The United States and the Middle East: Will There Be a New Dynamic?" keynote address at Tufts University conference on "Foreign Policy Challenges for the New Administration: Iran and the Middle East," Medford, MA, 2009; "Accounting for Variance in Popular Attitudes toward the Place of Islam in Political Life: Findings from the Arab Barometer Surveys in Algeria, Morocco and Other Arab Countries," paper presented at Yale University conference on "The Everyday Functioning of Politics and Dissent in the Maghreb," New Haven, 2009.
Distinctions: United States Department of State: Franklin Fellowship recipient for collaboration and consultation on public opinion and public diplomacy relating to the Middle East (2014); Carnegie Islamic Scholar award; Arab Barometer Survey, which Tessler co-directs, won "Best New Data" Set award from American Political Science Association; *A History of the Israeli-Palestinian Conflict* won several national awards; Editor of Indiana University Press Series in Middle East Studies; President of American Institute, Maghrib Studies (1995-2004); nominated, President of MESA.
Administrative Experience: Vice Provost for International Affairs, 2005-2013; Director, International Institute, 2005-2010; Director, Center for Political Studies, Institute for Social Research, 2003-2004; University of Arizona, Director, Center for Middle Eastern Studies, 1999-2001; University of Wisconsin-Milwaukee, Director, Center for International Studies, 1991-1999.
Number of Dissertations/Theses chaired in the past 5 years: 9 of which three won an American Political Science Association "Best Dissertation" award in the relevant subfield.

SZIEPCH, RYAN, Associate Professor of Spanish, Tenure-Track
Education: Ph.D., Yale University, 2006
Academic Experience: Associate Professor, University of Michigan 2007-present
Overseas Experience: Spain
Foreign Language(s) with Proficiency: Spanish 5
Time devoted to Middle Eastern and North African Studies: 80%
Area Courses Taught: From the Cid to Cide Hamete: Representations of Muslims in Medieval and Early-Modern Iberian Literatures; Medieval Frame-Tale Narratives; Jews, Christians, and Muslims in Medieval Iberia; Conversion and *Conversos* in Fifteenth-Century Iberian Literature
Research Interests/Fields of Specialization: Medieval Iberian Literatures, Sephardic Studies, Medieval Islam
Recent Publications and Works in Progress: *Conversion and Narrative: Reading Authority in Medieval Polemic* (Philadelphia: University of Pennsylvania Press, 2012); "Preaching Paul to the Moriscos in the *Confusión o confutación de la secta Mahomética y del Alcorán* (1515) by Juan Andrés." *La Corónica* 41.1 (2012); "Between Court and *Call*: Catalan Humanism and Hebrew Letters." *eHumanista / IVITRA* (2012): 168-84; "Translation, Transcription, and Transliteration in the Polemics of Raymond Martini, O.P. (d after 1284)"; Book chapter in *Translating the Middle Ages.* Ed. Charles D. Wright and Karen Fresco. Aldershot: Ashgate, 2012. 171-187; "Converting the Queen: Gender and Polemic in the *Book of Ahitub and Salmon." Journal of Medieval Iberian Studies* 3.2 (2011): 203-217; "Between Gender and Genre in Later-Medieval Sepharad: Love, Sex, and Polemics in Hebrew Writing From Christian Iberia." Ed. Ryan Szpiech. Critical Cluster in *Journal of Medieval Iberian Studies* 3.2 (2011): 119-217; "Latin as a Language of Authoritative Tradition." *Oxford Handbook of Medieval Latin Literature.*Ed. Ralph Hexter and David Townsend. Oxford University Press. 63-85; "Citas árabes en caracteres hebreos en el *Pugio fidei* del dominico Ramón Martí: entre la autenticidad y la autoridad." [Includes study and critical edition of the Arabic and Latin texts followed by a Castilian translation of both.] *Al-Qan?ara: Revista de Estudios Árabes* 32.1 (2011): 71-107; "In Search of Ibn Sina's 'Oriental Philosophy' in Medieval Castile." *Arabic Sciences and Philosophy* 20 (2010): 185-206.

TANIELIAN, MELANIE, Assistant Professor, Department of History, Tenure Track
Education: Ph.D., University of California, Berkeley, 2012; M.A., University of California, Berkeley, 2007; B.A., University of California, Berkeley, 2004
Academic Experience: Spring 2011, Adjunct Faculty, Department of History, University of San Francisco; June 2012 to present, Assistant Professor, Department of History and International Studies, University of Michigan;
Overseas Experience: Germany (native), Lebanon
Foreign Language(s) with Proficiency: German 5, Arabic 5, English 5, French 4, Armenian 2
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Introduction to the History of the Middle East; History of Social Movements and Contentious Politics in the Middle East; Gender, Sexuality, and Violence in the Middle East
Research Interests/Fields of Specialization: Social and cultural history of the modern Middle East; War, violence and human rights; History of youth and childhood, Early 20th-century Lebanon.
Recent Publications and Works in Progress: "Surviving the Great War: The Tribulations and Successes of the Syrian Protestant College's Aid Campaign", 2013. 'The Politics of Humanitarian Aid: The Near East Relief in Greater Syria (1918-1923)', 2013. 'Protecting the Innocent': Humanitarian Child Transfer after the Adana Massacre (1909)", 2013. 'Do Mothers and Fathers Devour their Children?': Death and Survival of the Family During the Lebanese Famine (1914-1918)", 2012. "Soup Kitchens, Orphanages and the Making of a Middle Class: American Relief Work in Beirut and Mount Lebanon During WWI" , 2012.
Distinctions: Syrian Studies Association, Best Dissertation Award, 2012; SHAFR Diversity Grant, Society for Historians of American Foreign Affairs, 2012; Dean's Normative Time Fellowship, University of California, Berkeley, 2011-12

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

SHRYOCK, ANDREW, Professor, Anthropology, Tenured
Education: BA, Georgia Southern College, 1984; MA, Michigan, 1986 ; PhD, Michigan, 1993
Academic Experience: 2011-present Professor, Anthropology, 2002 – 2011 Associate Professor, Anthropology, Univ of Michigan; 2002-03 Fellow, Behavioral Sciences, Stanford; 1999 – 2002 Assistant Professor, Anthropology, Univ of Michigan; 1995 – 99 Assistant Professor, Anthropology, State Univ of New York; 1994 – 95 Adjunct Lecturer, Anthropology; 1992 Adjunct Lecturer, Anthropology, Univ of Michigan; 1989 – 90 Fellow, Institute of Archaeology & Anthropology, Yarmouk Univ, Jordan
Overseas Experience: Ethnographic research in Yemen (1986; 1988-89) and Jordan (1989-90; 1995, 1997, 1998, 2000, 2003, 2011).
Foreign Language(s) with Proficiency: Modern Standard Arabic 3; Balgawi dialect of Jordanian Arabic 4
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Anthropology 409, Peoples and Cultures of the Near East and North Africa; Anthropology 658, A graduate seminar, topic changes yearly, but always a high level of MENA content; Anthropology 101, at least one third of content is related to MENA
Research Interests/Fields of Specialization: Modernity, historical ethnography, oral tradition, tribe-state relations, identity politics, (trans)nationalism; Middle East and Middle Eastern communities in North America.
Recent Publications and Works in Progress: 2013 "Attack of the Islamophobes: Religious War (and Peace) in Arab/Muslim Detroit," in *Islamophobia in America: the Anatomy of Intolerance*. Carl Ernst, editor. New York:
Palgrave; 2012 "Breaking Hospitality Apart: Bad Hosts, Bad Guests, and the Problem of Sovereignty." *Journal of the Royal Anthropological Institute*. Special Issue. "The Return to Hospitality: Strangers, Guests, and Ambiguous Encounters." Matei Candea and Giovanni da Col, eds. Pp. 20-33; 2011 *Deep History: the Architecture of Past and Present*. Andrew Shryock and Dan Smail, eds. Berkeley: University of California Press; 2011 *Arab Detroit 9/11: Life in the Terror Decade*. Nabeel Abraham, Sally Howell, and Andrew Shryock, eds. Detroit: Wayne State University Press; 2010 *Islamophobia/Islamophilia: Beyond the Politics of Enemy and Friend*. Andrew Shryock, editor. Bloomington: Indiana University Press; 2009 "Tolerance and Conversion in the Ottoman Empire: A Conversation," with Marc Baer and Ossama Makdissi. *Comparative Studies in Society and History*, 51(4): 927-940; 2009 "Hospitality Lessons: Learning the Shared Language of Derrida and the Balga Bedouin," in *Extending Hospitality: Taking Time, Giving Space*, a special issue of *Paragraph* 32(1): 32-50; 2009 *Citizenship and Crisis: Arab Detroit after 9/11*. DAAS Research Team. New York: Russell Sage Foundation; 2009 "Arab American Identities in Question," co-authored with Ann Lin, in *Citizenship and Crisis: Arab Detroit after 9/11*. Pp. 35-68. New York: Russell Sage Foundation; 2009 "Limits of Citizenship," co-authored with Ann Lin, in *Citizenship and Crisis: Arab Detroit after of 9/11*. Pp. 265-286. New York: Russell Sage Foundation; 2008 "Thinking about Hospitality, with Derrida, Kant, and the Balga Bedouin," *Anthropos* 103: 405-421; 2008 "The Moral Analogies of Race: Arab American Identity, Color Politics, and the Limits of Racialized Citizenship" in *Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects*, Jamal, Naber (eds), Syracuse University Press.
Distinctions: *Nationalism and the Genealogical Imagination: Oral History and Textual Authority in Tribal Jordan*, won MESA's Albert Hourani Award, 1997. Arab Detroit: From Margin to Mainstream won the 2000 Award of Merit, Historical Society of Michigan; 2002 Class of 1923 Memorial Teaching Award; 2004 LSA Excellence in Education Award; 2006 John Simon Guggenheim Fellowship; 2007 Arthur F. Thurnau Professorship; 2011 John Dewey Teaching Award; 2011; Harold Johnson Diversity Award; 2012 *Arab Detroit 9/11: Life in the Terror Decade* wins *Choice* Outstanding Academic Title Award and the Independent Publishers Book Award.
Number of Dissertations/Theses chaired in past 5 years: 11/5

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

SHAMMAS, ANTON, Professor, Near Eastern Studies / Comparative Literature, Tenured
Education: Hebrew University in Jerusalem, Israel, 1968-72.
Academic Experience: Adjunct Professor, Departments of English, Near Eastern Studies, University of Michigan, 1989-90; Adjunct Professor, Near Eastern Studies, University of Michigan, 1990-93; Associate Faculty Member, Comparative Literature, University of Michigan, 1993-94; Adjunct Professor, English Language and Literature, University of Michigan, 1995; Professor of Middle East Literature, Near Eastern Studies and Comparative Literature, University of Michigan, 1998-present.
Overseas Experience: Palestine/Israel
Foreign Language(s) with Proficiency: Arabic, Hebrew - 5;
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Comp Studies in Fiction; Studies in Fiction/Translation; Reading Modern Arab Authors in Arabic; Modern Arabic Poetry; Mappings of the Arab Renaissance.
Research Interests/Field of Specialization: Modern Arabic and Hebrew fiction and poetry; intellectual history of the 19th century in the Levant; Critical Theory; Narratology; Translation Theory.
Recent Publications and Works in Progress: "The Size of a Cloud: on the Poetry of Taha Muhammad Ali" (Arabic), Majallat al-Dirasaat al-Filistiniyyah (Journal of Palestine Studies), Beirut, No. 96, Fall 2013, p. 21-29; "Palestine: Writing on the Move," a short introduction to the special issue of Banipal (London) on Palestinian literature, No. 44, Fall 2012; "Palestine Mapped Out: A Passport Story" (a photo-essay in Arabic), Majallat al-Dirasaat al-Filistiniyyah (Journal of Palestine Studies), Beirut, No. 92, Fall 2012, p. 13-29; "The Nightmare of the Translator," in Reflections on Islamic Art (a collection of essays, in respective English and Arabic editions, on the Museum of Islamic Art, Qatar), ed. Ahdaf Soueif (Qatar: Bloomsbury Qatar Foundation Publishing, 2011); "The Meeting That Was, the Meeting That Wasn't," in Hebrew Writers: on Writing, trans. and ed. by Peter Cole (San Antonio: Trinity University Press, 2008; Blind Spots and other Essays on Translation, work in progress.
Distinctions: Lila Wallace Writers' Award, 1993-96; A Whiting Writer's Award, 1991-92; "Amerka, Amerka," an essay in Harper's Magazine (Feb 1991), chosen by editors of The Best American Essays 1992 as one of the "Notable Essays of 1991;" Arabesques, a novel, chosen by the editors of New York Times Book Review as one of the best 7 fiction works published in the US in 1988.
Number of Dissertations/Theses chaired in past 5 years: 2

SEVINC, NILAY, Lecturer, Turkish Language, Department of Near Eastern Studies, Non-Tenure Track
Education: B.A., Anadolu University, 1998; Fulbright Scholar in Language Teaching, University of Oregon, 2006; M.A., University of Oregon, 2009; M.S., University of Oregon, 2011.
Academic Experience: English Teacher, Polatli High School, 1998-1999; Instructor, Hacettepe Universitesi, 1999-200; English Language Teacher, Budem Language School, 1999-2000; Educational Consultant, Cambridge University Press, 2000-20001; English Language Teacher, Turco-British Association, 2003-2007; Turkish Language Instructor, University of Oregon, 2005-2006; English Language Instructor, Hacettepe University, 2006-2007; Research Assistant, University of Oregon, 2009-2010; Turkish Instructor, Lane Community College, Winter 2010; Turkish Instructor, University of Wisconsin, Summer 2010; Teaching Assistant, University of Oregon, 2010-2011; Turkish Language Instructor, University of Oregon, 2008-2011; Turkish Lecturer, University of Illinois Summer 2011; Turkish Language Instructor, University of Wisconsin, Summer 2012 & Summer 2013; Turkish Lecturer, University of Michigan, 2011-Present.
Overseas Experience: Turkey
Foreign Language(s) with Proficiency: Turkish 5, English 5, German 1
Percentage of Time Devoted Middle Eastern and North African Studies: 100%
Area Courses Taught: Turkish Language and Culture
Research Interests/Fields of Specialization: Curriculum Design and Materials Development, Leadership and Equality in Education, Sociocultural Studies in Education, Textbook Writing, Cross-cultural communication.
Recent Publications and Works in Progress: ACTFL Turkish Proficiency Guidelines, Sursal, H et al. (2009). Graded Turkish Reader Project, American Association of Teachers of Turkish Languages.
Distinctions: Community Leadership and Involvement Award, University of Oregon, 2009.; International Cultural Service Program Scholarship- ICSP, University of Oregon, 2006; Fulbright scholarship, Foreign Language Teaching Assistant, University of Oregon, 2005.
Administrative Experience: Language Coordinator, Budem Language School, 1999-2000; Administrative Coordinator, Hacettepe University, 2006-2007; Self Study Language Program Coordinator, University of Oregon, 2008-2011

SEYHUN, NEJAT, Professor of Finance, Ross School of Business, Tenured
Education: Ph.D., University of Rochester, Rochester NY, 1984; MS., University of Rochester, Rochester, NY, 1981; BSEE., Northwestern University 1976
Academic Experience: Currently, Academic Director of the Financial Engineering program. His previous academic appointments as a visiting professor include University of Rochester (lecturer), University of Chicago, Koc University (Istanbul, Turkey), and Wissenschaftliche Hochschule fur Unternehmensfuhrung (WHU) (Koblenz, Germany). He has also given lectures in various cities around the world, including Bangalore, Bangkok, Brussels, Dammam, Dubai, Hanoi, Hong Kong, Istanbul, Jakarta, London, Moscow, Paris, Riyadh, San Paolo, Shanghai, Singapore, and Taipei.
Overseas Experience: Turkey (native), annual trips to the Gulf States, Hong Kong, Indonesia
Foreign Language(s) with Proficiency: Turkish (native), German 1
Time devoted to Middle Eastern and North African studies: 15%
Research Interests/Fields of Specialization: informational asymmetries, law and finance, option pricing, commercial and investment banking, valuation, corporate finance, and investments.
Recent Publications and Works in Progress: Professor Seyhun's academic articles have been published in *Journal of Finance, Journal of Business, Journal of Financial Economics, Quarterly Journal of Economics, Journal of Law and Economics, Journal of Financial and Quantitative Analysis*, Michigan Law Review, and Review of Financial Studies, among others.
Professor Seyhun's research is quoted in hundreds of academic articles as well in popular financial press including the Wall Street Journal, New York Times, Washington Post, Newsweek, Business Week, Barron's, Bloomberg Business News, and Los Angeles Times. Professor Seyhun has also served as an expert witness and consultant to the U.S. Justice Department in insider trading cases.

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

BRIAN SCHMIDT, Associate Professor, Near Eastern Studies, Tenured
Education: B.S., The Florida State University, 1977; The Hebrew University Visiting Graduate Program 1980-81; Th.M., Dallas Theological Seminary, 1983; Post-Graduate Research, University of North Carolina, Chapel Hill, 1987-90; D.Phil., University of Oxford, 1991.
Academic Experience: Instructor in Religion/Philosophy, Durham Community College, 1987-89; Visiting Lecturer in Hebrew Language and Literature, University of North Carolina, 1987-89; Visiting Instructor in Religious Studies, North Carolina State University, 1989-90; Visiting Lecturer, University of North Carolina, 1990-91; Assistant Professor, Dept. of Near Eastern Studies, University of Michigan, 1991-present; Associate Professor, 1997-present
Overseas Experience: England, Israel, Syria, Jordan, Germany, France, Egypt
Foreign Language(s) with Proficiency: Classical & Ancient Epigraphic Hebrew, Northwest Semitic Languages (Old Aramaic, Phoenician, Ugaritic, Moabite, Edomite, Ammonite)-4; Ancient Koine Greek, Middle Egyptian, Akkadian-3; Modern German-3, French -3, Modern Hebrew-3
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Introduction to the Tanakh/Old Testament, Beginning, Intermediate, and Advanced Classical Hebrew, History and Religion of Ancient Israel, Ancient Israel Grad Seminar: History, Ancient Israel Grad Seminar: Religion & Culture, Introduction to World Religions, Great Books of the Ancient Near East.
Research Interests/Field of Specialization: Early Canaanite-Israelite Religion; Israelite Historiography; Hebrew Bible, Ugaritic Texts, Northwest Semitic Languages.
Recent Publications and Works In Progress: *The Materiality of Power Aspects of Ancient Israelite Magic in Its Archaeological Context (forthcoming J.C.B. Mohr/Paul Siebeck, 2014); The Quest for Ancient Israel (editor.),* The Society of Biblical Literature, 2007. *Memory as Immortality: Countering the Dreaded "Death after Death" in Ancient Israelite Society* in Death, Life-After-Death, Resurrection and The World-to-Come in the Judaisms of Antiquity, Brill, 2000
Distinctions: The American Academy of Religion Research Grant; Visiting Research Scholar, The Pacific School of Religion-UC Berkeley; Research Fellow, The National Endowment for the Humanities Research Fellow; The Michigan Institute for Humanities Research Fellowship.
Number of Dissertations/Theses chaired in past 5 years: 5

ROOT, MARGARET C., Professor, History of Art, Tenured
Education: B.A., Bryn Mawr College, 1969; M.A., Bryn Mawr College, 1971; Ph.D., Bryn Mawr College, 1976
Academic Experience: Visiting Assistant Professor, Department of Art and Department of Classical Languages and Literatures, University of Chicago, 1977-78; Assistant Professor, Department of the History of Art, University of Michigan, 1978-83; Associate Professor, Department of the History of Art, University of Michigan, 1983-1992; Professor, Department of the History of Art, University of Michigan, 1992-present.
Overseas Experience: Iran, Italy, Morocco, Tunisia, Turkey
Foreign Language(s) with Proficiency: Ancient Greek-3; French-5; Italian-3; German-4; Latin-3; Old Persian-2; Persian-2
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: History of Art 101 (with significant ancient Near East segment); Art and Archaeology of Ancient Iran; Problems in the Art of the Persian Empire; Museum Research Seminars: Iran and Iraq in Late Prehistory
Research Interests/Field of Specialization: Ancient Near Eastern Art and Archaeology
Recent Publications and Works in Progress: UBehind the ScenesU: Collectors and Collections in the Kelsey Museum of Archaeology,U with L.E. Talalay. Ann Arbor: Kelsey Museum of Archaeology (2013); Seals on the Persepolis Fortification TabletsU. UVolume IIU: UImages of Human ActivityU, with M. B. Garrison. Chicago: for Oriental Institute Publications (2013); USeals on the Persepolis Fortification Tablets.U UVolume IIIU: UAnimals, Creatures, Plants, and Geometric UDevicesU, with M. B. Garrison and H.P. Colburn. Chicago: for Oriental Institute Publications (2014); Handbook to Life in the Persian Empire. New York: for Facts on File (2011); Trophy Wives: Memoirs of the Mural-Crowned Maiden in Ancient Art (under press negotiation).
Distinctions: Research and Publication Grants from Iran Heritage Foundation and from the OVPR and College of LSA of the University of Michigan
Number of Dissertations/Theses Chaired in Past 5 Years: 4

ROSENBERG, ILAN, Lecturer IV, Near Eastern Studies, Non-tenure track
Education: B.A., Tel-Aviv University, 1984; Master of Clinical Psychology, Tel Aviv University, 1986
Academic Experience: Lecturer, University of Washington, 1996; Lecturer, University of Michigan, 1996-present; Modern Hebrew Teacher, Hebrew Day School, 1998-present;
Overseas Experience: Israel
Foreign Language(s) with Proficiency: Hebrew-5
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Intermediate Modern Hebrew

RICHARDS, JANET, Professor, Near Eastern Studies, Curator, Kelsey Museum of Archaeology; Tenured
Education: B.A., Northwestern University, 1981; Ph.D., University of Pennsylvania, 1992
Academic Experience: Lecturer, University of Pennsylvania, 1991; Visiting Assistant Professor, Mount Holyoke College, 1993-94; Visiting Assistant Curator, Kelsey Museum of Archaeology, University of Michigan, 1994-1998; Assistant Curator, Kelsey Museum of Archaeology, University of Michigan, 1998-2004; Lecturer, Department of Near Eastern Studies, University of Michigan, 1994-98; Assistant Professor, Department of Near Eastern Studies, University of Michigan, 1998-2004; Associate Professor, Department of Near Eastern Studies, University of Michigan, 2004-2012; Associate Curator, Kelsey Museum of Archaeology, University of Michigan, 2004-2012; Professor, Department of Near Eastern Studies, University of Michigan, 2013-present; Curator, Kelsey Museum of Archaeology, University of Michigan, 2013-present; Senior Fellow, Institute for the Study of the Ancient World, New York University (2010-present); Affiliate, Museum of Anthropology, University of Michigan, 1996-present.
Overseas Experience: Egypt
Foreign Language(s) with Proficiency: Egyptian Colloquial Arabic 2, Ancient Egyptian-4; French 5, German 2.
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Ancient Egypt and Its World, Intro Egyptian Archaeology, Intro Middle Egyptian, Seminar in Egyptian History, Seminar on Egyptian Archaeology, Nubian Art and Archaeology, Egyptian Art and Archaeology
Research Interests/Field of Specialization: Ancient Egyptian and Nubian culture, archaeology, and history; texts and archaeology; mortuary studies; sacred landscapes; political crisis and political rhetoric; the archaeology of individuals; biography; complex societies (ideologies of power, social transformations, frontier zones, trade and commodities); the disciplinary history of Egyptology.
Recent Publications and Works in Progress: *Writing ancient lives: Weni the Elder and ancient Egyptian responses to political crisis.* Contracted for publication with Cambridge University Press. *The Archaeology and Art of Ancient Egypt: essays in honor of David B. O'Connor.* Co-editor with Zahi Hawass. 2 volumes. Supreme Council of Antiquities Press, 2007 (2nd edition, 2009); *Society and Death in Ancient Egypt: mortuary landscapes of the Middle Kingdom.* Cambridge University Press, 2005; *Order, Legitimacy and Wealth in Ancient States.* Co-Editor with Mary Van Buren. Cambridge University Press, 2000.
Distinctions: "Individual and Society in Ancient Egypt" (2003); "Discovery! Excavating the ancient world" (2013). Grants: National Geographic Society (2001); National Endowment for the Humanities (2005-06); American Philosophical Society (2006); American Academy in Berlin (2014).
Number of Dissertations/Theses chaired in past 5 years: 4

PINSKER, SHACHAR, Associate Professor, Near Eastern Studies, Tenured
Education: B.A., Hebrew University, 1993; M.A., Hebrew University, 1995; Ph.D., University of California, Berkeley 2001
Academic Experience: UC Berkeley 1999-2000; Harvard University, visiting professor, 2001; Assistant Professor (Post-Doc) of Hebrew and Israeli Literature, Ben-Gurion University, 2002-2003; Assistant Professor of Hebrew Literature and Culture, University of Michigan, 2003-present.
Overseas Experience: Israel
Foreign Language(s) with Proficiency: Hebrew (native), French
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Advanced Hebrew I and II; Reading Hebrew Literature; From Bible to Midrash to Modern Hebrew Literature; Modern Hebrew and Jewish Literature;
Research Interests/Fields of Specialization: Modern Hebrew Literature, Israel Studies, Judaic Studies
Recent Publications and Works in Progress: *A Rich Brew of Ideas: Urban Cafés and Modern Jewish Culture,* (in preparation for publication in English and in Hebrew);*To Write in a Silent Language? Yiddish as a Double Agent in Israeli Literature and Culture,* (in preparation);*Literary Passports: The Making of Modernist Hebrew Fiction in Europe*, Stanford Studies in Jewish History and Culture, (Stanford: Stanford University Press, 2010); "Never Will I Hear the Sweet Voice of God: Religiosity and Mysticism in Modern Hebrew Poetry" (Review Essay), *Prooftexts* 29:2 (forthcoming); "Choosing Yiddish in Israel: Yung Yisroel between Home and Exile, Margins and Centers," in Shiri Goren, Hannah Pressman and Lara Rabinovitch (eds.), *Choosing Yiddish: Studies on Yiddish Literature, Culture, and History*, (Detroit: Wayne State University, forthcoming); "To Write in a Silent Language? The Bilingual Imagination of Yossl Birshtein and the Dynamics of Yiddish in Israel," *Israel Studies* 15:2 (forthcoming)
Distinctions: Global Ethnic Literatures Seminar Fellow (Fall Semester), Comparative Literature, University of Michigan 2008; Hadassah Brandies Institute Research Award. 2009.
Number of Dissertations/Theses chaired in past 5 years: 1

RATTE, CHRISTOPHER, Professor of Classical Archaeology, Classical Studies and History of Art; Director, Kelsey Museum of Archaeology, Tenured
Education: Ph.D., UC Berkeley, 1989; M.A., UC Berkeley, 1984; B.A., Harvard, 1981
Academic Experience: Assistant Professor, Florida State University (1989-1993); Assistant and Associate Professor, New York University (1993-2006); Associate and Full Professor, University of Michigan 2006 – present
Overseas Experience: Turkey
Foreign Language(s) with Proficiency: Greek, Latin, Turkish 3, German 3, French 3,
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Roman Imperial Architecture, The Art and Archaeology of Asia Minor, Greeks and Barbarians, Great Buildings of Ancient Greece and Rome, Archaeology of Ionia, Archaeology of the Black Sea, Archaeology of the Roman provinces
Research Interests/Fields of Specialization: Classical Archaeology, Greek architecture and urbanism, archaeology of Turkey
Recent Publications and Works in Progress: Aphrodisias papers: *Aphrodisias Regional Survey* (Aphrodisias V, Philipp von Zabern, Mainz 2012), ed., with P. De Staebler. Electronic publication at: http://deepblue.lib.umich.edu/handle/2027.42/89592; *Archaeology and the Cities of Asia Minor in Late Antiquity* (Kelsey Museum Publications 6, Ann Arbor 2011), ed., with O. Dally; *Lydian Architecture* (Harvard/Cornell Sardis Expedition, Cambridge, Mass. 2011)
Number of Dissertations/Theses chaired in past 5 years: 4

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

NEVETT, LISA, Professor of Classical Archaeology, Tenured; Director of IPCAA, Tenured
Education: B.A. University of Cambridge, Clare College, 1984-1987; M.PHIL. ARCHAEOLOGY, University of Cambridge, 1987-1988; PH.D. CLASSICS: University of Cambridge (U.K.), 1988-1993
Academic Experience: British Academy Postdoctoral Fellow, University of Durham (U.K.), 1993-1996; Lecturer in Classical Studies, The Open University (U.K.), 1996-2003; Associate Professor, Department of Classical Studies and Department of the History of Art, University of Michigan, 2006-2011 (2003-2006 Assistant Professor).
Overseas Experience: Greece, Turkey, Libya and Britain.
Time Devoted to Middle Eastern and North African Studies: 33%
Area Courses Taught: Introduction to Greek Archaeology; Greek Archaeological Sites; Archaic Greek Art; Cities and Sanctuaries in the Greek World; Greek Colonization
Research Interests/Fields of Specialization: Greek and Roman antiquity with particular interest in material culture as a source for social history.
Recent Publications and Works in Progress: 'Family and Household, Ancient History and Archaeology: a case-study from Roman Egypt'. In B. Rawson (ed.) A Companion to Families in the Greek and Roman Worlds. Oxford, Blackwell. 2011, 15-31.; *Domestic Space in Classical Antiquity*, Cambridge University Press, Key Themes in Ancient History series, *in press*; 'Domestic façades: a 'feature' of the urban landscape of Greek *poleis*?' In S. Owen and L. Preston (eds.) *Inside the City in the Greek World*. Oxford, Oxbow. 2009, 118-130; 'Ceramic typology and activity area analysis: a comparison from Greek domestic contexts'. In H. Vanhaverbeke, J. Poblome, F. Vermeulen and M. Waelkens (eds.) *Thinking about Space. The potential of surface survey and contextual analysis in the analysis of space in Roman times* (Studies in Eastern Mediterranean Archaeology 8). Brepols-Turnhout. 2008, 153-160.
Number of Dissertations/Theses supervised in the past 5 years: 2

NORTHROP, DOUGLAS, Associate Professor of History and Near Eastern Studies and Director, Center for Russian, East European, and Eurasian Studies, Tenured
Education: B.A., Russian, Political Science, Mathematics, Williams College, 1989; B.A., Modern European History, Emmanuel College, Cambridge University, 1991; M.A., Modern European History, Emmanuel College, Cambridge University, 1995; Ph.D., Stanford University, Modern Russian, Soviet, and East European History, 1999
Academic Experience: Visiting Instructor to Assistant Professor, Pitzer College, 1997-99; Assistant Professor, University of Georgia, 1999-2004; Associate Professor, UM, 2004-present
Overseas Experience: Russia, Uzbekistan Kazakhstan, Turkmenistan
Foreign Language(s) with Proficiency: Russian 4, Uzbek 4, German 2, Turkish 2, Uyghur 2, French 1
Time devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Power and Resistance under Stalin; Barriers and Boundaries/Conduits and Connections: Graduate Colloquium in Central Eurasian History; From Genghis Khan to the Taliban: Modern Central Asia; Contemporary Issues in Central Asia; Soviet History; Russia and Its Easts
Research Interests/Fields of Specialization: Modern Central Asia
Recent Publications and Works in Progress: *An Imperial World: Empires and Colonies Since 1750* (Upper Saddle River, NJ: Pearson, 2013); (ed.) *A Companion to World History* (Oxford: Wiley-Blackwell, 2013); "Hujum," in B. Smith, ed., *Encyclopedia of Women in World History*. New York: Oxford University Press); "Envisioning Empire: Veils and Visual Revolution in Soviet Central Asia," pp. 162-68 in V. Kivelson and J. Neuberger, eds.
Distinctions: International Scholar, Central Asian Research and Training Initiative, Open Society Institute (2009-2012); Provost's Teaching Innovation Prize (2011); Gilbert Whitaker Fund Award, Center for Research on Learning and Teaching, UM (w/ R. Bain and K. Canning), 2009-10.
Number of Dissertations/Theses Supervised in the past 5 years: 5 dissertations/2 theses

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

MUEHLBERGER, ELLEN, Assistant Professor, Near Eastern Studies and History, Tenure-Track
Education: Ph.D., Indiana University-Bloomington, 2008; M.A., Indiana University-Bloomington, 2001; B.A., Western Michigan University, 1995.
Academic Experience: July 2009-present Assistant Professor of Christianity in Late Antiquity, Departments of Near Eastern Studies and History, University of Michigan; August 2008-May 2009 Part-time Assistant Professor, Department of Religious Studies, DePauw University; July 2005-May 2008 Editorial Assistant, Journal of Early Christian Studies; August 2003-May 2008 Instructor, Biblical Hebrew, Borns Jewish Studies Program, Indiana University-Bloomington; August 2003-November 2005 Instructor, School of Continuing Studies, Independent Studies Program, Indiana University-Bloomington; August 2000-May 2003 Associate Instructor, Department of Religious Studies, Indiana University-Bloomington; Fall 1997 Instructor, Italian, Northwestern Michigan College.
Foreign Language(s) with Proficiency: Coptic, Greek, Hebrew, Latin, Syriac, French, German, Italian
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Christianity in Late Antiquity, Introduction to World Religions: Near Eastern,
Research Interests/Fields of Specializations: Christianity in Late Antiquity, Coptic and Syriac Studies, and Method and Theory in the Study of Religion
Recent Publications and Works in Progress: Angels in Late Ancient Christianity (Oxford, 2013); "Salvage: Macrina and the Christian Project of Cultural Reclamation." *Church History: Studies in Christianity and Culture* 81 (2012): 273-97; "The Ascetic Leader in Gregory of Nyssa's *Life of Moses*" in *The Christian Moses: From Philo to the Qur'an* (Catholic University of America Press, *forthcoming*).
Distinctions: 2014-2015 Charles A. Ryskamp Fellow (American Council of Learned Societies)
Number of Dissertations/Theses supervised in the past 5 years: 1

NEIS, RACHEL, Associate Professor of History, Tenured
Education: LL.B, London School of Economics, 1995; MA, Boston University, 2001, Exchange Scholar, Princeton University, 2002-2004; Ph.D., Harvard University, 2007
Academic experience: Lecturer, Rutgers University 2004; Adjunct Professor of Law, University of Michigan, 2006-2007; Visiting Research Investigator, University of Michigan, 2005-2006; Visiting Assistant Professor, University of Michigan Law School, 2007-2013; Assistant Professor, University of Michigan, 2007-2013; Associate Professor, University of Michigan, September 2013-Present
Overseas experience: Israel
Foreign Language(s) with proficiency: Hebrew 5
Time devoted to Middle Eastern and North African Studies: 100%
Area courses taught: History of Jewish Visual Culture: From Ancient Mosaics to Jew-Hop Videos; Ancient Judaism: Law, Religion, History; Rabbis, Religions, and the Beginnings of Jewishness
Research Interests/Fields of Specialization: Ancient Jewish History, Rabbinic Literature, Hekhalot Literature, Material Culture, Jewish Vision and Visuality, History of the Sense, Pilgrimage, Spatiality, Religious Law, Comparative Ancient Legal History, Legal Theory
Recent Publications and Works in Progress: "The Anatomy of Ritual: Place, Body, and Kavvanat Halev in Rabbinic Ritual Practices," (to be submitted to Volume in December 2014); The Sense of Sight in Rabbinic Culture: Jewish Ways of Seeing in Late Antiquity (Cambridge University Press, 2013); 36 – 54; "Objectionable Objects: Rabbis and "Idols," Frankel Institute Annual (2010), 6-8 ; "Eying Idols: Rabbinic Viewing Practices in Late Antiquity," Jewish Quarterly Review, vol. 102, no. 4 (Fall 2012): 533-560;
Distinctions: Institute for Humanities University of Michigan Faculty Fellowship, 2014; UM Council on Global Engagement Award, 2012; Fellow, UM Frankel Institute for Judaic Studies, 2010
Administrative Experience: Coordinator of the Midwest Ancient Judaism Colloquium; Editorial Board Member for *Fragments: Interdisciplinary Approaches to Ancient and Medieval Pasts* (Journal), 2009 – present
Number of Dissertations/Theses chaired in past 5 years: 5

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

IAN MOYER, Associate Professor of History, Tenured
Education: B.A., University of Victoria, 1995; M.A, University of Victoria, 1997; A.M, University of Chicago, 1999; Ph.D., University of Chicago, 2004
Academic experience: Instructor, University of Chicago January-August 2002; Instructor & Program Assistant, University of Chicago Program in Athens, March-June 2004; Assistant Professor of Classics and History, Pomona College, 2004-2007; Assistant Professor of History, University of Michigan, 2007-August 2012; Associate Professor of History, University of Michigan, September 2012-Present
Overseas experience: Greece, Egypt
Foreign Language(s) with Proficiency: French 3, German 2, Ancient Greek 4, Latin 4, Middle Egyptian 3, Late Egyptian 3
Language pedagogy training: Some training and 4 years' experience teaching Ancient Greek and Latin
Time devoted to Middle Eastern and North African Studies: 75%
Area courses taught: Egypt and the Hellenistic World; The Ancient Mediterranean; The World Before 1492; After Alexander: The Hellenistic Age in the Mediterranean and the Near East; Empires and Colonialism, Ancient and Modern.
Research Interests/Fields of Specialization: Research: Cultural, intellectual and political interactions between Egypt and Greece in antiquity (ca. 600 BCE to 300 CE). Teaching: ancient Mediterranean and Near Eastern history, pre-modern world history.
Recent Publications and Works in Progress: "Euagoras (619)," Brill's New Jacoby, edited by Ian Worthington (Forthcoming October 2012); "Egyptian History in the Classical Historiographers," UCLA Encyclopedia of Egyptology, edited by Willeke Wendrich (Forthcoming 2012);Egypt and the Limits of Hellenism (Cambridge: Cambridge University Press, 2011); Response to "The past in the present" by Thomas Trautmann, in Fragments 1 (2011): 34-40 ; "Court, Chora and Culture in Late Ptolemaic Egypt," American Journal of Philology 132; (2011): 15-44 ; "Notes on re-reading the Delian Aretalogy of Sarapis (IG XI.4 1299)," Zeitschrift für Papyrologie und Epigraphik 166 (2008): 101-107.
Distinctions: Loeb Classical Library Foundation Fellowship 2014; Michigan Humanities Award 2014; Classical Association of the Midwest and South First Book Award 2014; Class of 1923 Memorial Teaching Award, University of Michigan 2012; Eisenberg Institute for Historical Studies Faculty Fellowship 2009-2010; Institute for Advanced Study Mellon Fellowship for Assistant Professors 2007-2008
Administrative Experience: History Department Executive Committee, University of Michigan, 2013-2014, Steering Committee, Eisenberg Institute for Historical Studies, 2010-2012, Acting Chair, Classics Department, Pomona College 2005-2006
Number of Dissertations/Theses chaired in past 5 years: 1

MICHALOWSKI, PIOTR, George G. Cameron Professor of Ancient Near Eastern Languages and Civilizations, Tenured
Education: M.A. program, Mediterranean Archaeology, University of Warsaw, 1965-1968; M.Phil., Near Eastern Languages and Literatures, Yale University, 1972; Ph.D., Near Eastern Languages and Literatures, Yale University, 1976
Academic experience: Assistant Professor, University of California, Los Angeles, 1975-79; Research Associate, University of Pennsylvania, 1979-81; George G. Cameron Professor of Ancient Near Eastern Languages and Civilizations (Associate to Full Professor), UM, 1981-present
Overseas experience: Poland, France, England, Germany, Denmark, Italy, Netherlands, Syria, Israel
Foreign Language(s) with Proficiency: Polish (native), French 3, Italian 2, German 2, Russian 1, Sumerian, Babylonian
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Ancient epics. Sumerian and Babylonian history, literatures, music, society
Research Interests/Fields of Specialization: Sumerian and Akkadian languages, literatures and history.
Recent Publications and Works in Progress: *Correspondence of the Kings of Ur: An Epistolary History of an Ancient Mesopotamian Kingdom*. Mesopotamian Civilizations 15. Winona Lake: Eisenbrauns 2011;"Of Bears and Men: Thoughts on Šulgi's End and the Ensuing Succession." Pp. 285-319 in *Literature as Politics, Politics as Literature Essays on the Ancient Near East in Honor of Peter Machinist*. Ed. D. S. Vanderhooft and A. Winitzer. Eisenbrauns, 2013.; "From the Collections of an Old Babylonian Literary Connoisseur." *Revue d'Assyriologie* 107 (2013) 15-22.
Distinctions: Cross of Service Award from the Polish Government, October 1999; Helmut F. Stern Professorship, Institute for the Humanities, UM, 2002-03; Guggenheim Fellowship, 2007-08, President, American Oriental Society (2013/4), President, International Association of Assyriologists (2009-).
Number of Dissertations/Theses supervised in the past 5 years: 3

MATTAWA, KHALED, Associate Professor of English, Tenured
Education: PhD, Duke, 2009; MA, Indiana; BA, University of Tennessee at Chattanooga
Academic Experience: Associate Professor, University of Michigan, 2009 – present
Overseas Experience: Libya
Foreign Language(s) with Proficiency: Arabic (native)
Time devoted Middle Eastern and North African Studies: 50%
Area Courses Taught: Intercultural and Post-Colonial Studies; Poetry and Poetics
Research Interests/Fields of Specialization: Arab American Literature, Translation Theory and Practice, Postcolonial Literature and Theory, Contemporary American Poetry.
Recent Publications and Works in Progress: *Mahmoud Darwish: The Poet's Arts and His Nation* (Syracuse University Press) forthcoming spring 2014.;*Dinarzad's Children: An Anthology of Arab American Fiction* (University of Arkansas Press, 2004, second edition 2009); *Post Gibran: Anthology of New Arab American Writing* (Syracuse University Press, 2009). *Shepherd of Solitude: Selected Poems of Amjad Nasser* (Banipal Books, U.K., 2009); *These Are Not Oranges, My Love: Selected Poems of Iman Mersal* (The Sheep Meadow Press, 2008); *Invitation to A Secret Feast: Selected Poems of Joumana Haddad* (Tupelo Press, 2008); *Invitation to A Secret Feast: Selected Poems of Joumana Haddad* (Tupelo Press, 2008); *Tocqueville* (New Issues), April 2010;
Distinctions: PEN award for literary translation; Guggenheim fellowship; Alfred Hodder fellowship from Princeton University; NEA translation grant; 3 Pushcart prizes.
Administrative Experience: CMENAS Executive Committee Member 2012-present
Number of Dissertations/Theses supervised in the past 5 years: 23 (MFA)

MERAJVER, SOFIA, Professor, Department of Internal Medicine; Director, Breast & Ovarian Cancer Risk & Evaluation Program; Co-Director, Breast Cancer Research Program; Professor of Epidemiology, Tenured
Education: M.D., 1987, University of Michigan; Ph.D., 1978, University of Maryland
Academic Experience: University of Michigan -1988-present
Overseas Experience: Research in Egypt
Foreign Language(s) with Proficiency: French (2) Portuguese (3), Spanish (5),
Time Devoted to Middle Eastern and North African Studies: 35%
Area Courses Taught: Inflammatory Breast Cancer, from Epidemiology to Genetics to Treatment; Global Health for the 21st Century: Thought, Conscience, and Action.
Research Interests/Fields of Specialization: Breast Cancer treatment and genetic risk assessment and counseling. Breast and ovarian cancer risk and evaluation, inflammatory breast cancer, angiogenesis, and locally advanced breast cancer. Molecular genetics of breast cancer, BRCA1 gene function, angiogenesis, cancer risk assessment
Recent Publications and Works in Progress: Dey, S., Hablas, A., Seifeldin, I.A., Ismail, K., Ramadan, M., El-Hamzawy, H., Wilson, M.L., Banerjee, M., Boffetta, P., Harford, J., Merajver, S.D., Soliman, A.S. (2010). Urban-rural differences of gynaecological malignancies in Egypt (1999-2002). *BJOG An International Journal of Obstetrics and Gynaecology, 117(3)*, 348-55.Van den Eynden GG, van Laere SJ, Merajver SD, Van Marck EA, van DP: Merajver SD, Usmani SZ: Multifaceted Role of Rho Proteins in Angiogenesis. Zhang Y, Pan Q, Zhong H, Merajver SD, Kleer CG: Inhibition of CCN6 (WISP3) Expression Promotes Neoplastic Progression and Enhances the Effects of Insulin-Like Growth Factor-1 on Breast Epithelial Cells. *Breast Cancer Research and Treatment,* 7(6):R1080-R1089, 2005.
Distinctions: 2003- Burroughs Wellcome Translational Scientist Award ; 2004- Breast Cancer Research Fund, Estee Lauder Award Recipient; 2008-Top 100 Health Professional, International Biographical Centre, Cambridge, England Nomination; 2009-Jane Family Annual Breast Cancer Lecture.
Administrative Experience: Director, Center for Global Health; Director, Breast and Ovarian Cancer Risk and Evaluation Program; Scientific Director of the Breast Cancer Research Program;
Number of Dissertations/Theses supervised (Past 5 years): 2

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

MALLETTE, KARLA, Professor of Italian, Tenured,
Education: Ph.D., University of Toronto, 1998; M.A., Stanford University, 1986-87; B.A., Hampshire College, 1985
Academic Experience: Professor, University of Michigan, 2013-present; Associate Professor, University of Michigan, 2009-2013; Assistant Professor, Miami University of Ohio, 2005-09; Visiting Assistant Professor, Northwestern University, 2004-05; Assistant Professor, American University of Beirut, 2001-04; Acting Assistant Professor, Stanford University, 1999-2000; Teaching Assistant, University of Toronto, 1994-96
Overseas Experience: Italy, Lebanon
Foreign Language(s) with Proficiency: Italian 5, Arabic 5, French 5, Spanish 4, Classic & Medieval Latin 3, and Ancient Greek 3
Time devoted to Middle Eastern and North African studies: 50%
Area Courses Taught: Islamic World Literature, The Crusades, The Decameron & the Thousand and One Nights
Research Interests/Fields of Specialization: Medieval Mediterranean literature in Italian, Arabic, Latin; translation between Greek, Arabic and Latin during the Middle Ages
Recent Publications and Works in Progress: Mallette, Karla. (2010). *I nostri Saracini*: Writing the History of the Arabs of Sicily. *California Italian Studies Journal*, 1(1); *European Modernity and the Arab Mediterranean: Toward a New Philology and a Counter-Orientalism.* University of Pennsylvania Press (2010); *A Sea of Languages: Literature and Culture in the Pre-modern Mediterranean* (co-edited, with Suzanne Akbari). University of Toronto Press (2013); "Reading Backward: The *1001 Nights* and Philological Practice." *A Sea of Languages: Literature and Culture in the Pre-Modern Mediterranean*, ed. Suzanne Akbari and Karla Mallette, 100-116. Toronto: University of Toronto Press, 2013; "Boustrophedon: Remembering the Medieval Mediterranean." *A Sea of Languages: Literature and Culture in the Pre-Modern Mediterranean*, ed. Suzanne Akbari and Karla Mallette, 254-66. Toronto: University of Toronto Press, 2013; "The Metropolis and its Languages: Baghdad and Venice." *Cosmopolitanism and the Middle Ages*, ed. John Ganim and Shayne Legassie, 21-37. The New Middle Ages. New York: Palgrave Macmillan, 2013; "I nostri Saracini: Writing the History of the Arabs of Sicily." *California Italian Studies* 1 (2009-2010). < http://escholarship.org/uc/ismrg_cisj> "The Lingua Franca as Matrix of Mediterranean Connectivity." *Companion to Mediterranean History*, ed. Peregrine Horden and Sharon Kinoshita, 330-44. Wiley Blackwell, 2014;"The Hazards of Narration: Frame-Tale Technologies and the 'Oriental Tale.'" *Oxford Handbook to Chaucer*, ed. Suzanne Conklin Akbari, forthcoming. Oxford University Press; "Exiles or Nomads? Texts in Translation in the Pre-Modern World." *World Literature in Translation*, ed. Paulo Horta and Philip Kennedy, New York University Press.
Distinctions: Helmut F. Stern Professor Fellowship, University of Michigan Institute for the Humanities, 2012-13; Susanne M. Glasscock Humanities Book Prize for Interdisciplinary Scholarship (for European Modernity and the Arab Mediterranean), 2011; American Institute for Maghrib Studies Grant (Tunis), 2008; Resident fellowship, University of California Humanities Research Institute, 2007; Visiting scholar, American Academy in Rome, 2007; Assigned Research Appointment, Miami University, 2007
Administrative experience: Director, Center for European Studies, 2014-2017; Interim Director, Islamic Studies Program, 2014-2015; Interim Director, Center for European Studies, 2011-2012; Associate Director, Center for Middle Eastern and North African Studies, 2009-2011; External committee member, Mediterranean Studies position hiring committee, Department of Literature, University of California at Santa Cruz, 2013-2014; Curriculum committee, Italian Studies (chair), University of Michigan, 2013-2014; Mediterranean position hiring committee, Romance Languages (chair), University of Michigan, 2011-2012
Number of Dissertations/Theses Supervised in the past 5 years: 4

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

LEVITSKY, MELVYN, AMBASSADOR (RET.), Professor of International Policy and Practice and Senior Fellow, International Policy Center, Non-tenure-track
Education: B.A., Political Science, UM, 1960; M.A., Soviet Studies, University of Iowa, 1963
Academic Experience: Professor of Practice, Maxwell School of Citizenship and Public Affairs, Syracuse University, 1998-2006; Professorial Lecturer, Johns Hopkins School of Advanced International Studies (Summers 2003-5); Professor of International Policy and Practice and Senior Fellow of the International Policy Center, Gerald R. Ford School of Public Policy, UM, 2006-present
Overseas Experience: Russia (Political Officer, U.S. Embassy, Moscow, 1972-75); Deputy Director, Voice of America (1983-84); Bulgaria (U.S. Ambassador, 1984-87); Executive Secretary US Department of State (1987-89); Assistant Secretary of State for International Narcotics Matters (1989-94); Brazil (U.S. Ambassador, 1994-98)
Foreign Language(s) with Proficiency: Portuguese 4, Russian 3, German 2, Bulgarian 1, Spanish 1
Time devoted to Middle Eastern and North African Studies: 25%
Area Courses Taught: Issues in U.S. National Security; Global Issues: Drugs, Crime and Terrorism
Research Interests/Fields of Specialization: International relations and security, global issues in public policy (e.g., drugs, crime, terrorism, human rights)
Recent Publications and Works in Progress: "Reminiscences of a Former Ambassador to Bulgaria," *Bulgarian Diplomatic Review*, Summer 2003; "Transnational Criminal Networks and International Security," S*yracuse Journal of International Law and Commerce*, Summer 2003. Republished in Russian and English in the *Journal of the Moscow State University School of Public Administration.*
Distinctions: Reelected by UN Economic and Social Council (ECOSOC) to a five-year term as a member of the International Narcotics Control Board, 2006; elected by graduating Master's degree students at UM's Gerald R. Ford School of Public Policy to deliver the faculty commencement address, 2008.
Number of dissertations or theses supervised in the past 5 years: 4

LINDNER, RUDI PAUL, Professor of History, Tenured
Education: A.B., Harvard, 1965; M.A., Wisconsin, 1967; Ph.D., University of California, Berkeley, 1976
Academic Experience: Center for Byzantine Studies, Dumbarton Oaks, 1972-1974; Tufts University, 1974-1977; Assistant, Associate and Professor, University of Michigan, 1977-present; Visiting Professor, John Cabot University, Rome, 1993, 2004.
Overseas Experience: Turkey, Italy, France, Austria
Foreign Language (s) with Proficiency: Latin, Greek-3; German-5; French, Italian, Turkish-4.
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: History of Medieval Islam, History of Astronomy, History of the Medieval Mediterranean, Ottoman History, Inner Asian History, Comparative Medieval History, History of Near Eastern Studies, The Early Ottoman Enterprise.
Research Interests/Fields of Specialization: History of steppe nomads, early Ottoman history, late Byzantine history, history of the physical sciences, Islamic coins and monetary history, historiography.
Recent Publications and Works in Progress: *The First Millennium of Islamic History, with Michael D. Bonner, in preparation; "Rahat ile Kalsin," in Studies in Memory of Nejat Göyünç (Konya, 2014);"Theodore Metochites, a Byzantine Panegyrist as Turcologist," in Fatih Yeşil, ed. Ahmet Yaşar Ocak Armagani (Ankara, 2014).;"Mudara Alia," in William Hickman and Gary Leiser, eds., Festschrift for Robert Dankoff (London: Routledge, 2014). ;"Wittek versus Koprulu," in Timothy May, ed., Studies in Honor of David O. Morgan; "Byzantine and Turkish Heritages," in Dean Sakel, ed., Byzantine Culture (Ankara, 2013); "The Settlement of the Ottomans." In Juergen Paul, ed., Nomads and the State (Hamburg, 2013), 131-142.;Translations of studies by Professor Paul Wittek, in Colin J. Heywood, ed., The Rise of the Ottoman Empire: Studies in the History of 13th -15th Century Turkey (London: Royal Asiatic Society, 2012), 97-133.*
Distinctions: Fulbright, 1992-1993; Fulbright lectureship, 1993; ACLS, 1977; NEH, 1982; NEH Seminar, 1994; Lady Davis Fellowship, 2002 (declined); H-Turk review editor, 2014-.;
Number of Dissertations/Theses chaired in past 5 years: 2

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

LAMM, DORON, Lecturer, Near Eastern Studies, Non-tenure track
Education: B.A., Hebrew University of Jerusalem, 1983; M. Phil, University of London, 1985; Ph.D. candidate, University of London
Academic Experience: Lecturer, The Jewish Theological Seminary of America, 1983; Teaching Assistant, Economics Department, Hebrew University of Jerusalem, 1983; Lecturer, Department of Economics & Related Studies, York University, 1990; Lecturer, Arrane School of History, Tel Aviv University, 1992; Instructor, The Skirball department of Hebrew and Jewish Studies, New York University, 1994-97; Lecturer, Department of Near Eastern Studies, University of Michigan-Ann Arbor, 1997-present
Overseas Experience: Israel (native), Turkey, Greece, Great Britain, France
Foreign Language(s) with Proficiency: Hebrew (native)
Language Pedagogy: Member of National Association of Professors of Hebrew, U of M Workshops on Performance Based Instruction and Use of Multimedia under Prof. Edna Coffin.
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Elementary Modern Hebrew I & II, Intermediate Modern Hebrew I & II
Research Interests/Field of Specialization: The Social and Military History of Modern Britain, the Hebrew Language, Modern Jewish History and Culture.
Recent Publications and Works in Progress: "Emily Goes to War: Explaining the Recruitment to the Women's Army Auxiliary Corps in World War I." in *Borderlines: Genders and Identities in Peace and War*, 1880-1930, ed B. Melman. (London: Rutledge) 1997; Book Review of: "Nutrition and Economic Development in the Eighteenth Century Hapsburg Monarchy: an Antropometric History." By John Komlos, in *The Economic Journal*, 1992.

LeGASSICK, TREVOR J., Professor, Near Eastern Studies, Tenured
Education: B.A., University of London, 1958; Ph.D., University of London, 1960
Academic Experience: Visiting Lecturer, University of Wisconsin, 1962-63; Assistant Professor of Arabic Literature, Univ. of Michigan, 1966-69; Associate Professor, University of Michigan, 1969-79; Professor, University of Michigan, 1979-present.
Overseas Experience: Kuwait (2 years); Lebanon (2 years); Egypt (1 year); Abu Dhabi, Bahrain, Dubai, Jordan, Morocco, Qatar, Syria (Short Periods).
Foreign Language(s) with Proficiency: Arabic-4; French, German, Russian.
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Arabic Literature in Translation, Arabic of the Communications Media, Modern Arabic Fiction, Modern Arabic Non-Fiction, History of Arabic Literature in Translation, Seminar in Modern Arabic Literature
Research Interests/Field of Specialization: Arabic Literary History and Appreciation of the 19th and 20^{th} centuries.
Recent Publications and Works in Progress: Translation of *The Life of the Prophet Muhammad* by Abu al-Fida' Ismai'il Ibn Kathir. Vol. IV: London, 2000; Review of "The Image of Arabs in Modern Persian Literature." by J.B. Saad, *Modern Fiction Studies,* 1998; Review of "Tradition and Modernity in Arabic Literature." By I.J. Boullata dn T. DeYoung, *Modern Fiction Studies,* 1998.
Distinctions: Malone Fellowship, delegation participant to Saudi Arabia on U.S.-Arab Relations, Washington D.C., 1996; Kareema Khoury Distinguished Lecturer, Georgetown University, 1989; Guest-participant of The National Council for Culture & Arts and Letters to the al-Qurain Cultural Festival, Kuwait, 2001.
Number of Dissertations/Theses chaired in past 5 years: 2

KNYSH, ALEXANDER, Professor of Islamic Studies; Co-Director, Islamic Studies Program (Fall 2009 only); and Associate Director, CMENAS (Fall 2009 only), Tenured
Education: B.A., M.A., Arabic Philology and Literature, State University of Leningrad, 1979; Ph.D., Islamic Studies, Institute for Oriental Studies, Academy of Sciences of the USSR, Leningrad, 1986
Academic experience: 1988–1991 Visiting Lecturer on Middle Eastern History and Islamic Studies, The State University of Leningrad/St. Petersburg, Russia; 1991–1992 Member, Institute for Advanced Study, School of Historical Studies, Princeton, NJ; 1992–1993 Rockefeller Fellow in the Humanities, Center for the Study of Islamic Societies and Civilizations, Washington University, St. Louis, Missouri; 1993–1994 Assistant Professor of History, Department of History, University of Northern Colorado, Greeley, Colorado; 2011 (December)-Visiting Professor of Islamic history, The Kazakh National University named after al-Farabi, Almaty, Kazakhstan; 2012 (May-June)-Visiting Professor of Islamic studies, The Eurasian National University named after L.N. Gumilyov, Astana, Khazakhstan; 1997-present Professor of Islamic Studies, University of Michigan.
Overseas experience: USSR/Russia (education through Ph.D. and initial employment; research visits, 1991-present; teaching, directorship of several projects); Yemen (field research, 1986-89; 1999); Persian Gulf; England; Kazakhstan,
Foreign Language(s) with Proficiency: Russian (native), Arabic 5, French 3, German 3, Spanish 3, Persian 2
Time devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: The Qur'an and Its Interpretations, Islamic Intellectual History; Introduction to Islam; Islamic Theology and Law; Islam and Europe; Russia and Her Muslim Neighbors, Modern Islamic Movements in Comparative Perspective
Research Interests/Fields of Specialization: Islamic studies, Islamic mysticism (Sufism), Yemen (past and present), Islam in the Russian Empire and former Soviet Union, Islamic movements in the Northern Caucasus
Recent publications and Works in Progress: *Dreams and Visions in Islamic Societies* (co-editor and contributor with Özgen Felek), SUNY Press, Albany, NY, 2012; *Islam in Historical Perspective*. New York: Pearson, 2011; *Al-Qushayri's Epistle on Sufism: An annotated translation*, Garnet/Ithaca Press, Reading, UK, 2007; "Islam and Arabic as the Rhetoric of Insurgency: The Case of the Caucasus Emirate," *Studies in Conflict and Terrorism* (Routledge), vol. 35 (2012), pp. 315-337; "Virtual Jihad in the Twenty-First Century: The Case of the Caucasus Emirate," *Ab imperio: Studies of New Imperial History and Nationalism in the Post-Soviet Space,* Kazan/Moscow, vol. 1 (2010), pp. 183-211. "Contextualizing the Salafi-Sufi Conflict (From the Northern Caucasus to Hadramawt)," *Middle Eastern Studies* 43(4): 503-30, 2007; Judaism, Christianity and Islam: A Sourcebook, Knysh, Eliav, Williams, Kendall/Hunt, 2006; "Historiography of Sufi Studies in the West" in A Companion to the History of the Middle East (Blackwell Companions to World History) Choueiri (ed.), Wiley-Blackwell, 2005; "A CLEAR AND PRESENT DANGER: "WAHHABISM" AS A RHETORICAL FOIL" in *Die Welt des Islams*, Volume 44, Number 1, 2004 , pp. 3-26(24).
Distinctions: President, Central Eurasian Studies Society, 2006; co-organizer, SSRC Summer Institutes in Eurasia on "Teaching Islam in Eurasia," 2005-07; Fellow, Kennan Institute for Russian Studies, Woodrow Wilson Center for International Affairs, 2007-08; senior fellow, European Association of Institutes of Advanced Studies, 2014-2015.
Administrative Experience: 1998-2004 Co-Director, Program on Study in Religion, University of Michigan; 2008-2009 Associate Director, Center for Middle Eastern and North African Studies, University of Michigan; 2006-2010 Co-Director, Islamic Studies Initiative, interdisciplinary program funded for the Office of the Provost, the Dean of the College of Literature Science and the Arts, and the International Institute, University of Michigan.;
Number of Dissertations/Theses supervised in the past 5 years: 7/3

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

JONES LUONG, PAULINE, Professor of Political Science, Tenured
Education: Ph.D., Harvard University, 1998; B.A., University of California at Berkeley
Academic Experience: July 1998 to June 2004, Yale University Department of Political Science, Assistant Professor; Beginning July 2004, Brown University Department of Political Science, Associate Professor with tenure; January 2012 University of Michigan Department of Political Science, Professor with tenure.
Overseas Experience: Russia, Kyrgyzstan, Kazakhstan, Turkmenistan, Tajikistan, Azerbaijan
Foreign Language(s) with Proficiency: Russian 4, Uzbek 3, Turkish 2
Percentage of Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Islam Politics and Society in Central Asia; Religion and Politics; Roots of Radical Political Islam.
Research Interests/Fields of Specialization: Political Economy; Political Development; Research Methods.
Recent Publications and Works in Progress: *Crude Ambitions: The Internationalization of Emerging Country National Oil Companies (NOCs)*" (with Jazmin Sierra); *Developing Contextual Measures of Religiosity: Perceptions of Piety among Muslims in Central Asia* (with Aisalkyn Botoeva & David Levy); *Religious Regulation and Political Identity in Central Asia* (with Dustin Gamza) FORTHCOMING PUBLICATIONS:"Is there an Islamist Political Advantage?" *Annual Review of Political Science*, Volume 17, June 2014 (with Melani Cammett); *Islam, Society, and Politics in Central Asia*, Univ.of Pittsburgh Press. (Edited volume)
Distinctions: 2011-2014 Carnegie Corporation of New York Research Grant; Mellon Foundation Grant for Islamic Studies Virtual Curriculum Initiative; 2010 Karen T. Romer Undergraduate Teaching Award, Brown University; Smith Richardson Foundation Research Grant.
Administrative Experience: July 2012 to July 2014 Director, Islamic Studies Program, International Institute, University of Michigan; July 2005 to 2011 Member, Editorial Board Studies in Comparative International Development (SCID), Brown University; 2006-2011 Director of Graduate Studies, Department of Political Science, Brown University; September 2010 Faculty Sponsor, Mellon Graduate Workshop on May 2011 Post-Socialist Eurasia, Brown University; 2009 to 2011 Co-Convener, Colloquium on Comparative Research, Brown University; 2009 to 2011 Chair, Standing Committee on the Academic Code, Brown University
Number of Dissertations/Theses Supervised Past in 5 Years: 17

HERBERT, SHARON, John G. Pedley Collegiate Professor of Classical Archaeology & Greek; Former Director, Kelsey Museum, Tenured
Education: Stanford University, Ph.D. Classics, 1972
Academic Experience: Department of Classical Studies, University of Michigan, 2001 – present
Overseas Experience: Israel, Egypt, Greece
Time Devoted to Middle Eastern and North African Studies: 25%
Area Courses Taught: Introduction to Greek Archaeology; Hellenistic Cities of the Near East; Ceramic Analysis and Chronology
Research Interests/Field of Specialization: Classical Archaeology
Recent Publications and Works in Progress: "Excavations at Tel Kedesh: 2006". *Excavations and Surveys in Israel (with Andrea Berlin) Tel Anafa* II, ii (glass, metals, lamps, stone); Ptolemaic Agriculture, "Syrian Wheat", and Triticum aestivum, *Journal of Archaeological Science,* Volume 30, Issue 1, January 2003, Herbert et al, Pages 115-121; A New Administrative Center for Persian and Hellenistic Galilee: Preliminary Report of the University of Michigan/University of Minnesota Excavations at Kedesh, Sharon C. Herbert and Andrea M. Berlin, *Bulletin of the American Schools of Oriental Research*, No. 329 (Feb., 2003), pp. 13-59.
Distinctions: 2005-2006 LS&A Distinguished Senior Lecturer; 2007-2010 NEH Conservation and Stabilization Grant; 2008-09 Norton Lecturer for Archaeological Institute of America.
Administrative Experience: Director of the Kelsey Museum, 1997-2013; Chair of the Department of Classical Studies; Director of the Interdepartmental Program in Classical Art and Archaeology
Number of Dissertations/Theses Supervised in Past 5 years: 2

HO, MEILU, Assistant Professor, Musicology, School of Music, Theatre & Dance, Tenure-Track
Education: Ph.D., University of California-Los Angeles; B.A., Stanford University
Academic Experience: University of California-San Diego, Science University of Malaysia, and visiting fellow at the Center for Asian and Pacific Studies, University of Iowa.
Overseas Experience: Malaysia, India
Foreign Language(s) with Proficiency: Bahasa Malaysia = 5 Bahasa Indonesia = 4 Hindi/Urdu = 4 Braj Bhasha = 3
Time devoted to Middle Eastern and North African Studies: 25%
Area Courses Taught: Music and Islam
Research Interests/Fields of Specializations: The historical and comparative study of music. Theoretical issues that engage her are power, experience, religion, hybridity, and diaspora. Her area interests span West Asia to Southeast Asia, with a research focus on the Indian subcontinent.
Recent Publications and Works in Progress: Her articles and reviews appear in Dehejia, H. (ed.), *A Celebration of Love: The Romantic Nayika in the Indian Tradition, The World of Music*, *Asian Music*, and the *Journal of Southeast Asian Studies*. Publications on the Malay court ensemble (*nobat*) and an ontology of musical experience are forthcoming in *Ethnomusicology* and a guest series of *The World of Music*. She has presented papers in the United States, Asia, and Europe.
Administrative Experience: 2010-current Council of Departmental Representatives. Undergraduate curriculum committee. School of Music, Theatre, and Dance, University of Michigan; 2010-11 Board Member, Secretary. The Michigan Arab Orchestra; 2009-2013 Faculty Advisor. Michigan Arab Orchestra.; 2012-2014 University Senate, Library Council: member of the Library Council.

HAYES, JARROD, Professor of French, Tenured
Education: Ph.D., City University of New York, 1996; M.A., City University of New York, 1993.
Academic Experience: Adjunct Instructor, New York University, 1994; Adjunct Lecturer, Queensborough Community College, 1994-95; Instructor, Seton Hall University, 1995-96; Assistant then Associate Professor, U-M, 1996-present.
Overseas Experience: France- 1year; Morocco-brief stay; Tunisia-brief stay.
Foreign Language(s) with Proficiency: French 5
Percentage of Time Devoted to Middle Eastern and North African Studies: 25%
Area Courses Taught: French: Societies & Culture; French: On Roots; French: African Studies; French: The Maghreb; African/Caribbean Literature; French: African Literature and Anthropology: The Challenges of Interdisciplinary Reading.
Research Interests/Fields of Specialization: French and Francophone Literature, at the intersection of Queer Theory and Postcolonial Studies; 19th Century Orientalism; French and Francophone Literature of the 20th Century; Gender Studies: Queer Theory and Post-Colonial Theory.
Recent Publications and Works in Progress: "Colonial Pedagogies of Passing: Literature and The Reproduction of Frenchness," *Women's Studies Quarterly*, Vol. 34, No. 1/2, The Global & the Intimate (Spring - Summer, 2006), pp. 153-172; "Queer Resistance to (Neo-)colonialism in Algeria." *Postcolonial, Queer: Theoretical Intersections*. Ed. John C. Hawley. State University of New York Press, 2001: 79–97; "A Man Is Being Raped: Nouri Bouzid's Man of Ashes and the Deconstruction of Sexual Allegories of Colonialism." *African Images: Studies in Text and Cinema*. Ed.: Africa World Press, 2000.
Distinctions: Michigan Humanities Award -2009; American Council of Learned Societies Fellowship 1999-2000; Rackham Summer Fellowship, University of Michigan 1999;
Number of Dissertations/Theses Supervised in the past 5 Years: 6

HEATH, JEFFREY G., Professor, Linguistics, Tenured
Education: B.A., Harvard University, 1971; M.A., University of Chicago, 1973; Ph.D., University of Chicago, 1976
Academic Experience: Assistant Professor of Linguistics, Harvard University, 1977-82; Associate Professor of Linguistics, Harvard University, 1982-85; Visiting Associate Professor, King Faisal University, Saudi Arabia, 1985; Visiting Associate Professor of Linguistics, University of Michigan, 1987; Professor of Linguistics, U-M, 1989-present with nonbudgetary courtesy appt in Near Eastern Studies
Overseas Experience: Morocco and Tunisia (3 years); Mali (6 years); Saudi Arabia (5 months).
Foreign Language(s) with Proficiency: Moroccan Arabic 4.
Time Devoted to Middle Eastern and North African Studies: 25%
Area Courses Taught: Arabic- and Berber-related material in various linguistics courses; Morphology
Research Interests/Field of Specialization: Arabic, Berber, and West African linguistics
Recent Publications and Works in Progress: "Vowel-length merger, D-possessives, and early Moroccan Arabic as a creoloid," submitted in late 2013; "Stretching ablaut: morphological adaptation of new *CCu and *CCi stems in Moroccan Arabic" in Mustafa Mughazy (ed.), *Perspectives on Arabic Linguistics XX*, pp. 3-24. Philadelphia: Benjamins (2007); pp. 207; *Tamashek (Mali)-English-French Dictionary*, Paris: Karthala (2005), pp. 842; *Tamashek Tests from Timbuktu and Kidal* (Berber Linguistics Series), Cologne: Koeppe Verlag (2005), pp. xi 163; *Grammar of Tamashek (Tuareg of Mali)* (Mouton Grammar Series), the Hague: Mouton de Gruyter (2005), pp. 745; "Moroccan Arabic" in Alan Kaye (ed.) *Morphologies of Asia and Africa*, vol. 1, pp. 245-59, Winona Lake IN: Eisenbruauns (2007).
Distinctions: March 2013 keynote speaker at Linguistics in the Gulf 4 conference (Qatar); 2013-16 National Science Foundation grant "Dogon/Bangime completion" (and some Burkina Faso languages); 2006-13 including renewal National Science Foundation grant "Dogon languages of Mali"; 2000-2001 National Science Foundation and National Endowment for the Humanities grant "Tamashek (Tuareg) language of Mali"

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

HAKIMI, MONICA, Associate Dean for Academic Programming, University of Michigan Law and Professor of Law, Tenured.
Education: Duke University, Durham, NC B.A., summa cum laude, 1997
Self-designed major combining disciplines of psychology and public policy; Yale Law School, New Haven, CT J.D., 2001,Yale Human Rights and Development Law Journal, Articles Editor • Coker Fellow.
Academic Experience: George Mason University Law School, Arlington, VA 2004
Adjunct Professor of Law; Benjamin N. Cardozo School of Law, New York, NY 2006-2008
Visiting Assistant Professor of Law; University of Tokyo, Tokyo, Japan Summer 2010
Visiting Professor of Law; Assistant Professor of Law 2008-2013, University of Michigan; University of Michigan, Associate Dean for Academic Programming 2013-present; Professor of Law 2013-present.
Time Devoted to Middle Eastern and North African Studies: 75%
Area Courses Taught: Foreign Affairs, Transnational Law, International Law of War, International Law Workshop.
Research Interests/Field of Specialization: Foreign Affairs, Transnational Law, International Law of War, International Law.
Recent Publications and Works in Progress: Unfriendly Unilateralism, 55 Harvard International Law Journal ___ (forthcoming 2014); Toward a Legal Theory on the Responsibility to Protect, 39 Yale Journal of International Law (forthcoming 2014); Human Rights Obligations to the Poor, in Poverty and the International Economic Legal System: Duties to the World's Poor (Krista Nadakavukaren Schefer ed., 2013);A Functional Approach to Targeting and Detention, 110 Michigan Law Review 1365 (2012); A Legal Framework for Targeted Killing, in Patriot Debates: Contemporary Issues in International Security (Harvey Rishikoff et al., eds., 2012) (debating Amos Guiora); Revolution and Intervention in the Middle East, 105 American Society of International Law Proceedings 555 (2011)
Distinctions: Served as counsel before the Iran-United States Claims Tribunal;
Administrative Experience: Associate Dean for Academic Programming, University of Michigan Law School, 2013-present.

HASSOUNEH, RIMA, Lecturer, Department of American Culture, Non-Tenure Track
Education: M.A, Modern Arabic Literature, University of Michigan, 2004; M.A, Western Washington University, 1997; B. A, Western Washington University, 1994.
Academic Experience: Teaching Instructor, 1994-2004 Western Washington and University of Michigan; 2004 – present, lecturer, University of Michigan, Departments of Near Eastern Studies and American Culture.
Overseas Experience: Iraq, Jordan
Foreign Language(s) with Proficiency: Modern Standard, Levantine (native), Proficiency across language skills in Modern Hebrew
Time devoted to Middle Eastern and North African studies: 100%
Area Courses Taught: Levantine Arabic, Arab American writers
Research Interests/Fields of Specializations: Arab-American literature; Muslim and Arab identities in the U.S.; modern Arabic literature; teaching Arabic (modern standard and colloquial) as a foreign language
Recent Publications and Work in Progress: Literary translations (Arabic-English): "Poems by Naser Rabah,"*English PEN World Atlas Online* (Palestinian Poetry section), February 24, 2009; "Coexistence" by Ala Hlehel, *Metamorphoses*: *The Arab World*, Spring/ Fall 2007; "The Bearded Man" by Ala Hlehel, *World Literature Today*, January 2007; "Her Tale" by Samira Azzam, Qissat: *Short Stories by Palestinian Women*, 2006.Other translations and reviews: "Jordan's UN Country Report on the Status of Women, on behalf of the Jordanian National Commission for Women, New York, 1999" review of textbook proposal for *A Complete Program in Levantine Arabic*, by Mahdi Alosh, et. al., Yale University Press, June 2008; "Review of the novel *Women on a Journey: Between Baghdad and London*" by Haifa Zangana, *Journal of Middle East Women's Studies*, 5(2/Spring): 2009.

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

HAGEN, GOTTFRIED, Associate Professor for Turkish Language and Culture, Tenured
Education: M.A., Islamic Studies, Semitic Languages, Medieval and Modern History, Ruprecht-Karls-Universität Heidelberg, 1989; Ph.D., Turkish Studies, Freie Universität Berlin, 1996
Academic experience: Adjunct Researcher, Ukrainian Academy of Sciences, Kiev, 1991-92, Adjunct Lecturer, Erlangen University, 1994-5; Lecturer, Institut für Sprachen und Kulturen des Vorderen Orients, Friedrich-Schiller-Universität Jena, 1996-2000; Assistant to Associate Professor, UM, 2000-present
Overseas experience: Germany (education through Ph.D. and initial employment, 1981-2000); Greece (1967-1974); Turkey (high school, 1977-81); Egypt (language study, DAAD grant, 1986); Ukraine (research visit, 1991-92)
Foreign Language proficiency: German (native), Modern Turkish 5, Ottoman 4, Russian 2, Arabic 3, French 2, Italian 2, Persian 2, Modern Greek 1
Time devoted to Middle Eastern and North African Studies: 100%
Area courses taught: Intermediate Turkish; Introduction to Ottoman Turkish; Ottoman, Turkish, and Turkic Cultures (various levels); Readings in Ottoman Turkish; Introduction to South Eastern European Studies; The Prophet Muhammad in Islam; The Study of the Modern Middle East; graduate seminars on Ottoman history and culture
Research and teaching specialization: Turkish language and culture, Ottoman geographical and historiographical writing, social, intellectual, and religious life in the Ottoman Empire
Recent publications: [Co-edited with Baki Tezcan, UC Davis] Other Places: Ottomans traveling, seeing, writing, drawing the world. Essays in honor of Thomas D. Goodrich. Osmanlı Araştırmaları 39-40, 2012. "Dreaming Osmans: Of History and Meaning," *Dreams and Visions in Islamic Societies*, edited by Özgen Felek and Alexander Knysh, Albany, NY: SUNY Press, 2012, 99-121 (I, R).; "The order of knowledge, the knowledge of order: Intellectual life," *The Cambridge History of Turkey,* vol. 2: The Ottoman Empire as a World Power, 1453–1603, ed. Suraiya Faroqhi and Kate Fleet, Cambridge: Cambridge University Press, 2012, 407-456 (I, R); *"Atlas* and *Papamonta* as Sources of Knowledge and Power," in Nuran Tezcan and Hakan Karateke, eds., Evliya Çelebi Seyahatnamesi'nin Yazılı Kaynakları [The sources of Evliya Çelebi's *Seyahatname*], Ankara: Türk Tarih Kurumu, 2012, 104-129 (I); Book review: Florian Zemmin, *Islamische Verantwortungsethik im 17. Jahrhundert: ein weberianisches Verständnis der Handlungsvorstellungen Kātib Čelebis (1609 - 1657)*. Bonner Islamstudien, herausgegeben von Stephan Conermann, 26. Berlin: EB Verlag, 2011; in *Der Islam* 90 (2013): 2, 444-453.
Academic Distinctions: Fall 2013, Director of Graduate Studies, NES; 2009, PI, Fulbright-Hays Group Project Abroad to Turkey; 2009, PI Social Science Research Council grant (Islam and Muslims in Michigan and Beyond); Jan 2007 – 2010, Co-Director, Islamic Studies Program, University of Michigan; Jan 2007 – 2012, Director, Center for Middle East and North African Studies, University of Michigan; Fall 2004-2006, Associate Director, Center for Middle East and North African Studies, University of Michigan.
Number of Dissertations/Theses supervised in the past 5 years: 3 PhD dissertations as main advisor, ca. 15 as committee member.

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

GRUBER, CHRISTIANE, Associate Professor of Islamic Art, Tenured
Education: B.A., Princeton University, 1998; M.A., University of Pennsylvania, 2001; Ph.D., University of Pennsylvania, 2005
Academic Experience: Visiting Full Professor (Directeur d'Etudes), Sorbonne University, Paris, May 2013; Arnheim Professor, Institute of Art History, Humboldt University, Berlin, Spring 2012;; Assistant Professor of Islamic Art, Department of Art History, Indiana University, Bloomington (2005-2011); Associate Professor of Islamic Art, Department of Art History, University of Michigan, Ann Arbor (2011- present). Also Assistant Professor, International Studies; Adjunct Professor, Near Eastern Languages and Cultures; and Adjunct Professor, Central Eurasian Studies; Lecturer, College of General Studies, University of Pennsylvania, "Islamic Art through the Ages" (Spring 2002).
Overseas Experience: Turkey, Iran, Jordan, Syria, Egypt, Tajikistan
Foreign Language(s) with Proficiency: French 5, German 4, Italian 4, Arabic 4, Persian 4, Turkish 4
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Islamic art history and visual culture
Research Interests/Fields of Specialization: Persian and Turkish book arts
Recent Publications and Works in Progress: *The Landscapes of 9/11: A Photographer's Journey,* edited by Edward Linenthal, Jonathan Hyman, and myself (Austin: University of Texas Press, 2013).;"The Prophet Muhammad's Footprint," in *Ferdowsi, the Mongols, and the History of Iran: Art, Literature and Culture from Early Islam to Qajar Persia,* eds. Robert Hillenbrand, Andrew Peacock, and Firuza Abdullaeva (London: I.B. Tauris, 2013), 297-305.; "To Not Toil in Lonely Obsession: Modern Persian Erotica in the Kinsey Institute," in *Eros and Sexuality in Islamic Art*, eds. Francesca Leoni and Mika Natif (Farnham: Ashgate, 2013), 209-235.; (with Pamela Karimi) "Introduction: The Politics and Poetics of the Child Image in Muslim Contexts," in *Images of the Child and Childhood in Modern Muslim Contexts,* co-edited with Pamela Karimi, special volume of *Comparative Studies of South Asia, Africa and the Middle East* 32/2 (2012), 273-293.;"Questioning the 'Classical' in Persian Painting: Models and Problems of Definition," *Journal of Art Historiography* 6 (June 2012), 1-25. *The Ilkhanid Book of Ascension: A Persian-Sunni Devotional Tale* (London: I.B. Tauris and British Institute for Persian Studies, 2010), 256 pp.; included in *Tauris Academic Studies.* Book received Honorable Mention, 2011 Middle East Book Prize.
Distinctions: Visiting Full Professor (Directeur d'Etudes), Sorbonne University, Paris, May 2013; Arnheim Visiting Professorship, Humboldt University, Berlin, Spring 2012; Honorable Mention, 2011 Middle East Book Prize, for The Ilkhanid Book of Ascension; Certificate of Achievement in Iranian Art, Tehran Municipality, Iran, December 20, 2010; Outstanding Junior Faculty Award, given to 5 faculty at Indiana University, 2010; Outstanding Instructor Award, International Studies, Indiana University, Spring 2010; Margaret B. Sevcenko Prize for Best Article on Islamic Art, College Art Association, 2006 ;
Administrative Experience: Director of Graduate Studies
Number of Dissertations/Theses Supervised in the Past Five Years: 10

GÖÇEK, FATMA MÜGE, Professor of Sociology and Women's Studies, Tenured
Education: B.A., Bosphorus University, 1979; M.A., Bosphorus University, 1981; M.A., Sociology, Princeton University, 1984; Ph.D., Sociology, Princeton University, 1988
Academic Experience: Assistant, Associate Professor and Professor, University of Michigan, 1988-present
Overseas Experience: Turkey; France
Foreign Language(s) with Proficiency: Turkish (native), Arabic 5, French 5, Ottoman Turkish 4, Persian 3, Russian 3
Time devoted to Middle Eastern and North African Studies 100%
Area Courses Taught: Social Change and Development; Women and Islam; Culture, History, and Memory; Turkish-Armenian Relations in the 20th Century
Research Interests/Fields of Specialization: Historical sociology, social change, gender, sociological theory, sociology of the Middle East and Central Asia
Recent Publications and Works in Progress: Deciphering Denial: Ottoman Past, Turkish Present and Collective Violence against the Armenians, 1789-2009. (Book manuscript under contract with Oxford University Press);"Commentary on"Concealment and Revealment: the Muslim Veil in Context" by Anjum Alvi" Current Anthropology 54/3 (June 2013); "Postcoloniality, the Ottoman Past, and the Middle East Present." International Journal of Middle East Studies 44/3 (2012): 549-63.The Transformation of Turkey: Redefining State and Society from the Ottoman Empire to the Modern Era. London: IB Tauris Publishers. 2011; A Question of Genocide: Armenians and Turks at the End of the Ottoman Empire, with Ronald Grigor Suny and Norman Naimark. New York: Oxford University Press. 2011; "A la Recherche des Justes: Le Cas Armenien (In Search of the Just Ones: the Armenian Case)," pp. 53-70 in J. Semelin, C. Andrieu and S. Gensburger, eds., *La Resistance aux Genocides: de la pluralite des actes de sauvetage (Resistance to Genocides: On the Plurality of Acts of Rescue)*. Paris: Sciences Politiques Les Presses, 2008.; "The Armenian Genocide," w/ D. Bloxham, pp. 344-72 in D. Stone, ed., *The Historiography of Genocide.* London: Palgrave Macmillan, 2008.; "Turkish Historiography and the Unbearable Weight of 1915," pp. 337-68 in R. Hovannisian, ed., *Cultural and Ethical Legacies of the Armenian Genocide.* New Brunswick, NJ: Transaction Publishers, 2007.; "Defining the Parameters of a Post-Nationalist Turkish Historiography: The Armenian Case," in H-L. Kieser, ed., *Turkey: Nationalism, Post-Nationalism and the European Community*. London: I.B. Tauris, 2006.
Distinctions: 2005-06 Middle East Studies Association (MESA) Academic Freedom Award; Senior Fellow, Michigan Society of Fellows, UM, 2003-07; Harold R. Johnson Diversity Service Award, UM, 2004; 2001-03 Haim Herzog Research Award in Middle East Studies, Ben Gurion University;
Administrative Experience: 2012-2014 Associate Director, Center for Middle Eastern and North African Studies; 2013 Interim Director, Center for Middle Eastern and North African Studies; 1999-03 Director of Graduate Studies, Sociology Department; 1995-1998 Director of Undergraduate Studies, Sociology Department.
Number of Dissertations/Theses supervised in the past 5 years: 5

GINSBURG, ELLIOT K., Associate Professor, Near Eastern Studies, Tenured
Education: B.A., University of Illinois, 1974; M.A., University of Pennsylvania, 1980; Ph.D., University of Pennsylvania, 1984
Academic Experience: Instructor, Department of Religious Studies, University of Pennsylvania, 1977, 1978 and 1982; Associate Professor, Judaic and Near Eastern Studies and Dept. of Religion, Oberlin College, 1982-91; Associate Professor, Department of Near Eastern Studies, University of Michigan, 1991-present
Overseas Experience: Israel
Foreign Language(s) with Proficiency: Hebrew, Aramaic 4.
Area Courses Taught: Modern Jewish Thought, Jewish Mysticism, Topics in Judaism, On Holocaust/ Judea Studies
Time Devoted to Middle Eastern and North African Studies: 100%
Research Interests/Field of Specialization: Kabbalah & Hasidism; History of Jewish Spirituality; Midrashic & Kabbalistic Hermeneutics.
Recent Publications and Works in Progress: "Rituals of Preparation [in Zoharic Kabbalah]." *Essential Papers in Kabbalah*, Ed. Lawrence Fine (New York University Press, 1995); "The Many Faces of Kabbalah: A Review Essay of Moshe Idel's Kabbalah: New Perspectives." *Hebrew Annual Review* 36 (1995), pp. 111-122; "The Havdalah Ceremony in Zoharic Kabbalah." *Jerusalem Studies in Jewish Thought*, Volume 9 (1989), pp. 183-216.
Distinctions: Fellow of the Institute of the Humanities, University of Michigan, 1994-95, Rackham Grant, University of Michigan, Summer 1993; National Endowment for the Humanities Travel to Collection grant, spring-summer, 1993.

GITELMAN, ZVI, Professor of Political Science and Preston R. Tisch Professor of Judaic Studies, Tenured
Education: B.A., Columbia University, 1962; B.Heb. Lit., Jewish Theological Seminary, 1962; A.M., Political Science, Columbia University, 1965; Ph.D., Political Science, Columbia University, 1968
Academic Experience: Assistant to Full Professor, UM, 1968-present
Overseas Experience: USSR, Lithuania, Ukraine, Poland, Czechoslovakia, Hungary, Bulgaria, Moldova, Yugoslavia, Romania, Israel, Western Europe, China, Philippines
Foreign Language(s) with Proficiency: Hebrew 5, Yiddish 5, Russian 4, French 3, Czech 2, Polish 2, German 2
Time devoted to Middle Eastern and North African Studies: 25%
Area Courses Taught: Israeli Politics and Society; Eastern Europe: Revolution, Reaction, and Reform; The Politics and Culture of Modern East European Jewry; Government and Politics of Eastern Europe; Ethnicity and Politics
Research Interests/Fields of specialization: FSU, East European politics, ethnicity and politics, Jewish identities
Recent Publications and Works in Progress: *Religion or Ethnicity? The Evolution of Jewish Identities*, ed. New Brunswick: Rutgers University Press, 2010; *Revolution, Repression and Revival: The Soviet Jewish Experience*, w/ Y. Ro'i, eds. Lanham, MD: Rowman and Littlefield, 2007; *Jewish Identities in PostCommunist Russia and Ukraine: an Uncertain Ethnicity* (Cambridge University Press, 2012).
Distinctions: Tronstein Award for Innovative Teaching, Department of Political Science, UM, 2004; American Jewish Joint Distribution Committee's Katzki Award for Outstanding Historical Writing, 2004; Shapiro Senior Fellow, United States Holocaust Memorial Museum, 2005-06; Senior Fellow, Yad Vashem Institute, Jerusalem, Fall 2008; Fellow, Kennan Institute for Russian Studies, 2009; Member, School for Historical Studies, Institute for Advanced Study, Princeton, Spring 2009; Senior Fellow, Davis Center for Russian Studies, Harvard University, 2010.
Number of Dissertations/Theses supervised in the past 5 years: 4

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

FLANNERY, KENT V., Professor, Anthropology and Curator Museum of Anthropology, Tenured
Education: B.A., University of Chicago, 1954; M.A., University of Chicago, 1961; Ph.D., University of Chicago, 1964
Academic Experience: Assistant Professor, Department of Anthropology, University of Michigan, 1967-69; Associate Professor, Department of Anthropology, University of Michigan, 1969-72; Professor, Department of Anthropology, University of Michigan, 1972-1984; James Bennett Griffith Distinguished University Professor of Anthropological Archaeology, University of Michigan, 1984-present.
Overseas Experience: Iran (2 years).
Foreign Language (s) with Proficiency: Spanish 4
Time Devoted to Middle Eastern and North African Studies: 10%
Area Courses Taught: Near Eastern Prehistory, Topics in Archaeology
Research Interests/Field of Specialization: Archaeology of Early Agricultural Communities in the Near East and Mesopotamia.
Recent Publications and Work in Progress: On the Resilience of Anthropological Archaeology, Annual Review of Anthropology, Vol. 35: 1-13 (Volume publication date October 2006) "Chiefdoms in the Early Near East" in Festschrift Volume for Ezat O. Negahban, Tehran: University of Tehran Press. 1999.; *Zapotec Civilization.* New York: Thames and Hudson, 1996.

FORTSON, BENJAMIN Associate Professor, Classical Studies, Tenured
Education: B.A. '89, Yale; Ph.D. '96, Harvard
Academic Experience: Lecturer, Northeastern University, 1997-98; Associate in Linguistics, Harvard Division of Continuing Education and Summer School, 1997-2003; Lecturer, Harvard, 1998; Assistant then Associate, University of Michigan 2003-present
Foreign Language(s) with Proficiency: Greek 5, Latin 5
Time devoted to Middle Eastern and North African Studies: 15%
Area Courses Taught: Ancient languages and cultures
Research Interests/Fields of Specialization: Early Greek and Latin, history of Greek and Latin, comparative Indo-European linguistics, metrics and poetics, Roman comedy
Recent Publications and Works in Progress: Indo-European Language and Culture: An Introduction (2nd edition 2010); "Reconsidering the history of the magna cum laude construction" (2010); Language and Rhythm in Plautus: Synchronic and Diachronic Studies (2008); "The origin of the Latin future active participle"; "On 'double-nasal' presents in Celtic and Indo-European"(2007).

FINE, JOHN V.A., Professor of History, Tenured
Education: B.A., History, Harvard College, 1961; M.A., History, Harvard University, 1965; Ph.D., History, Harvard University, 1969
Academic experience: Instructor, Harvard University, 1968-69; Assistant to Full Professor, UM, 1969-present
Overseas experience: Yugoslavia/Bosnia; Bulgaria; Czech Republic; USSR/Russia
Foreign Language(s) with Proficiency: Serbo-Croatian 5, Russian 5, Bulgarian 4, French 4, Macedonian 4, Classical Greek 3, Latin 3, Old Church Slavic 3
Time devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Politics of World War II in Europe; Yugoslavia: From Its Formation to Its Destruction; The Balkans: 6th Century-1878; History of the Balkans since 1878; Studies in Balkan History; Byzantine History; Balkans: Problems in Ethnicity/Nationalism
Research Interests/Fields of Specialization: Medieval & modern Balkans, Byzantium, Eastern Church history
Recent Publications and Works in Progress: "Strongman Can Be Beneficial: The Exceptional Case of Josip Broz Tito," pp. 269-318 in B. Fischer, ed., *Balkan Strongmen*. London: Hurst, 2008; "The Various Faiths in the History of Bosnia: Middle Ages to the Present," pp. 3-23 in M. Shatzmiller, ed., *Islam and Bosnia: Conflict Resolution and Foreign Policy in Multi-Ethnic States*. Montreal/Kingston: McGill-Queen's University Press, 2002; "Reflections on the Role of Islam in the Bosnia Crisis," pp. 1-33 in R. Bulliet and M. Imber-Goldstein, eds., *The Bosnian Crisis and the Islamic World*. Occasional Papers 3. New York: Middle East Institute, Columbia University, 2002.
Distinctions: University of Michigan Press Book Award, 2007
Number of Dissertations/Theses supervised in the past 5 years: 5

FISHER, MARJORIE, Adjunct Assistant Professor of Egyptology, Near Eastern, Non-tenure track
Education: B.S. Trinity College, 1980; M.A. Johns Hopkins University, 1984; Ph.D. University of Michigan, 1998
Academic Experience: Adjunct Assistant Professor, Department of Near Eastern Studies, University of Michigan 2001- present
Overseas Experience: Egypt 1995-2010
Foreign Language(s) with Proficiency: Ancient Egyptian 4, French 2, German 2
Percentage of Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Ancient Egypt and its World, Introduction to Middle Egyptian, Egyptian Texts; Hieratic; Seminar in Ancient Egyptian History
Research Interests/Fields of Specialization: Ancient Egyptian and Nubian culture, archaeology, and history; Egyptian Literature, New Kingdom art and architecture.
Recent Publications and Works in Progress: *Ancient Nubia: African Kingdoms on the Nile.* Co-Editor with Peter Lacovara, Salima Ikram, and Sue D'Auria. American University in Cairo Press, 2012. *The Sons of Ramesses II. Vols. I and II.* Aegypten und Altes Testament series. Volume 53 (2001), Harrassowitz; "A block statue of the second prophet of Amun, Ahmose," Decorum and experience: essays in ancient culture for John Baines. Edited by Elizabeth Frood and Angela McDonald. Griffith Institute, 2013; "A Diplomatic Marriage in the Ramesside Period: Maathorneferure, Daughter of the Great Ruler of Hatti," *Beyond Hatti: A Tribute to Gary Beckman* edited by Billie Jean Collins and Piotr Michalowski. Lockwood Press, 2013; "A New Kingdom Ostracon found in the King's Valley by the Supreme Council of Antiquities." In Zahi Hawass, Peter D. Manuelian, and Ramadan B. Hussein (editors), *Perspectives on Ancient Egypt: Studies in Honor of Edward Brovarski. Annales du Service des Antiquités de l'Égypte, Cahier* 40 (2010): 93-100;
Distinctions: September 2007- present, Metropolitan Museum of Art, Egyptian Department, Advisory Council; September 2002- present, Co-Chair and Co-Founder of Friends of Near Eastern Studies, Department of Near Eastern Studies, University of Michigan, Ann Arbor, Michigan; May 2003- present, American Research Center in Egypt, Board of Governors; December 2001-April 2013

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

FANCY, HUSSEIN, Assistant Professor of Medieval History, Non-Tenure
Education: Ph.D., Princeton, 2008; B.A., Yale University
Academic Experience: Assistant Professor, University of Michigan, Department of History, 2010-Present; Faculty Associate, University of Michigan, Frankel Center for Judaic Studies, 2014-Present.
Overseas Experience: Spain, Egypt, Morocco, Syria, Pakistan, and India
Foreign Language(s) with Proficiency: Arabic 4, Spanish 4, Latin 4, Judeo-Arabic 3, Catalan 3, French 4, Urdu 5
Percentage of Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Crusade and Jihad; Tolerance in Medieval Spain
Research Interests/Fields of Specialization: Spain and North Africa; Crusades and Jihad; the Mediterranean; Religious Minorities; Religious Polemics; Violence; Slavery; Arabic, Judeo-Arabic, Hispano-Arabic, and Latin Paleography.
Recent Publications and Works in Progress: *The Mercenary Mediterranean: Violence, Religion, and Sovereignty in the Medieval Crown of Aragon* (manuscript under review); "Monarchs and Minorities: 'Infidel' Soldiers in Mediterranean Courts," in From the Pillars of Hercules to Alexander's Iron Gates: The Globalization of Knowledge in the Worlds of Post-Antiquity, ed. Sonja Brentjes (Ashgate: forthcoming 2014); "Theologies of Violence: The Recruitment of Muslim Soldiers by the Crown of Aragon," *Past & Present*, 221:1 (Nov. 2013): 39-73 [winner of the Charles Julian Bishko Memorial Prize, 2014]; "The Last Almohads: Universal Sovereignty between North Africa and the Crown of Aragon," *Medieval Encounters* 19:1-2 (2013), 102-136 [reprinted in *Spanning the Strait: Studies in Unity in the Western Mediterranean*, eds. Yuen-Gen Liang, Abigail Krasner Balbale, Andrew Devereux, and Camillo Gómez-Rivas (Brill, 2013)]; "The Intimacy of Exception: The Diagnosis of Samuel Abenmenassé," in *Center and Periphery: Studies on Power in the Medieval World in Honor of William Chester Jordan*, eds. Katherine L. Jansen, G. Geltner, and Anne E. Lester (Brill, 2013).; "Tolerance is Not a Value," in *Building a Shared Future: Islam, Knowledge, and Innovation* (Center of Islamic Studies, University of Cambridge, 2012).
Distinctions: Charles Bishko Memorial Prize (2014), American Council of Learned Societies Fellowship (2013-14), SSRC/British Council "Our Shared Past" Curriculum Development Grant (2012), British Council, "Our Shared Future" Opinion Leader (2011), Carnegie Scholar (2009-2011), Junior Fellow of the Michigan Society of Fellows (2007-2010), as well as fellowships from Woodrow Wilson Foundation, Harry Frank Guggenheim Foundation, Fulbright-Hays Program, the Social Science Research Council, the Medieval Academy of America, and Spain's Ministry of Culture.
Administrative Experience: Department of History Undergraduate Curriculum Committee (2011-2013); Steering Committee Medieval and Early Modern Studies (2011-2013); Steering Committee Early Modern Conversions Project (2013-present).
Number of Dissertations/Theses Supervised Past in 5 Years: 4

ELIAV, YARON, Associate Professor, Near Eastern Studies, Tenured
Education: B.A., Open University of Israel, Tel-Aviv, 1990; M.A., Hebrew University, 1993; Ph.D., Hebrew University, 1998; Fulbright Fellow, Princeton University, 1995; Post Doctorate Fellow, New York University, 1999
Academic Experience: Teaching Assistant, Hebrew University, 1992-1993; Junior Teacher, Hebrew University, 1993-1996; Teaching Fellow, New York University, 1998-1999; Jean & Samuel Frankel Assistant then Associate Professor, University of Michigan, 2000-2008; Associate professor, University of Michigan, 2009-present
Overseas Experience: Israel
Foreign Language(s) with Proficiency: Hebrew (native); German 4; French 4, Italian 2
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Introduction to Rabbinic Literature, Land of Israel/Palestine through the Ages
Research Interests/Fields of Specialization: Rabbinic Literature & Jewish History of Late Antiquity
Recent Publications and Works in Progress: God's Mountain: The Temple Mount in Time, Place, and Memory, Johns Hopkins University Press, 2005; Judaism, Christianity and Islam: A Sourcebook, Knysh, Eliav, Williams, Kendall/Hunt, 2006; Jewish Literatures and Cultures: Context and Intercontext, Brown Judaic Studies, 2008; The Sculptural Environment of the Roman Near East: Reflections on Culture, Ideology, and Power, Peeters, 2008.
Distinctions: Dorot Post Doctorate Fellowship, 1998-2001; Bernard M. Bloomfield Prize, Hebrew University; Rotenstreich Fellowship of the Israeli Council for Higher Education; 2005 Association of American Publishers Theology and Religious Studies award; 2006 American Academy for Jewish Studies Salo Baron prize for best first book in Judaic Studies
Number of Dissertations/Theses chaired in the past five years: 1

FADLALLA, AMAL H., Associate Professor of Afro-American and African Studies, Women's Studies, and Adjunct Associate Professor of Anthropology, Tenured
Education: Ph.D., Anthropology, Northwestern University, 2000; Cert. in Population, Health, and Development, Harvard University, 2001; Grad. Cert. Gender Studies, Northwestern University, 2000; M.Sc., University of Khartoum, Sudan, 1992;
Academic Experience: Associate Professor, Women's Studies Program, Center for Afro American and African Studies, Department of Anthropology , University of Michigan, (2003-present)
Overseas Experience: Sudan
Foreign Language(s) with Proficiency: Arabic 5, English 5, French 3, Tu-Badawi 3
Percentage of Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Global Perspectives on Gender, Health, and Reproduction, Gender, Poverty, and Medicine: Identity, Race, and Place, Gender, Population, and Development, Dynamics of the Black Diaspora.
Research Interests/Fields of Specialization: Cultural Anthropology, Gender Studies, Medical Anthropology; Transnational Feminism and Diaspora Studies (Africa, Middle East, Diaspora).
Recent Publications and Works in Progress: *Gendered insecurities, health, and development in Africa*, co-edited with Howard Stein, Forthcoming, Routledge 2011; "Contested Borders of (in)Humanity: Sudanese Refugees and the Mediation of Suffering and Subaltern Visibilities." *Urban Anthropology*. Vol 38 (1), 2009; "The Neoliberalization of Compassion: Darfur and the Mediation of American Faith, Fear and Terror. " *New Landscapes of Inequality: Neoliberalism and the Erosion of Democracy in America*. Collins, DiLeonardo and Williams (ed). School for Advanced Research Press, 2008; *Embodying Honor: Fertility, Foreignness, and Regeneration in Eastern Sudan*, Wisconsin Univ. Press, 2007
Number of Dissertations/Theses Supervised in Past 5 years: 4

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

EKOTTO, FRIEDA, Professor, Department of Romance Languages and Literatures, Tenured
Education: Ph.D., University of Minnesota, 1994
Academic Experience: Visiting Instructor, Colorado College, 1993-94; French Instructor, Concordia College, 1983-2004; University of Michigan, Assistant then Associate Professor, 1996 –present.
Foreign Language(s) with Proficiency: French (5), Spanish (4), German (4), Latin (4)
Percentage of Time Devoted to Middle Eastern and North African Studies: 25%
Area Courses Taught: African and Caribbean Literature in French; African and Caribbean Literature: Postcolonial Narratives of Recollection in the Works of Women Writers from the Francophone World; Representing the family in Francophone African Literature and Cinema; Women and Representation in Francophone West Africa Literature; Race and cultural diversity in the Francophone world; Graduate Seminar on African Literature and the Colonial Library.
Research/Teaching Specialization: 20th-21st Century French and Francophone Literatures
Recent Publications: Ekotto, F. 2012, Breema Clarke, Sharon Bridgforth, Shirlene Holmes, Lynn Nottage, Kia Corthron, Adrienne kennedy, Pearl Cleage, Anna Deavere Smith, Sonia Sanchez, Glenda Dickerson et Lorraine Hansberry in Dictionnaire universel du théâtre femmes noires. Paris: Editions des Femmes; Ekotto, F.2012, « Cinéates femmes d'Afrique, créatrices d'images poétique aux pluriels » in Loin des yeux près du corps : entre théorie et création.Galérie de l'UQAM : Editions du remue-ménage. Montréal : Canada. pp.111-116; Ekotto, F. 2012, « Jean Genet, penseur de la Négritude » in Jean Genet: Lectures en héritage. Méthode : Vallongues, France. pp.133-138; Ekotto, F., 2011, *Race and Sex across the French Atlantic: The Color of Black in Literary, Philosophical, and Theater Discourse* (New York: Lexington Press); Ekotto. F., and Boisseron B. 2011. Editors. *Voix du monde : Nouvelles francophones.* (Bordeaux : Presses Universitaires de Bordeaux, France.); Ekotto, F., 2010, *Portrait d'une jeune artiste de Bona Mbella* (a novel, Paris: L'Harmattan.);
Distinctions: 2012-2013 Hunting Family Fellow at the Humanities Institute; 2012 Distinguished Visiting Professor (University of Technology Sydney, Australia) August 15-September 15, 2012.; 2010 African Heritage Grant from the African Study Center.; 2010 "Global Citizenship Award" for 20 years of service and for preparing young people for responsible citizenship in our global community from The Concordia Language Villages, Concordia College in Moorhead, Minnesota.; 2004 "Circle of Peace Award" for 15 years of outstanding service as a staff member from The Concordia Language Villages of Concordia College in Moorhead, Minnesota
Administrative Experience: 2013-2015 Associate Director of African Studies (University of Michigan); 2011 - 2012 Rackham Graduate school Executive Board; 2009 - 2011 Director of Graduate Studies in Comparative Literature; 2009 - 2011 Director of Summer Program in Grenoble, France (University of Michigan); 2009-2010 Resident Director of Academic Program in Aix, Consortium of Universities of Wisconsin, Indiana and Michigan, Aix-en-Provence, France; 2003-2004.
Number of Dissertations/Theses Supervised (Past 5 Years): 5

ELIAV, MILKA, Lecturer of Hebrew, Near Eastern Studies, Non-tenure track
Education: B.A., Bar-Ilan University, 1994; Teaching Certificate, Bar-Ilan University, 1994
Academic Experience: Teacher, Solomon Schechter Day School, 1995-1996; Assistant Artistic Director, Jerusalem Khan Theatre, 1997-1998; Director, Kibbutz Program Center, 1999-2000; Lecturer, University of Michigan, 2000-present
Overseas Experience: Israel
Foreign Language(s) with Proficiency: Hebrew-5
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Elementary Modern Hebrew I & II
Research Interests/Fields of Specialization: Hebrew, Judaic Studies

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

ÇIPA, H. ERDEM, Assistant Professor, Near Eastern Studies, Tenure-Track
Education: Ph.D., Harvard University, 200; M.Phil, Birmingham University. 2000; M.A., Boğaziçi University, 1997; B.A, Boğaziçi University, 1994.
Academic Experience: Head Teaching Fellow, Core Curriculum, Harvard University, 2002-2003; Lecturer, Indiana University, 2005-2008; Assistant Professor, Indiana University, 2—8-2011; Assistant Professor, University of Michigan, 2011-present
Foreign Language(s) with Proficiency: Turkish (5), English (5), German (5), Ottoman Turkish (2), Persian (2)
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: History of the Turkish Republic; From Grandeur to Collapse: Ottoman State and Society in the 'Post-Classical' Age, ca. 1600-1922; Ten Sultans, One Empire: The Ottoman 'Classical Age,' ca. 1300-1600; Turks in History; Ottoman Istanbul: From Imperial Capital to Modern Metropolis; Religion and Revolutions: A Comparison of the French, Russian, Turkish, and Iranian Cases; Introduction to Islamic Civilization; Internships in Turkey
Research Interests/Fields of Specialization: History of the Ottoman Empire
Recent Publications and Works in Progress: *Yavuz'un Kavgası: I. Selim'in Saltanat Mücadelesi* (The Battle of "the Grim": The Succession Struggle of Selim I). (Istanbul: Yapı Kredi Yayınları, 2013).; *Writing History at the Ottoman Court: Editing the Past, Fashioning the Future*, co-edited with Emine Fetvacı (Bloomington: Indiana University Press, 2013). [Turkish translation under contract with Tarih Vakfı Yurt Yayınları (History Foundation Press), Istanbul, forthcoming, September 2014.]; "Bir Defterin Anlattıkları: I. Selim Döneminin İlk Mevacib Defteri (TSMA D.2921-1)" (Notes on the First Salary Register of Selim I's Reign), *Filiz Çağman Festschrift* (forthcoming).
Number of Dissertations/Theses Supervised in the Past 5 Years: 5 (1 as advisor, 4 as reader)

COLE, JOSHUA, Associate Professor of History, Tenured
Education: PhD, 1991 University of California, Berkeley; MA, 1986, University of California, Berkeley; BA, 1983, Brown University
Academic Experience: 2004-present, Associate Professor, UM; 2000-2004, Associate Professor, University of Georgia; 1993-2000, Assistant Professor, University of Georgia.
Overseas Experience: Algeria-2006, 2008; France and Germany (multiple occasions, 1983-present)
Foreign Language(s) with Proficiency: French 5, German 4, Arabic 2
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: The Revolutionary Century: France and the World, 1789-1914; Empire, War, and Modernity: France and the World in the Twentieth Century; Topics in French and French Imperial history.
Research Interests/Fields of Specialization: Europe, France, French Empire, Algeria
Recent Publications and Works in Progress: "'A Chacun son public': culture et politique en Algérie au temps du Front Populaire," accepted for publication in a special issue of *Sociétés & représentations*, forthcoming. "Constantine Before the Riots of August 1934: Civil Status, Anti-Semitism and the Politics of Assimilation in Interwar French Algeria," *The Journal of North African Studies* vol. 17, no. 5, December 2012, pp. 839-861.; "Anti-Semitism and the Colonial Situation in Interwar Algeria: the Anti-Jewish Riots in Constantine, August 1934." Martin Thomas, ed., *The French Colonial Mind* (Omaha: University of Nebraska Press, 2012), vol. 2, pp. 77-111
Distinctions: Member, School of Social Science, Institute for Advanced Study, Princeton, NJ, (offered 2004, declined)
Administrative Experience: Director, Center for European Studies, 2012-2014; Steering Committee, International Institute, 2012-present; Executive Committee; Steering Committee, Islamic Studies Initiative, 2008-2009; Executive Committee, CMENAS, 2006-2008.
Number of Dissertations/Theses Supervised (Past 5 Yrs.): 4

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

BONNER, MICHAEL, Professor, Near Eastern Studies, Tenured
Education: BA, Harvard, 1974; MA, Princeton, 1984; PhD, Princeton, 1987
Academic Experience: Lecturer, Cornell University, 1987-88; Assistant, Associate, Professor, University of Michigan, 1989-present.
Overseas Experience: Egypt, Turkey, France
Foreign Language(s) with Proficiency: French, Italian-5, Arabic, German-5/4 (reading/speaking); Russian, Hebrew-2.
Area Courses Taught: The first millennium of the Islamic Near East; Rise of Islam; Islam and the West; Islamic intellectual history; Medieval Arabic geographical, historical and biographical texts; Proseminar on Arabic historiography; Geographies and cartographies
Time Devoted to Middle Eastern and North African Studies: 100%
Research Interests/Fields of Specialization: Poverty and charity in the Islamic Middle East (600-1100);Arabia at the rise of Islam; Redistributive practices in Arabia; GIS mapping of pre- and early Islamic Arabia.
Recent Publications and Works in Progress: *Jihad in Islamic History,* Princeton University Press. French-language version of this appeared in November 2004, *Le jihad. Origines, interprétations, combats* (Paris: Editions du Téraèdre, 2004), 2008; *Islam in the Middle Ages: The Origins and Shaping of Classical Islamic Civilization*, Bonner and Lasser, Praeger Series on the Middle Ages, 2009; *Islam, Democracy and the State in Algeria: Lessons for the Western Mediterranean and Beyond*. Co-edited with Mark Tessler and Megan Reif.
Distinctions: Helmut S. Stern Fellow, Institute for the Humanities, University of Michigan, 2000-01; National Endowment for the Humanities conference grant for international symposium workshop on "Poverty and Charity in Middle Eastern Societies," May 2000; Professeur Invité at the Institut d'Etudes de l'Islam et des Sociétés du Monde Musulman, École des Hautes Études en Sciences Sociales, Paris, as well as Chaire de l'Institut du Monde Arabe, also in Paris.
Administrative Experience: Director of the University of Michigan Center for Middle Eastern and North African Studies in 1997-2000 and 2001-2003; Acting Chair of the Department of Near Eastern Studies in 2007-08; Chair of the Department of Near Eastern Studies since 2010.
Number of Dissertations/Theses chaired in past 5 years: 4

CIORCIARI, JOHN, Assistant Professor, Gerald R. Ford School of Public Policy, Tenure-track
Education: D.Phil., University of Oxford-St. Antony's College, 2007; M.Phil., Christ Church, 2002; J.D., Harvard Law School, 1998; A.B., Harvard College, 1995.
Academic Experience: Post-doctoral fellow, Stanford University (2007-09); Tutor and instructor in Middle East politics and Cold War history, Oxford University (2002-04); Instructor, poitical asylum workshop, Columbia University School of Law (1999)
Overseas Experience: Israel, Singapore, Cambodia
Foreign Language(s) with Proficiency: Proficient French 3; Conversational Italian and Spanish 2. Basic study of German, Chinese, Japanese, Khmer, Mandarin, Thai, and Malay 1.
Time devoted to Middle Eastern and North African studies: 20%
Area Courses Taught: Peacebuilding: Law, Politics, and the Transition from Conflict (focuses about 40% on the Middle East and North Africa)
Research interests/Fields of Specializations: International law and institutions; international relations in the Global South
Recent Publications and Works in Progress: *Hybrid Justice: The Extraordinary Chambers in the Courts of Cambodia* (with Anne Heindel, Ann Arbor, MI: University of Michigan Press, 2014); *The Limits of Alignment: Southeast Asia and the Great Powers since 1975* (Washington, DC: Georgetown University Press, 2010); "Institutionalizing Human Rights in Southeast Asia," *Human Rights Quarterly* (2012); "Archiving Memory after Mass Atrocities," (forthcoming law review article, 2014); "Official Records and the Right to the Truth," (with Jesse Franzblau, forthcoming law review article, 2014).

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

BISHARA, NORMAN Assistant Professor, Ross School of Business, Tenure track
Education: BA Colgate, 1996; JD Cornell 1999; MPP, University of Michigan 2004.
Academic Experience: *Assistant Professor of Business Law and Business Ethics,* University of Michigan, Ross School of Business, Ann Arbor, MI September 2007-present
Overseas Experience: Lebanon, Egypt, Jordan
Foreign Language(s) with Proficiency: Arabic 1
Time devoted to Middle Eastern and North African Studies: 10%
Area Courses Taught: Business Ethics, corporate governance and business law
Research Interests/Fields of Specialization: Legal reform and business development in the areas of corporate governance and business ethics; Corruption control; Employment contracts
Recent Publications and Works in Progress: Bishara, Norman, Eletta Callahan, and Terry Dworkin, "The Mouth of Truth: Whistleblower Statutes, Policy Problems, and Suggested Reforms," 10 NYU Journal of Law & Business __ (forthcoming, in print 2014); Bishara, Norman and David W. Hess, "Human Rights and a Corporation's Duty to Combat Corruption, in Bridging the Gap Between Business and Human Rights" (book chapter, Robert Bird, Daniel Cahoy, & Jamie Prenkert, eds., Edward Elgar Publishing, forthcoming, 2014); Bishara, "Governance and Corruption Constraints in the Middle East: Overcoming the Business Ethics Glass Ceiling" 48:2 American Business Law Journal 227 (2011); Bishara, Norman and Nada AbdelSater-AbuSamra, "Minority Shareholders Rights: Lebanon's companies are held back by archaic rules on minority shareholders – a new code of corporate governance seeks to help" (2006).

BOCCACCINI, GABRIELE, Professor, Near Eastern Studies, Tenured
Education: BA, Dante Alighieri Lyceum, 1976; MA, University of Florence, 1983; PhD, University of Turin, 1991
Academic Experience: Professor of Religion, Lyceum of International Languages, Florence, Italy, 1983-1987; Researcher and Teaching Assistant, University of Turin, 1987-present; Visiting Scholar, Princeton Theological Seminary, 1989, 1990; Visiting Associate Professor, Waldensian Faculty of Theology, Rome, 1992; Visiting Associate Professor, University of Michigan, 1992-present; Assistant Professor of New Testament and Second Temple Judaism, University of Michigan, 1999-2002; Professor of New Testament and Second Temple Judaism, University of Michigan, 2002-present.
Overseas Experience: Citizen of Italy.
Foreign Language (s) with Proficiency: Biblical and Mishnaic Hebrew, Biblical Aramaic 4; Modern Hebrew 3; Latin, Greek, Italian, French, Spanish, German.
Area Courses Taught: Intro New Testament, Jesus and the Gospels, History and Religion of Ancient Judaism, Seminar in ACABS: New Testament Greek, Proseminar in Ancient Near Eastern History, Jewish Civilization, Christianity and Hellenistic Civilizations, Coptic I & II
Research Interests/Field of Specialization: Judaism in the Hellenistic-Roman Period; Christian and Rabbinic Origins; Ancient Jewish Literature.
Recent Publications and Works in Progress: *Dallo stesso grembo. Le origini del cristianesimo e del giudaismo rabbinico* (2012 Boccaccini, Stefani); *Enoch and the Mosaic Torah: The Evidence of Jubilees*, Boccaccini, Ibba (eds), Wm. B. Eerdmans Publishing Company, 2009; *Enoch and the Messiah Son of Man: Revisiting the Book of Parables*, Boccaccini (ed), Wm. B. Eerdmans Publishing Company, 2007; *Enoch And Qumran Origins: New Light On A Forgotten Connection*, Boccaccini, Wm. B. Eerdmans Publishing Company, 2005.
Distinctions: In 2009 he created 4 Enoch: The Online Encyclopedia of Second Temple Judaism, which is expanding, year after year, with an average of 5,000-6,000 visitors per months; Editor-in-chief of the journal Henoch, 2005-2011; Editor-in-Chief of Enoch Seminar Onlin2, 2012-Present
Number of Dissertations/Theses chaired in past 5 years: 2

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

BARZIALI, MAYA, Assistant Professor Modern Hebrew and Jewish Culture, Tenure track
Education: 1999 B.A., Hebrew University of Jerusalem; 2002 M.A., Hebrew University of Jerusalem; 2009 Ph.D., University of California, Berkeley
Academic Experience: 1999-2002 Teaching Assistant, "Amirim" Honors Humanities Program, Hebrew University of Jerusalem; 2002 Instructor, Comparative Literature, Hebrew University; 2003-2009 Instructor, Comparative Literature and Near Eastern Studies, University of California, Berkeley; 2009-present, Assistant Professor of Modern Hebrew and Jewish Culture, University of Michigan
Overseas Experience: Israel, Germany
Foreign Language(s) with Proficiency: Hebrew 5, German 4, Yiddish 3
Time Devoted to Middle East and North African Studies: 100%
Research Interests/Fields of Specialization: German-Hebrew translation in the twentieth century, visual culture, Jewish cultural production
Area Courses Taught: Hebrew Literature, Ethnicity in Israeli Literature and Culture, Jewish Film: Race, Ethnicity, and Nationality
Recent Publications and Works in Progress: "A Poetics of Statelessness: Avraham Ben Yitzhak after World War I." *Naharaim: Journal of German Jewish Literature and Cultural History*. Volume 7:1-2, 2013. 111-130.; "Translation on the Margins of (Post) Modernism: Avraham Ben Yitzhak and Yoel Hoffmann." *The Journal of Jewish Identities*. Volume 7:1, 2014. 109-128.; "Reading *Camera Lucida* in Gaza: Ronit Matalon's Photographic Travels." *Comparative Literature*. Volume 65:2, 2013. 200-219.; "Witnessing Dying in the Tongue of Revival: Shaul Tchernihovsky's World War I Poetry." *Yearbook of the Simon Dubnow Institute*. Volume 13, 2014 (Forthcoming).; "S. Y. Agnon's German Consecration and the 'Miracle' of Hebrew Letters." *Prooftexts*, 2014 (Forthcoming).
Distinctions: 2007-2008 Doctoral Research Fellowship, The Berlin Program for Advanced German and European Studies, Free University Berlin and German Studies Association; 2012-2013 Frankel Institute Fellow, University of Michigan.

BECKMAN, GARY Professor, Near Eastern Studies, Tenured
Education: BA, Classics, Pomona College, 1970; MA, Yale University, 1973; M Phil, Yale University, 1974; Ph.D., Yale University, 1977
Academic Experience: Assistant Professor of Hittite, Yale University, 1978-1984; Director of Undergraduate Studies, Yale University, 1979-1987; Assistant Curator, Yale Babylonian Collection, 1978-1988; Associate Professor of Hittite, Yale University, 1984-1988; Associate Curator, Yale Babylonian Collection, 1988-1992; Visiting Associate Professor of Ancient History, University of Michigan, 1992-1996; Adjunct Professor of Ancient History, University of Michigan, 1996-1997; Professor of Hittite and Mesopotamian Studies, University of Michigan, 1998-present.
Overseas Experience: Germany; Visiting Professor, Bilkent University, Ankara, 2007-2008.
Foreign Language(s) with Proficiency: German-5; Hittite, French, Akkadian-4; Turkish, Biblical Hebrew, Italian, Classical Greek, Spanish-3.
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Akkadian & Hittite language and literature, History of ancient Anatolia & Syria.
Research Interests/Fields of Specialization: Cultural history of Anatolia and Syria in the second millennium BCE; the transmission of Mesopotamian culture to the West.
Recent Publications and Works in Progress: *The Ahhiyawa Texts*, with Trevor Bryce and Eric Cline (Atlanta: Scholars Press, 2011); *The* babilili-*Rituals from Hattusa* (Winona Lake, Ind.: Eisenbrauns, forthcoming 2014); "The Ritual of Palliya of Kizzuwatna (CTH 475)," *Journal of Ancient Near Eastern Religions* 13 (2013): 113-45
Distinctions: Chair, Near Eastern Studies (2005-10); President, American Oriental Society (2004-2005); Associate Editor, *Journal of the American Oriental Society* (1999-); Member, advisory committee, Hittite Civilization Research Center, Hitit Universitesi, Çorum, Turkey (2011-)

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

BARDENSTEIN, CAROL Associate Professor, Near Eastern Studies, Tenured
Education: BA, University of Michigan, 1979; MA, University of Michigan, 1982; PhD, University of Michigan, 1991; CASA, Arabic Study Abroad, Egypt, 1982-83.
Teaching Experience: Teaching Assistant, "The Contemporary Middle East," Hebrew University of Jerusalem, 1980; Instructor, Asian Studies Program, Arabic Language and Literature, Dartmouth College, July 1987 – 1991; Assistant Professor, Asian & Middle Eastern Languages and Literatures, Dartmouth College, 1991 to 1998; Assistant Professor, Department of Near Eastern Studies, University of Michigan, Fall 1998 to 2004; Associate Professor, Department of Near Eastern Studies, University of Michigan, Fall 2004 – present; Visiting Brownstone Professor, Dartmouth College, Fall 2007 – 2009.
Overseas Experience: Egypt, Israel, Palestine/West Bank and Gaza, Tunisia, France, U.K.
Language(s) with Proficiency : Arabic&Hebrew-5; French-3; German-3; Yiddish-2
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Arabic Literature, Gender & Representation, Arab-Israeli Conflict in Middle Eastern Literature & Film, Seminar on Collective Memory & Cultural Identity, Introduction to Arab Culture, Middle Eastern Memoirs, Arabic Language (Beginning, Intermediate and Advanced Levels).
Research Interests/Field of Specialization: Modern Arabic Literature, Collective Memory (Palestinian and Israeli, and non-area-specific), Gender and Representation, Film and Popular Culture of the ME, Arab/Arab American Visual Culture.
Recent Publications and Work in Progress: *Regarding Each Other: Palestinian and Israeli Collective Memory and Representation,* to be submitted to Stanford University Press Series "Cultural Memory in the Present," "Transfiguring Violence: Aestheticized 'Backward Glances' at the Lebanese Civil War Thirty Years After – *Bye Bye Babylon, Incendies* and *Waltz with Bashir,"*research and writing in progress. "Beyond Univocal Baklava: Deconstructing Food-as-Ethnicity and the Ideology of Homeland in Diana Abu Jaber's *The Language of Baklava," Journal of Arabic Literature,* 2010. *Where is Home? Stories from the Life of a German-Jewish Émigré;* (Ed.) [revised and edited the translation of this from original German version *(Heimatlos),* added an afterword to the English edition. Published by Skirball Cultural Center, 2005. *Translation & Transformation in Modern Arabic Literature: The Indigenous Assertions of Muhammad 'Uthman Jalal,* "Studies in Arabic Language & Literature" Series, eds. Alexander Borg & Sasson Somekh, Otto Harrassowitz Publisher, 2005.
Administrative Experience: Chair, Curriculum Committee, Dept. of Near Eastern Studies, overseeing major revamping of NES curriculum initiative, 2012-2014; Executive Committee, NES; Chair, Arabic Literature positions in NES; Chair, Tenure Review Committees in NES, etc.
Number of Dissertations/Theses chaired in past 5 years: 6

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

BABAYAN, KATHRYN Associate Professor, Near Eastern Studies, Tenured
Education: BA, Wellesley College, 1981; MA, Georgetown University, 1983; MA, Princeton University, 1987; PhD, Princeton University, 1993.
Academic Experience: 2006 Spring Visiting Associate Professor, Department of History, Fudan University ; 2005 Spring Visiting Associate Professor, Department of History, Harvard University; 1996–present Associate Professor, Department of Near Eastern Studies, University of Michigan; 1992–1995 Assistant Professor, Department of History, University of North Texas
Overseas Experience: Iran; Turkey; France
Foreign Language(s) with Proficiency: Persian 5; Turkish 3; Arabic 2; French 5; Russian 3; Italian 2; Armenian 2
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Peoples of the Middle East, The History of Shi'ism, Gender & Sexuality in Premodern Islam, Persianate Historiography, Society and Culture in Early Modern Iran.
Research Interests/Fields of Specialization: Safavid History, History of Sufism in the Persianate World, Shi'ism, Gender & Sexuality.
Distinctions: University of Michigan Institute for the Humanities Resident Fellow 1999-2000; École des Hautes Études en Science Sociales Fellow, 2000; 2004 Honorable Mention, Said Sirjani Book Award, *International Society for Iranian Studies*
Recent Publications and Works in Progress:"The Safavi Chapter in Iranian History," *Iranian Civilization, from Antiquity to Present*, ed. Touraj Daryaee (Oxford: Oxford University Press, 2011); "The Comsological Order of Things in Early Modern Safavi Iran," *Book of Omens: The Falnama,* ed. Massumeh Farhad (Arthur M. Sackler Gallery Exhibition Catalogue, 2009); *Middle Eastern and Sexuality Studies: Translations Across Temporal and Geographical Zones of Desire,* Co-editor with Afsaneh Najmabadi, Harvard University Press, 2008.
Number of Dissertations/Theses chaired in past 5 years: 2

BARDAKJIAN, KEVORK, Marie Manoogian Professor of Armenian Languages & Lit., Tenured
Education: AB, English Language and Literature, Damascus University, 1964; MA, Armenian Language and Literature, Yerevan State University, 1969; PhD, Armenian Studies, Oxford University, 1979
Academic experience: Instructor, Preceptor, Lecturer, Senior Lecturer, Armenian Bibliographer, Harvard University, 1974-87; Marie Manoogian Professor of Armenian Languages and Literatures (Associate to Full Professor), UM, 1987-present
Overseas experience: USSR, Armenia, Syria, Lebanon
Foreign Language(s) with Proficiency: Classical & Modern Arabic 5, Classical & Medieval Armenian 5, Modern East/West Armenian 5, Russian 5, Azerbaijani 4, French 4, Ottoman Turkish 4, Persian 3, N.T. Greek 2
Language pedagogy training: ACTFL Oral Proficiency Workshop, Monterey, 1989
Time devoted to Middle Eastern and North African Studies: 100%
Area courses taught: First-Third Year Western Armenian; First-Second Year Intensive Western and Eastern Armenian; An Introduction to Modern Armenian Literature; Post-Genocide Armenian Literature; Ukraine, Balkans, and Armenia; Armenian Culture and Ethnicity
Research and teaching specialization: Armenian language, literature, and culture
Recent publications: "Relations between Armenian Studies in the United States and Armenia," *Journal of Armenian Studies* 7(2): 109-12, 2003. *A Reference Guide to Modern Armenian Literature, 1500-1920*, ed. Detroit: Wayne State University Press, 2000. *Eastern Armenian: A Textbook,* w/ B. Vaux. New York: Caravan Books, 1999.
Recent distinctions: Arthur H. Damian Armenian Heritage Award from the Armenian Students' Association, 2000.
Number of Dissertations/Theses supervised in the past 5 years: 2

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

ALSULTANY, EVELYN, Associate Professor, American Culture, Tenure Track
Education: Ph.D., Stanford University, 2005
Academic Experience: Assistant Professor, 2006 –2012; Associate Professor 2012-present, University of Michigan
Foreign Language(s) with Proficiency: Spanish 4; French 3
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: U.S. Media portrayal of Arabs and Muslims; Perspectives on 9/11 and the War on Terror, The Middle East in American Studies
Research Interests/Fields of Specialization: Cultural Politics of Arabs and Muslims in the U.S., Race and Ethnicity, Media Representations and Popular Culture
Recent Publications and Works in Progress: Evelyn Alsultany and Ella Shohat, Eds. *Between the Middle East and the Americas: The Cultural Politics of Diaspora.* Ann Arbor: University of Michigan Press, Feburary 2013, 334 pages.; Evelyn Alsultany, *Arabs and Muslims in the Media: Race and Representation After 9/11.* New York: New York University Press. Series: Critical Cultural Communication (Series Editors: Kent Ono and Sarah Banet-Weiser), August 2012, 227 pages.; Evelyn Alsultany, Rabab Abdulhadi, and Nadine Naber, Eds. *Arab and Arab American Feminisms: Gender, Violence, and Belonging.* Syracuse: Syracuse University Press, 2011, 389 pages. Winner of the Arab American National Museum's Evelyn Shakir Book Award.; *Reclaiming Identity: Dismantling Arab Stereotypes.* Guest Curator of online exhibit at the Arab American National Museum, launched May 2011: www.arabstereotypes.org.

ASSO, PAOLO, Assistant Professor, Classical Studies, Tenure track
Education: Princeton University- 2002 Ph.D. in Classics (Literature and Philology)
Academic Experience: Princeton University, 2001-2; Swarthmore College, 2002-3; Kenyon College, 2003-6; University of Michigan 2006-present.
Overseas Experience: Dual EU (Italy)/US Citizenship (since 2010); Netherlands, France, Germany, Scotland, extensive travel in Africa
Foreign Language(s) with Proficiency: Italian, (Native), English 5, Latin 4, Ancient Greek 4, French 4, Dutch 3, German 3, Spanish 3, Modern Greek 2
Time Devoted to Middle Eastern and North African Studies: 50%
Area Courses Taught: Africa, Race & Ethnicity in the Ancient Mediterranean; Africa in the Ancient Literary Imagination.
Research Interests/Fields of Specialization: Latin literature (esp. post-Augustan and early Latin); Greek and Roman epic; Contemporary approaches to classical texts; Reception Studies; Greek and Latin Meter; Mythology; Textual criticism; History of classical scholarship.
Recent Publications and Works in Progress: Articles and chapters: "Tears in Lucan" in ed. Thomas Baier, *Götter und menschliche Willensfreiheit: Von Lucan bis Silius Italicus.* Zetemata: Monographien zum klassichen Altertumswissenschaft, vol. 42. Munich: Beck, 2012; "The Idea of Africa in Lucan" in *African Athena: New Agendas*, ed. Daniel Orrells, Gurminder Bhambra, and Tessa Roynon, Oxford: Oxford University Press, 2011; "Queer Consolation: Melior's Dead Boy in Statius' Silvae 2.1." *American Journal of Philology* (2010) 663-697. "L'idée d'Afrique chez Lucain" in *Lucain en Debat*, ed. by S. Franchet d'Esperey and O. Devillers, Bordeaux: Editions Ausonius, 281-94. Works in progress: Book: Coluccio Salutati, *De Nobilitate Legum et Medicinae* (edition of the Latin text and translation; under contract for the series "I Tatti", Harvard University Press) (in progress).
Number of Dissertations/Theses Supervised (Past 5 yrs.): 10

AL-NAIF, KHALID A., Director, Development Consulting Services, The William Davidson Institute at the University of Michigan, Ross School of Business, Tenured
Education: MA Harvard University, 2001; BSC Bradley University, 1981
Overseas Experience: Khalid Al-Naif has over twenty five years of progressive private and public sector business development and marketing experience at JPMorgan Chase, Arab Bank, USAID, AECOM International Consulting and, most recently, the University of Michigan's William Davidson's Institute. In banking, Khalid Al-Naif managed a business development portfolio that exceeded $4 billion worldwide. He subsequently managed a diverse and cross-cutting USAID economic development portfolio that exceeded $1.5 billion over a period of 16 years. Post-conflict experience in his Iraq assignment included serving as CEO and Chief of Party for a signature $154 million private sector development and employment generation project that was successfully completed. The development projects portfolio at the William Davidson Institute operates in more than 30 different countries and cuts across 14 different technical sectors.
Foreign Language(s) with Proficiency: Arabic 5, English 5, French 4.
Time devoted to Middle Eastern and North African Studies: 50%
Research Interests/Fields of Specialization: design and implementation of international development projects
Recent Publications and Works in Progress: numerous articles and studies on regional business development and economic growth of Jordan, Iraq, Rwanda, Algeria, Kazakhstan and the United States.
Distinctions: American Chamber of Commerce –Iraq, Executive Vice President, 2006.
Administrative Experience: Member of the Board of Directors, American Chamber of Commerce, Iraq, 2006; Chief of Party for the Iraq Private Sector Growth and Employment Generation Project 2004-2006; Chairman, USAID Board of Economic Advisors, 2002-2004; Committee Member, Jordan Economic Forum, 2000-2005; Managed high profile economic development and business growth projects in Jordan 1989-2004; Member, National Donor Coordination Committee, 2001-2004; Member, Jordan-American Business Association 2000-2005; Member, Young Entrepreneurs Association, 1995-200.

AL-SAYEGH, WIJDAN, Lecturer, Near Eastern Studies, Non-tenure track
Education: B.A. Salah al-Din University 1989; M.A. Mosul University 1992; Ph.D. Mosul University, Arabic Literature and Rhetorical Criticism 1995
Academic Experience: Member of teaching staff, Department of Arabic, Mosul University, 1992-1998; Arabic Instructor, Jarash University, 2000; Visiting Assistant Professor, Department of Arabic, Jerash University, 2000; Chair, Department of Arabic, Dhamar University, 2000-2004; Associate Professor, Department of Arabic, Dhamar University 2000-2008; Arabic Instructors' Workshop, Boston University, 2009; Arabic Instructor, Washtenaw Community College, 2010; Visiting Lecturer, Department of English and World Languages, Henry Ford Community College, 2010-2011; Lecturer, Department of Near Eastern Studies, University of Michigan 2011-Present
Overseas Experience: Iraq, Jordan, Yemen
Foreign Language(s) with Proficiency: Arabic (native)
Time devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Modern Arabic Poetry, Advanced Arabic Conversation and Composition, Economics and Politics of the Arab World.
Research Interests/Fields of Specialization: modern Arabic fiction, poetry and criticism.
Recent Publications and Works in Progress: 2008 Shahrazad wa-ghawayat al-sard (Shahrazad and the Seduction of Narration: Readings in Feminist Fiction.) Beirut and Algiers: Dar al-'Ulum. 2008; Zaman al-qasida (The Time of the Poem). San'a': General Corporation for Books.; 2007 al-Nīl wal-Haram (The Nile and the Pyramid: Reading the Contemporary Egyptian Poem). Dhamar: Dhamar University Press

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

ALHAWARY, MOHAMMAD, Associate Professor, Near Eastern Studies, Tenured
Education: B.A. University of Damascus 1989; M.A. California University of Pennsylvania 1993; M.S. Georgetown University in Arabic Language, Literature and Linguistics 1996; Ph.D. Georgetown University in Arabic Language, Literature and Linguistics 1999
Academic Experience: Lecturer of Arabic, American University, 1995-1996, 1997-1999 Professorial Lecturer of Arabic, American University, 1999-2001; Visiting Assistant Professor of Arabic 2001-2002, The University of Oklahoma; Assistant Professor/ConocoPhillips Professor of Arabic Language, Literature 2002-2008, The University of Oklahoma; Associate Professor/ConocoPhillips Professor of Arabic Language, Literature 2008-2010, The University of Oklahoma; Associate Professor, Department of Near Eastern Studies, University of Michigan, 2010-Present.
Overseas Experience: Syria
Foreign Language(s) with Proficiency: Arabic (native)
Language Pedagogy Training: Training Certified Arabic Proficiency Tester: Center for Applied Linguistics, Washington, DC 1997; Certified Arabic ACTFL OPI Rater: ACTFL 2008
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Arabic, Arabic linguistics
Research Interests/Fields of Specialization: 2nd language acquisition, teaching Arabic as a foreign language
Recent Publications and Works in Progress: *Modern Standard Arabic: A Learner's Guide* West Sussex: Wiley-Blackwell, 2011; *Arabic Second Language Acquisition of Morphosyntax.* New Haven and London: Yale University Press, 2009; Second Language Acquisition, *Encyclopedia of the Arabic Language and Linguistics*. Ed. by Kees Versteegh et al. Leiden: E. J. Brill, 2008;

ALI, SAMER MAHDY, Associate Professor of Near Eastern Studies, Tenured
Education: BA, University of Chicago, 1990; Intensive Arabic Language Training, American University in Cairo, 1991-1992; MA, University of Utah, 1997; PhD, Indiana University, 2002
Academic experience: Visiting Lecturer, Free University Berlin, 2000-2001; Assistant Professor, University of Texas at Austin, 2001-2008; Associate Professor, University of Texas at Austin, 2008-Present; Associate Professor, University of Michigan, 2015
Overseas experience: Egypt, Turkey, Jordan, Morocco, Syria, Israel, West Bank, Spain, Germany, Argentina, Kuwait
Foreign Language(s) with proficiency: Modern & Classic Arabic 5; Persian, Biblical Hebrew, French, Spanish 3
Language Pedagogy Training: American Council on the Teaching of Foreign Languages
Time devoted to Middle Eastern and North African Studies: 100%
Area courses taught: Arabic Language; Arabic Culture & Literature
Research Interests/Fields of Specialization: Arabic Literature and Culture, Historiography of Early Islam, Religion and Mythology
Recent Publications and Works in Progress: "Traditions of People Power in the Islamic Middle Ages: Discourses on the Animal, the Hunter, and the Lover" (forthcoming 2015); "The Qur'an and Intertextuality: A Literary Reading" (forthcoming 2016); "Mythology of the Vine in Gatherings for Wine: New Money and the Poetics of Altered States in the Arabo-Islamic Public Sphere of the Middle Ages." PMLA: Publication of the Modern Language, 2013; "Literary Salons," Oxford Encyclopedia of Islam and Women. Oxford: Oxford University Press, Vol. 1, pp. 593-596, 2013
Distinctions: Fulbright Award, Council on International Exchange of Scholars Research Award 2009-2010; Fulbright-Hays Faculty Research Abroad Program, 2004-2005; University of Texas Diversity Mentoring Fellowship, 2008-200; George H. Mitchell Department Award for Academic Excellence, 2002 & 2004
Number of Dissertations/Theses chaired in past 5 years: 12

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

AGHAEI, BEHRAD, Lecturer II in Near Eastern Studies (Persian), Non-tenure-track
Education: B.A., Allameh Tabatabaei University, Tehran, Iran, 1989; M.A., Allameh Tabatabaei University, Tehran, Iran, 1993; Ph.D., Persian Studies, University of Texas at Austin, 2005
Academic Experience: Teaching Assistant at University of Texas, 2002-05; Lecturer I to Lecturer II, UM, 2005-present
Foreign Language(s) with Proficiency: Persian 5, Arabic 3, Turkish 2
Language Pedagogy Training: Training as teaching assistant for Mohammad Ghanoonparvar at the University of Texas at Austin (who developed ACTFL guidelines for Persian w/ M. Marashi, University of Utah, and G. Windfuhr, UM)
Time Devoted to Middle Eastern and North African Studies: 100%
Area Courses Taught: Elementary and Intermediate Persian, Modern Persian Fiction
Research Interests/Fields of Specialization: Syntax and morphology, Iranian linguistics
Recent Publications and Works in Progress: *River of Thoughts, Essays in Honor of Mohammad Reza Ghanoonparvar.* Co-editor with M.M. Khorrami. *(*to be published by Mazda Publishers, CA. 2014*).; Iranian Languages and Cultures, Essays in Honor of Gernot Ludwig Windfuhr.* Co-editor with M. R. Ghanoonparvar. Mazda Publishers, CA 2012.

AHUVIA, AARON, Professor, School of Management and School of Art and Design, Tenured
Education: Ph.D., Northwestern University, 1993 B.A., University of Michigan, 1985.
Academic Experience: 1999-present Professor of Marketing, University of Michigan; 2001-2009 Director of International Programing for Europe and Emerging Markets, University of Michigan-Dearborn;1993-1999 Assistant Professor of Marketing, University of Michigan-Ann Arbor; 2008-present Research Expert on Happiness, Marketing and Consumer Behavior for Project+ (an interdisciplinary collaboratory funded by the French American Charitable Trust).; 2007-present Professor, School of Art & Design, University of Michigan, Ann Arbor.
Overseas Experience: Morocco, Israel, Jordan, Kazakhstan, Yemen, and Libya. Invited speaking tour Morocco organized by the US State Department; Principal Investigator on the $300,000 grant, *Strengthening Business and Economics Education in Libya*, funded by the U.S. governments Middle East Policy Initiative (MEPI), 2006 – 2009; Principal Investigator on the $250,000 grant, *Partnership for Growth in Yemen*, funded by the U.S. Department of State, 2006-2007.
Time devoted to Middle Eastern and North African Studies: 10%
Area Courses Taught: Social Marketing and Marketing Topics
Research Interests/Fields of Specialization: Primary Topics in Applied Research in Marketing: Brand Love, Consumer Psychology, Branding, Marketing Strategy, and Customer Satisfaction; Social Marketing
Recent Publications and Works in Progress: "Mosque-Based Emotional Support Among Young Muslim Americans," lead article in *Review of Religious Research*, 55:535-555.; Batra, R., A. Ahuvia and R. Bagozzi (2012) "Brand Love," *Journal of Marketing,* 76, 1-16.; Ahuvia, A. (2012) "Wealth, Consumption and Happiness," in *The Cambridge Handbook of Psychology and Economic Behaviour*, ed. Alan Lewis, Cambridge University Press, 199-226.; Ahuvia, A. (2012), "The Social Marketing of Peace: Grassroots Movements, US Foreign Policy and the Israeli-Palestinian Conflict," *Israel Affairs*, 18(1), 54-73.; Ahuvia, A. and E. Izberk-Bilgin (2011)
Academic Distinctions: Awarded the first US government grant project in Libya since the lifting of sanctions. His teaching and scholarship have been recognized at the University of Michigan-Dearborn, where he was the winner of the 2007 Distinguished Research Award and was named the 2001 Faculty Member of the Year.

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

COLE, JUAN R. I. Richard P. Mitchell Collegiate Professor of History, Tenured
Education: BA, Northwestern University, 1975; MA, American University in Cairo, 1978; PhD, UCLA, 1984
Academic Experience: Assistant Professor, Department of History, University of Michigan, 1984-90; Associate Professor, Department of History, University of Michigan, 1990-1995; Director, Center for Middle Eastern & North African Studies, University of Michigan, 1992-95; Professor of History, University of Michigan, 1995-present; Editor, International Journal of Middle East Studies, 1999-2004.
Overseas Experience: Egypt; Lebanon; India; Pakistan; Jordan; Turkey; Tunisia; Syria; Iran; Morocco, Yemen, Qatar, Bahrain, Israel, Kuwait, Libya, United Arab Emirates, Uzbekistan, Bangladesh, Senegal, Gambia.
Foreign Language(s) with Proficiency: Arabic-5, Persian-4; Urdu-4; French-4; Reading Knowledge of Ottoman Turkish; German, Spanish.
Time Devoted to Middle Eastern and North African Studies: 75%
Area Courses Taught: History Colloquium: The Arab Spring, Introduction to the Study of the Modern Middle East; Modern Middle Eastern History, 1800-Present; ,America and Middle Eastern Wars, Selected Topics in Near and Middle Eastern Studies:, Proseminar on the Arab World, Seminar in Modern Near Eastern History
Research Interests/Field of Specialization: Modern Middle East; Muslim South Asia; Social and Intellectual History.
Recent Publications: *The New Arabs: How the Millennial Generation is Changing the Middle East* (New York: Simon and Schuster, July 1 2014).; "Egypt's Modern Revolutions and the Fall of Mubarak," in F. Gerges, ed., *The New Middle East: Protest and Revolution in the Arab World* (Cambridge: Cambridge University Press, 2014), pp. 60-79; " US Middle East Policy in Obama's Second Term," *Emirates Lecture Series* (Abu Dhabi, UAE: Emirates Center for Strategic Studies and Research, Fall 2013), 41 pp.; "Rescuing Omar Khayyam from the Victorians," *Michigan Quarterly Review* vol. 52, no. 2 (Spring, 2013), pp. 169-181; "'Democratisation,' religious extremism, fragile states, and insurgencies: Bush's legacies to Obama and the challenges ahead," in Shahram Akbarzadeh, et al., eds. *American Democracy Promotion in the Changing Middle East: From Bush to Obama* (London: Routledge, 2012), pp. 9-26; "Iraq in 1939: British Alliance or Nationalist Neutrality toward the Axis?" *Britain and the World*. Volume 5, No. 2 (2012):204-222
Distinctions: 2006 President, Middle East Studies Association; 2005, James Aronson Award for Social Justice Journalism, Hunter College; Award for Research in Turkey, May 1999, International Institute, UM; Research Excellence Award, College of LSA, UM, 1997.
Administrative Experience: Director, Center for Middle Eastern and North African Studies, 1992-1995; 2012-17; Associate Chair, History: 2004-2006; Director, Center for South Asian Studies, 2009-2012.
Number of Dissertations/Theses chaired in past 5 years: 3/3

Name/Title	Degree/Institution	Time Devoted to Program
Amber Blomquist, Program Manager	BA Political Science, Western Michigan University MA Southeast Asian Studies, University of Michigan	100%
Gloria Caudill, Unit Administrator		20%
Nancy Becker, Academic Services Secretary Intermediate	BA Education, Western Michigan University	20%

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

Department of Political Science
Zvi Gitelman, Professor (T) 25%..... II-20
Mark Tessler, Professor (T) 100%..... II-45
Pauline Jones-Luong (T) 50%..... II-27

School of Public Health
Mark L. Wilson, Professor (T) 10%..... II-51

Gerald R. Ford School of Public Policy
John Ciorciari, Assistant Professor (TT) 20%..... II-13
Melvyn Levitsky, Professor of International Policy and Practice (NT) 25%..... II-30
Susan Waltz, Professor (T) 50%..... II-48

Department of Romance Languages and Literature
Jarrod Hayes, Professor of French (T) 25%..... II-25
Karla Mallette, Professor of Italian (T) 50%..... II-31
Ryan Sziepch, Associate Professor of Spanish (TT) 80%..... II-44

Department of Sociology
Fatma Müge Göçek, Associate Professor (T) 80%..... II-21
Arland Thornton, Professor (also Institute for Social Research) (T) 25%..... II-46

Women's Studies Program
Amal H. Fadlalla, Associate Professor (T) 50%..... II-16
Ruth Tsoffar, Associate Professor (T) 100%..... II-47

LIBRARY STAFF..... II-52

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

Ian Moyer, Associate Professor (T) 75%..... II-34
Rachel Neis, Associate Professor (T) 100%..... II-35
Douglas Northrop, Associate Professor (T) 50%..... II-36
Melanie Tanielian, Assistant Professor (TT) 100%..... II-44
Rudolph Ware, Assistant Professor (TT) 50%..... II-49

Department of History of Art
Christiane Gruber, Associate Professor of Islamic Art (T) 100%..... II-21
Margaret C. Root, Professor (T) 100%..... II-39

School of Law
Monica Hakimi, Professor (T) 10%..... II-24

Program in Linguistics
Jeffrey G. Heath, Professor (T) 25%..... II-25

School of Medicine
Sofia Merajver, Professor (T) 35%..... II-32

School of Music, Theatre, & Dance
Meilu Ho, Assistant Professor (TT) 25%..... II-26

Department of Near Eastern Studies
Behrad Aghaei, Lecturer of Persian Language (NT) 100%..... II-5
Mohammad Alhawary, Associate Professor (T) 100%..... II-6
Samer Mady Ali, Associate Professor (TT) 100%..... II-6
Wijdan Al-Sayegh, Lecturer (NT) 100%..... II-7
Kathryn Babayan, Associate Professor (T) 100%..... II-9
Kevork Bardakjian, Professor of Armenian Languages and Literatures (T) 100%..... II-9
Carol Bardenstein, Associate Profesor (T) 100%..... II-10
Maya Barziali, Assistant Professor (TT) 100%..... II-11
Gary Beckman, Professor (T) 100%..... II-11
Gabriele Boccaccini, Professor (T) 100%..... II-12
Michael Bonner, Professor (T) 100%..... II-13
H. Erdem Çipa, Assistant Professor (TT) 100%..... II-14
Milka Eliav, Lecturer of Hebrew Language (NT) 100%..... II-15
Yaron Eliav, Associate Professor (T) 100%..... II-16
Marjorie Fisher, Assistant Professor (NT) 100%..... II-18
Elliot K. Ginsburg, Associate Professor (T) 100%..... II-20
Gottfried Hagen, Associate Professor of Turkish Language and Culture (T) 100%..... II-23
Alexander Knysh, Professor, (T) 50%..... II-28
Doron Lamm, Lecturer of Hebrew Language (NT) 100%..... II-29
Trevor J. LeGassick. Professor (T) 100%..... II-29
Piotr Michalowski, Professor (T) 100%..... II-33
Ellen Muehlberger, Assistant Professor (TT) 100%..... II-25
Shachar Pinsker, Associate Professor (TT) 100%..... II-37
Janet Richards, Professor, Curator (T) 50%..... II-38
Ilan Rosenberg, Lecturer of Hebrew (NT) 100%..... II-39
Brian Schmidt, Associate Professor (T) 100%..... II-40
Nilay Sevinc, Lecturer of Turkish Language (NT) 100%..... II-41
Paula Weizman, Lecturer of Hebrew (NT) 100%..... II-49
Terry G. Wilfong, Professor (T) 50%..... II-50

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

APPENDIX II: FACULTY & STAFF BIOGRAPHICAL INFORMATION

ADMINISTRATIVE STAFF

		Page
Juan R. I. Cole	Director	II-4
Amber Blomquist	Program Manager	II-4
Gloria Caudill	Unit Administrator	II-4
Nancy Becker	Academic Services Secretary Intermediate	II-4

CENTER FACULTY

The following is a list of center faculty by disciplines, with current rank and tenure status (T = tenured; TT = tenure track; NT = non-tenure track; L = limited term contract; V = non-tenure track visitor). The percentage of time devoted to Middle Eastern and North African area teaching, research, and student advising follows the tenure status abbreviation.

Program in American Culture
Evelyn Alsultany, Associate Professor (TT) 50% II-8
Rima Hassouneh, Lecturer (NT) 100% II-24

Department of Anthropology
Kent V. Flannery, Professor (T) 10% II-19
Andrew Shryock, Professor (T) 100% II-43
Robert Whallon, Professor (T) 35% II-50
Henry T. Wright, Professor (T) 50% II-51

Penny W. Stamps School of Art and Design
Aaron Ahuvia, Professor (T) 10% II-5

Stephen M. Ross School of Business|
Khalid A. Al-Naif (T) 50% II-7
Norman Bishara, Assistant Professor (TT) 10% II-12
Nejat Seyhun, Professor (T) 15% II-41

Department of Classical Studies
Paolo Asso, Assistant Professor (TT) 50% II-8
Benjamin Fortson, Associate Professor (T) 15% II-19
Sharon Herbert, Professor (T) 25% II-26
Lisa Nevett, Professor (T) 33% II-36
Christopher Ratte, Professor, Director of Kelsey Museum of Archaeology (T) 100% II-37
Arthur Verhoogt, Professor (T) 50% II-48

Program in Comparative Literature
Anton Shammas, Professor (T) 50% II-42
Frieda Ekotto, Professor of French and Francophone Studies (T) 25% II-15

Department of English
Khaled Mattawa, Associate Professor (T) 50% II-32

Department of History
Joshua Cole, Associate Professor (T) 50% II-14
Juan R.I. Cole, Associate Professor (T) 50% II-4
Hussein Fancy, Assistant Professor (TT) 50% II-17
John V.A. Fine, Professor (T) 50% II-18
Rudi Paul Lindner, Professor (T) 100% II-30

Foreign Language(s) with Proficiency: *(1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)*

APPENDIX III
Objectives for Proposed NRC and FLAS Projects, FY 2014-2017
Project-Specific Performance Measure Forms

Project Goal Statement: Enhance MENA area studies capacity at University of Puerto Rico Rio Piedras, Midwest and national community colleges, K-12 educators, and pre-service education students by disseminating MENA area studies resources, providing professional development workshops and curriculum development opportunities to said institutions and educators.	
Performance Measures: 1. Increase by 25% courses: a) taught by K-16 educators (participating in professional curriculum development workshops) in Puerto Rico; and b) by UPR faculty, into which MENA area studies materials are incorporated by the end of the grant as compared to baseline data.	**Activities:** 1. Participate in annual professional and curriculum development workshop for K-16 educators at UPR to provide MENA area studies resources and information. 2. Review current MENA library holdings at UPR & purchase new acquisitions. 3. Create web resource for MENA area studies materials in English and Spanish for curriculum development. *See narrative pp. 30-31 for details.*
2. Increase MENA content in Midwest and national community colleges courses in at least 4 courses by the end of the grant.	1. Encourage incorporation of MENA materials into community college courses. 2. Co-sponsor one annual curriculum development workshop for a national consortium of community colleges. 3. Provide funding for 6 community college instructors to visit UM for research on the MENA region to incorporate into their curriculum; post created curriculum lessons/units on the Center website for broader outreach. *See narrative pp. 36-37 for details.*
3. Increase by 10%, compared to immediately preceding surveys, the number of K-12 teachers attending WHaLI workshops & world music courses who report in follow-up surveys that they have incorporated workshop/ course content in their teaching one year later.	1. Organize twice-yearly professional development WHaLI workshops to provide MENA resources and information for K-12 teachers and pre-service education students. 2. Create web resource for MENA area studies materials and world history and literature pedagogy materials. *See narrative pp. 26-29 for details.* 3. Offer world music course with MENA content in Years 1 & 3. *See narrative p. 32 for details.*

Project Goal Statement: Increase the supply and diversity of University of Michigan graduates and FLAS Fellowship recipients with MENA language and area studies expertise to meet national needs.	
Performance Measures: 1. Increase by 10% the number of qualified applicants to MENA graduate degree programs and for FLAS Fellowships from non-traditional and underrepresented socioeconomic backgrounds compared to Year 1 baseline data.	**Activities:** 1. Increase advertising of MENAS graduate programs & FLAS Fellowships on-campus, including targeted advertising to STEM and professional school students. 2. Increase advertising of MENAS graduate programs to relevant departments (history, social science, & foreign language) & advising & career units at MSIs & other post-secondary institutions with significant percentages of minority students. *See narrative p. 41 for details*
2. Increase by 5% the number of UM graduate-level graduates & FLAS Fellowship recipients working in government, business, education, and non-profit sectors as compared to the Fall 2013 alumni(ae)/FLAS recipient survey data.	1. Organize annual events featuring UM Diplomat-in-Residence and MENAS MA and other alumni(ae) in USED-identified national need sectors. 2. Disseminate information about International Career Pathway events, other international career information sessions, & recruiter visits (e.g. NSA, CIA). *See narrative pp.42-45 for details.*
3. Increase by 5% the number of UM-graduate-level graduates and FLAS Fellowship reporting in 2017 that use MENA language and area study skills in their current positions as compared to Fall 2014 CMENAS alumni (ae)/FLAS recipient survey baseline data.	1. Track jobs of CMENAS graduates for annual IRIS reports & graduate-level CMENAS alumni(ae) & FLAS recipients via quadrennial alumni(ae) survey. *See narrative p.41 for details.*

Project Goal Statement: Increase scholarly collaboration and information flow on the MENA region.	
Performance Measures: 1. Increase the number of opportunities faculty and students have to conduct research, attend conferences, and design courses. (Baseline to be set in year 1 of grant).	**Activities:** 1. Provide supplemental funding for travel to conferences, to conduct research, and design courses. *See narrative pp. 34-35 for details.*
1. Increase the number of opportunities students have to work with and speak with our domestic and international guest lecturers (baseline to be set in year 1 of grant).	2. Invite international guest lecturers to participate in our fall and spring panels, as well as MENAS 493. *See narrative p. 24 for details.* 3. Organize informal meetings for the students and guests to network and work together. *See narrative pp. 35-36 for details.*
3. Increase the amount of collaboration between the Center and MENA student groups on campus.	1. Encourage international student groups on campus to be participants in CMENAS activities. 2. Provide support for student groups to conduct conferences, panels, lectures, etc. *See narrative pp. 35-36 for details.*

MIDWEST INSTITUTE for
International & Intercultural Education

P.O. Box 325
Oshtemo, Michigan 49077

June 8, 2014

Amber Blomquist, Program Manager
Center for Middle Eastern & N. African Studies
University of Michigan
1080 S. University, Suite 3603
Ann Arbor, MI 48109-1106

Dear Amber:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIIE) for your Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting:

1. Organize several week-long workshops for community college faculty to develop curriculum modules for course-infusion.
2. Participation in the annual conferences of MIIIE.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo S. Sypris

Theo Sypris, Director

Universidad de
Puerto Rico

June 17, 2014

Recinto de
Río Piedras

Prof. Ken Kollman, Director
International Institute
University of Michigan
1080 S. University Ave., Suite 2660
Ann Arbor, MI 48109-1106

Dear Prof. Kollman:

I am writing to confirm our participation in the teacher training/outreach initiative, "University of Puerto Rico (UPR-Rio Piedras)-University of Michigan (UM) Partnership—Cross-Center Collaboration in Area Studies," proposed in the Title VI grant proposals of 7 units at the International Institute. This partnership promises to strengthen area-studies capacities in our university and K-12 communities at large.

We are delighted to collaborate in the curriculum and professional development activities that we have developed together with UM faculty and staff, and we look forward to continue working closely with UM's National Resource Centers over the next four years. This partnership provides invaluable opportunities to internationalize our curriculum to better serve our students and the broader K-12 community, exchange ideas, and strengthen linkages with the University of Michigan.

If you need any other information, please do not hesitate to contact me. I can be reached at 787-760-0000, extension 2178.

Sincerely,

Aurora Lauzardo, PhD
Acting Dean

Decanato de
Estudios Graduados
e Investigación

PO Box 21790
San Juan PR
00931-1790

787-764-0000
Exts. 2515 / 3617
Fax 787-763-6011

Correo electrónico:
misdegi@uprrp.edu

Página electrónica:
http://graduados.uprrp.edu

Patrono con Igualdad de Oportunidades en el Empleo M/M/V/I

LSA COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS
UNIVERSITY OF MICHIGAN

Susan A. Gelman, Interim Dean
Heinz Werner Distinguished University Professor
Professor of Psychology

June 23, 2014

United States Department of Education
International and Foreign Language Education
1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI program from the Center for Middle Eastern and North African Studies (CMENAS) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of the Middle East and North Africa.

Our college of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, administrative support for CMENAS, funding for language lecturers, and salaries for our outstanding faculty in Middle Eastern and North African Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and for the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,

Susan A. Gelman
Heinz Werner Distinguished University Professor
Professor of Psychology
Interim Dean, College of Literature, Science, and the Arts

INFORMATION TO ADDRESS SECTION 427 OF GEPA

University of Michigan Nondiscrimination Statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817. Please also refer to pp. 39-40 in the narrative.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY2014-2017

Africa	
Canada	
East Asia	
International	
Latin America & Caribbean	
Middle East	x
Pacific Islands	
Russia / Eastern Europe / Eurasia	
South Asia	
Southeast Asia	
Western Europe / Europe	
Other (specify) _____	

APPLICATION TYPE

Comprehensive NRC and FLAS	X
Undergraduate NRC and FLAS	
Comprehensive NRC only	
Undergraduate NRC only	
FLAS only	

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
Arabic	Y
Persian	Y
Turkish	Y
Hebrew	Y
Armenian	Y
Uzbek	Y

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; *and*

The University of Michigan Center for Middle Eastern and North African Studies has long been committed to presenting diverse perspectives and a wide range of views. The Center has consistently sought to provide information and stimulate informed discourse and debate on important issues about which there may be competing scholarly and/or political tendencies. We do not believe that every Center activity dealing with a potentially controversial subject can, or should, present all relevant viewpoints, since individual programs may be more limited. We are, however, committed to not allowing a single perspective or viewpoint take primacy in all or a disproportionate number of activities. This commitment to diversity guides not only academic and public outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on MENA. It reflects a concern for basic fairness, but beyond that, a fundamental belief of the Center and the University that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and the enduring values of good citizenship.

During the FY2014-17 NRC and FLAS funding cycle, CMENAS will employ procedures that have served it well in the past to assure that grant-supported activities reflect diverse

perspectives. Decisions about programming on potentially controversial topics may be reviewed by the CMENAS Executive Committee, which is composed of faculty members from a range of disciplines who, collectively, incorporate diverse perspectives about important issues related to the study of MENA. When appropriate, input will also be sought from other faculty members and/or other centers or institutes with expertise pertaining to the activities being planned.

As part of the Center's comprehensive evaluation plan (Narr., pp. 40-42), exit surveys of individual programs (e.g., teacher training workshops) and annual audience surveys will include questions about coverage of diverse perspectives. To the extent that a particular program does not present diverse perspectives, whether by design or not, this feedback will be considered when planning other programs for the purpose of ensuring that diversity is achieved in relevant programs over the course of the semester or academic year. The Center's website includes a comment form so that interested parties can provide feedback to the Director and Executive Committee at any time. If, in rare instances, legitimate concerns are raised about the diversity of Center programming related to a particularly controversial subject, assessments, and if appropriate recommendations, will be sought from qualified MENA specialists both within and outside the University.

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.

During the FY2014-1 NRC and FLAS funding cycle, the University of Michigan and its Center for Middle Eastern and North African Studies will extend a strong record of placing graduates and FLAS Fellowship recipients in positions in government service, education, business, and nonprofit sectors (Narr., pp. 41-43). We will continue to encourage government service in areas of national need, as defined by the US Department of Education, and in areas of need in education, business, and nonprofit sectors by:

1) giving priority to support of MENA LCTLs and strengthening UM capacities in Middle East, North African and Central Eurasian studies in our NRC funding requests (Narr., pp. 34-39) and award of FLAS Fellowships (pp. 43-46);
2) advising students and disseminating job announcements about careers in areas of need (Narr., p. 7-8);
3) collaborating with other UM units on events such as the annual International Opportunities Fair that include recruiters from government agencies and on other presentations on careers in areas of need (Narr., p. 7);
4) continuing efforts to recruit Foreign Area Officers (Narr., p. 7) and to involve UM's Military Officer Education Programs (ROTC) in Center/MENA activities by sending information about MENA LCTL and areas studies courses and public events; and
5) posting links to the US Department of Education's reports on "Consultations with Federal Agencies on Areas of National Need" on the Center's website and blog.

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:

University of Michigan Center for Middle Eastern and North African Studies

Name/Title of Authorized Representative (Printed):

Title: Stacey Althouse

Telephone: (734) 936-1361

Signature: Stacey E Althouse

E-mail: stacealt@umich.edu

Date: 06/23/2014

OMB Number: 4040-0007
Expiration Date: 06/30/2014

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.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Stacy Brown	Project Representative
APPLICANT ORGANIZATION	DATE SUBMITTED
The Regents of the University of Michigan	10/25/2014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Close Form | Print Page | About

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Regents of the University of Michigan

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Stacey | Middle Name:

* Last Name: Althouse | Suffix: | * Title: Project Representative

* SIGNATURE: [signature] | * DATE: 6/25/2014

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract	☐ a. bid/offer/application	☒ a. initial filing
☒ b. grant	☒ b. initial award	☐ b. material change
☐ c. cooperative agreement	☐ c. post-award	
☐ d. loan		
☐ e. loan guarantee		
☐ f. loan insurance		

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

*Name
*Street 1 Street 2
*City State Zip
Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

7. * Federal Program Name/Description:

CFDA Number, *if applicable:*

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix *First Name Middle Name
*Last Name Suffix
*Street 1 Street 2
*City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix *First Name Middle Name
*Last Name Suffix
*Street 1 Street 2
*City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*Signature: Completed on submission to Grants.gov Stacey Althouse

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

Title: Project Representative Telephone No.: 731-936-1361 Date: Completed on submission to Grants.gov

d25b14

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