

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 # P015A140118 P015B140118

Univ of North Carolina at Chapel Hill

Duke-UNC Consortium for Middle East Studies



**Title VI Application
for a
Comprehensive National Resource Center (NRC)
and Foreign Language and Area Studies Fellowships (FLAS)
2014-2018**

**U.S. Department of Education
Office of International Education
International Education Programs Service
National Resource Centers Program
CFDA No. 84.015 A & B**

June 27, 2014

ORIGINAL

Application for Federal Assistance SF-424		
* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify):
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	
* 3. Date Received:	4. Applicant Identifier:	
N/A	N/A	
5a. Federal Entity Identifier:	5b. Federal Award Identifier:	
N/A	N/A	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
N/A	N/A	
8. APPLICANT INFORMATION:		
* a. Legal Name: The University of North Carolina at Chapel Hill		
* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:	
56-6001393	608195277	
* d. Address:		
* Street1:	104 Airport Dr, Suite 2200, CB 1350	
Street2:		
* City:	Chapel Hill	
County/Parish:	Orange	
* State:	NC	
Province:		
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	27599-1350	
* e. Organizational Unit:		
Department Name:	Division Name:	
Middle East Center	Arts & Sciences	
* f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	Charles
Middle Name:		
* Last Name:	Kurzman	
Suffix:		
Title:		
Organizational Affiliation:		
The University of North Carolina at Chapel Hill		
* Telephone Number:	Fax Number:	919-843-2102
919-962-1007		
* Email: kurzman@unc.edu		

Application for Federal Assistance SF-424

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

H. Public/State Controlled Institute 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 and Foreign Language and Studies Fellowships Programs

* 12. Funding Opportunity Number:

053014-001 and 053014-002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs.

13. Competition Identification Number:

84.015A and 84.015B

Title:

NRC and FLAS

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

N/A

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Duke-UNC Consortium for Middle East Studies Proposal for a Comprehensive National Resource Centers and Foreign Language and Area Studies Fellowships

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 **NC-004**

* b. Program/Project **NC-004**

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: **08/15/14**

* b. End Date: **08/14/18**

18. Estimated Funding (\$):

* a. Federal	\$635,055
* b. Applicant	0
* c. State	0
* d. Local	0
* e. Other	0
* f. Program Income	0
* g. TOTAL	\$635,055

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

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

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

Yes No

If "Yes", provide explanation and attach

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: * First Name: **Barbara**

Middle Name:

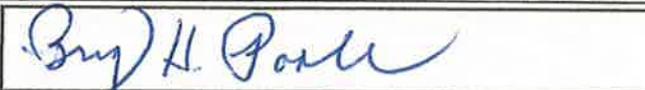
* Last Name: **Entwisle**

Suffix:

* Title: **Vice Chancellor for Research**

* Telephone Number: **919-966-3411/12** Fax Number: **919-966-3352/5011**

* Email: **resadminosr@unc.edu**

* Signature of Authorized Representative: 

* Date Signed: **6/24/14**

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Charles		Kurzman	

Address:

Street1:	3025 Fed Ex Global Education Center
Street2:	301 Pittsboro St, CB 7582
City:	Chapel Hill
County:	Orange
State:	NC
Zip Code:	27599-7582
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
919-967-1007	919-843-2102

Email Address:

kurzman@unc.edu

2. Novice Applicant:

Are you 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 Not applicable to this program

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) #:

--

No Provide Assurance #, 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.

	Add Attachment	Delete Attachment	View Attachment
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Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): [Dropdown] * Other (Specify): [Text]
---	---	--

* 3. Date Received: N/A	4. Applicant Identifier: [Text]
-----------------------------------	---

5a. Federal Entity Identifier: [Text]	5b. Federal Award Identifier: [Text]
---	--

State Use Only:

6. Date Received by State: [Text]	7. State Application Identifier: [Text]
--	--

8. APPLICANT INFORMATION:

* a. Legal Name: DUKE UNIVERSITY

* b. Employer/Taxpayer Identification Number (EIN/TIN): 56 053 2129	* c. Organizational DUNS: 044387793
---	---

d. Address:

* Street1: C/O OFFICE OF RESEARCH SUPPORT
Street2: 2200 W. MAIN ST., STE 710
* City: DURHAM
County/Parish: [Text]
* State: NC: North Carolina
Province: [Text]
* Country: USA: UNITED STATES
* Zip / Postal Code: 27705-4677

e. Organizational Unit:

Department Name: MIDDLE EAST STUDIES CENTER	Division Name: PROVOST
--	-------------------------------

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

Prefix: [Dropdown]	* First Name: GILBERT
Middle Name: [Text]	
* Last Name: MERKX	
Suffix: [Dropdown]	

Title: DIRECTOR

Organizational Affiliation: OFFICE OF AREA STUDIES AND INTERNATIONAL STUDIES

* Telephone Number: 919-684-5830	Fax Number: [Text]
---	---------------------------

* Email: gilbert.merkx@duke.edu
--

Application for Federal Assistance SF-424

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

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

US DEPARTMENT OF EDUCATION

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

053014-001 AND 053014-002

*** Title:**

NATIONAL RESOURCE CENTERS AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAMS

13. Competition Identification Number:

84.015A AND 84.015B

Title:

NRC & FLAS

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

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

DUKE-UNC CONSORTIUM FOR MIDDLE EAST STUDIES PROPOSAL FOR A COMPREHENSIVE NATIONAL RESOURCE CENTER AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	\$112,640
* b. Applicant	00
* c. State	00
* d. Local	00
* e. Other	00
* f. Program Income	00
* g. TOTAL	\$112,640

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

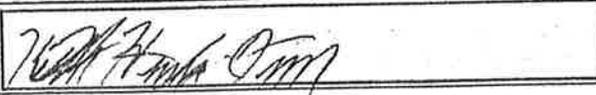
Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	miriam		cooke	

Address:

Street1:	123 Franklin Center, Box 90401
Street2:	2204 Erwin Road
City:	Durham
County:	
State:	North Carolina
Zip Code:	27708-0402
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
919-684-5830	

Email Address:
mcw@duke.edu

2. Novice Applicant:

Are you 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 Not applicable to this program

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) #:

No Provide Assurance #, 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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number:
Expiration Date:

The Duke-UNC Consortium for Middle East 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	79,613	77,290	74,018	73,799		304,720
2. Fringe Benefits	19,075	21,441	21,434	21,444		83,394
3. Travel	10,500	3,000	8,500	6,000		28,000
4. Equipment	0	0	0	0		0
5. Supplies	15,660	8,160	8,160	8,160		40,140
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	140,810	158,852	153,331	155,747		608,740
9. Total Direct Costs (lines 1-8)	265,658	268,743	265,443	265,150		1,064,994
10. Indirect Costs*	15,397	11,046	10,457	9,920		46,820
11. Training Stipends	354,000	354,000	354,000	354,000		1,416,000
12. Total Costs (lines 9-11)	635,055	633,789	629,900	629,070		2,527,814

***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? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06 / 30 / 2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is %

(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 Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

The Duke-UNC Consortium for Middle East 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 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)	N/A	N/A	N/A	N/A	N/A	N/A

SECTION C – BUDGET NARRATIVE (see instructions)

Duke-UNC Consortium for Middle East Studies

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Duke-UNC Consortium for Middle East Studies

Abbreviations

			
Duke-UNC Consortium for Middle East Studies	Duke University	The University of North Carolina at Chapel Hill	North Carolina Central University
The Consortium	Duke	UNC	NCCU

The Duke-UNC Consortium for Middle East Studies, a collaboration between the Duke University Middle East Studies Center and the Carolina Center for the Study of the Middle East and Muslim Civilizations, seeks Department of Education support for a Comprehensive National Resource Center in Middle East studies and 80 Foreign Language and Area Studies awards over the four-year cycle of the Title VI NRC/FLAS program.

The mission of the Consortium is to deepen understanding of the Middle East among students at Duke and UNC, among K-12 schools and community college instructors throughout North Carolina and the Southeast region, and among the general public, both locally and nationally. The Consortium also aims to provide leadership in Middle East studies through high-quality research, professional association activities, cross-regional scholarly collaborations, and institutional linkages with universities in the Middle East.

The Consortium, founded in 2005, builds on decades of collaboration between Duke and UNC in the field of Middle East studies, including joint research projects, coordinated event programming, joint course development, free cross-campus enrollment, and extensive cross-campus membership on search committees and thesis committees. Duke and UNC have committed significant resources to this partnership. Since receiving Title VI support in 2010, the Consortium's core faculty in Middle East studies has grown from 53 to 80 faculty members. Consortium faculty include two current or recent board members of the Middle East Studies Association, four leaders of national professional associations, and the incoming editors of the *Journal of Middle East Women's Studies*. In 2011, the Consortium inaugurated a joint Duke-UNC graduate certificate in Middle East studies.

The Consortium has leveraged Title VI support to win additional funding, both internal and external, to build Middle East studies at Duke and UNC, including significant grants from the Carnegie Corporation of New York, Institute of Museum and Library Services, Mellon Foundation, Social Science Research Council, and other sources. Over the next four years, the Consortium plans further growth, with a focus on three areas:

1. Integrated language instruction across the two campuses in Persian and Turkish, with a new lectureship position in Turkish shared by Duke and UNC and a new tenure-track faculty position in Persian at UNC.
2. Curricular development at the undergraduate and graduate levels. Building on the great variety of faculty expertise on both campuses, the Consortium plans to build capstone courses at the undergraduate level and additional interdisciplinary seminars at the graduate level.
3. Broadening access to Middle East studies by historically underrepresented groups, including racial and ethnic minorities, first-generation college students, and students who demonstrate financial need, through collaboration with units across Duke and UNC and the introduction of an Arabic program at North Carolina Central University, the oldest public liberal arts college for African-Americans in the country.

Duke-UNC Consortium for Middle East Studies

Project Narrative

Narrative Section 1. Commitment to the Subject Area

Duke University and the University of North Carolina at Chapel Hill share more than half a century of experience in Middle East studies. In recent years, administrative support, faculty initiative, and student interest have generated exponential growth in Middle East studies on the two campuses, resulting in a program unrivaled regionally and competitive with distinguished national programs. Since receiving its first Title VI award four years ago, the Duke-UNC Consortium for Middle East Studies has added 27 core faculty positions, including a tenure-track position in Arabic and a lectureship in Persian that were seeded with Title VI support.

Despite budget pressures, the Consortium has achieved many of the goals set out in its application four years ago, leveraging Title VI funding to obtain support from Duke, UNC, and external sources. We plan to build on these successes, including the establishment of a joint

Table 1.1. Highlights of Duke-UNC Middle East Studies Collaboration

Table 1.1. Highlights of Duke-UNC Middle East Studies Collaboration	
	
Co-taught courses in Islamic Civilizations, 1971-2000	
Jointly developed American Council of Learned Societies Islamic History Teaching Materials Project, 1977-1986	
Founded and organized Middle East Studies Association Film Festival, 1983-2002	
Hosted Annual Meeting of the Middle East Studies Association, 1993	
Carolina Seminar in Comparative Islamic Studies, 1994-present: joint faculty-student lecture and discussion series	
Jointly organized conferences on "The Global Middle East," "Marketing Muslim Women," etc., 2000-present	
Triangle Center for Middle East Studies, 2005 (now known as the Duke-UNC Consortium for Middle East Studies)	
Annual Graduate Student Islamic Studies Research Conference, 2005-present	
Coordinated Middle East library collection development plan, 2007-present	
Duke-UNC Graduate Certificate in Middle East Studies, 2011-present	
Transcultural Islam Project and IslamiCommentary partnership, 2011-present	
Co-led Study Abroad in Turkey, 2012-present	
Integrated language instruction in Persian and Turkish, planning beginning in 2013	
Joint editorship of the <i>Journal of Middle East Women's Studies</i> , 2014-2017	

Duke-UNC Graduate Certificate in Middle East Studies (Narrative Section 2); the growth of language instruction, including pedagogical training for instructors and new courses on Arabic dialects and writing-intensive Arabic (Narrative Section 4); new outreach programs for K-12 teachers, community college instructors, and social media audiences (Narrative Section 7); expanded Study Abroad programs in the Middle East (Narrative Section 2); and the incorporation of evaluation into the Consortium's programs (Narrative Section 9).

After a period of major investments in Middle East studies, the Consortium's goal is now to consolidate these gains and broaden access and coordination across campuses and programs, based on our ongoing evaluations (Narrative Section 9). The Consortium has set three priority areas for growth:

1. Integrated language instruction across the two campuses in Persian and Turkish. As part of this effort, Duke and UNC have agreed to match Title VI support for a lectureship in Turkish, with teaching responsibilities on both campuses; UNC is raising private funds for an additional faculty position in Persian to support a coordinated cross-campus Persian language program, with a small Title VI contribution that declines over time (Narrative Section 4).
2. Curricular development at the undergraduate and graduate levels. Building on the wealth of faculty expertise on both campuses, the Consortium will work with departments to develop capstone courses at the undergraduate level and additional interdisciplinary seminars at the graduate level (Narrative Sections 2 and 3).
3. Broadening access to Middle East studies by historically underrepresented groups, including racial and ethnic minorities, first-generation college students, and students who demonstrate financial need, through collaboration with units across Duke and UNC and the introduction of an Arabic program at North Carolina Central University, the oldest public liberal arts college for African-Americans in the country (Narrative Sections 2, 3, 4, and 7; **NRC Competitive Preference Priority 1**).

The Duke-UNC Consortium for Middle East Studies is well-situated to achieve these goals, given its leadership in national organizations, its award-winning faculty (Narrative Section 6), and its innovative approach to Middle East studies, promoting comprehensive coverage of the

societies and languages of the region while incorporating cross-regional perspectives. The Consortium has led discussion of cross-regional perspectives for the Middle East Studies Association, the Social Science Research Council, and other professional associations.

The Consortium is a pioneer in cross-campus collaboration, with extensive integration of Middle East studies at the two universities, including a joint graduate certificate program, coordinated library collections, co-taught and coordinated course offerings, and free cross-campus enrollment, as well as faculty searches, visiting scholars, and joint event planning, making good use of the Robertson Scholars shuttle-bus that runs the nine miles between the two campuses every half-hour. Research collaborations have culminated in jointly produced publications, including monographs, special issues of journals, and a book series at UNC Press, “Islamic Civilization and Muslim Networks,” with co-editors from each university.

1.A. For all applicants, to what extent does the institution provide financial and other support to the operation of the applicant’s center or program?

The Duke-UNC Consortium for Middle East Studies, led by Charles Kurzman of UNC, consists of a partnership between the Duke University Middle East Studies Center, led by miriam

Table 1.2. Institutional Support for Middle East Studies, 2013-2014			
Category	Duke	UNC	Duke UNC CMES
Core faculty	44	36	80
Affiliated faculty	22	27	49
Graduate students	34	41	75
Undergraduates	87	137	224
Courses offered	101	91	192
Course enrollment	1,315	5,229	6,554
Languages taught	7	6	8
Library volumes	131,026	78,405	209,431
Institutional linkages	14	14	28

cooke, and the Carolina Center for the Study of the Middle East and Muslim Civilizations, led by Carl Ernst. The Consortium staff includes full-time associate directors at UNC and Duke, a 75-percent-time program coordinator at

Duke, a joint outreach coordinator with program assistance responsibilities, a web editor, two

part-time budget managers at UNC -- where the Consortium is based for this Title VI cycle -- and a student assistant on each campus. The Consortium's seven-member faculty executive committee sets priorities, approves the budget, evaluates FLAS applications, and oversees the Consortium's operations. The Consortium defines its geographic region to include North Africa, the Levant, Arabia, Turkey, Iran, Afghanistan, and Pakistan.¹

Duke and UNC's commitment to Middle East studies remains strong despite current budget pressures (Table 1.3). The universities have taken on the two faculty positions initiated with Title VI seed funding in the last grant cycle, and they have agreed to match Title VI funding

Table 1.3. Institutional Financial Support for Middle East Studies, 2013-2014			
Category	Duke	UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	Duke UNC CMES
Faculty	\$5,873,654	\$3,245,008	\$9,118,662
Administration	\$152,767	\$232,919	\$385,686
Student support	\$3,517,164	\$4,096,376	\$7,614,540
Events	\$80,000	\$25,000	\$105,000
Library	\$666,059	\$386,655	\$1,052,714
Outreach	\$103,286	\$40,137	\$143,423
Total:	\$10,393,930	\$7,988,831	\$18,382,761

for a new joint lectureship in Turkish and to maintain or increase current levels of support for Consortium activities and programs (Budget Section A). In addition, the Consortium

is adding several new positions this year, in a highly competitive budget climate, including a third tenure-track professor position in Arabic at UNC and a new professor of Middle East and Islamic studies at Duke. UNC is raising private funds for a tenure-track position in Persian.

Internationalization is a priority in the academic plans of both Duke and UNC. The Consortium has benefited from the recent construction of the FedEx Global Education Center at UNC and major renovation of the John Hope Franklin Center at Duke, where the Consortium's offices are located. Both buildings combine offices, classrooms, meeting areas, and art exhibit

¹ Pakistan is included because of the historic and contemporary linguistic, cultural, and political ties that link Pakistan to Afghanistan, Iran, and the Arabian peninsula. The study of these linkages is a particular strength of the Consortium faculty. With approval from Title VI program officers, the Duke-UNC Consortium for Middle East Studies included Pakistan in the previous funding cycle. As a result of this inclusion, the Consortium offers FLAS awards in Urdu, addressing the **FLAS Invitational Priority** for languages used in South Asia.

spaces. These locations house all 10 of the campuses' Title VI centers, facilitating transregional and interdisciplinary collaborations. The Consortium is also committed to bridging divides within Middle East studies, especially concerning the Israel-Palestine conflict (see Supplemental Information on Diverse Perspectives and Wide Range of Views in Funded Activities).

Linkages with institutions abroad: Duke and UNC have supported Middle East studies through extensive linkages with institutions in the Middle East. In addition to Study Abroad agreements (Narrative Section 2.B), the Consortium has exchange agreements with 14 universities in the region, plus research and training partnerships with 14 others. In keeping with the **NRC Invitational Priority**, the Consortium's directors and staff will manage these linkages and facilitate additional linkages, in part through administrative travel to visit institutional partners and potential partners in the Middle East (Budget Section 3).

1.B. For FLAS applicants only, to what extent does the institution provide financial support to students in fields related to the applicant's teaching program?

Duke and UNC provide more than \$8 million in financial support for students in Middle East studies (Table 1.4), an increase of more than 30 percent since 2009-2010. At the graduate level, both institutions provide teaching assistantships and tuition remission for all doctoral students, amounting to more than \$2 million in 2013-2014. At the undergraduate level, both

Table 1.4. Institutional Financial Support for Students in Middle East Studies, 2013-2014			
Category	Duke	UNC	Duke UNC CMES
Teaching assistantships	\$897,057	\$656,000	\$1,555,057
Tuition remission	\$269,700	\$949,376	\$1,219,076
Financial aid	\$2,351,407	\$2,347,000	\$4,698,407
Merit scholarships	\$420,000	\$144,000	\$564,000
Total:	\$3,938,164	\$4,096,376	\$8,034,540

institutions are national leaders in providing financial aid. Duke has a need-blind admission policy for U.S. citizens and permanent residents; the

admissions office does not consider applicants' financial status or the ability of their family to

pay for a college education. Duke commits to provide 100 percent of a student's demonstrated financial need for all four years of the student's undergraduate education, and nearly half of Duke students receive financial aid grants averaging \$39,700 per year. For Duke's Middle East studies undergraduates, this amounts to more than \$2.3 million of support. In addition, Duke offers a half-dozen merit scholarships that the Middle East program's high-quality students have had disproportionate success in winning in recent years. UNC was the first major public university in the U.S. to guarantee debt-free financial aid for low-income undergraduates through the Carolina Covenant, which was established in 2003. For Middle East studies undergraduates, this and other programs amount to more than \$2.3 million in financial support. In addition, Middle East studies students have won many merit-based scholarships, including nine students holding the most prestigious award at UNC, the Morehead-Cain Scholarship, over the past four years. Three Middle East studies students currently hold Robertson Scholarships, which involve admission, coursework, and undergraduate degrees from both Duke and UNC.

Narrative Section 2. Quality of Curriculum Design

2.A. To what extent has undergraduate instruction in the applicant's area or topic of specialization been incorporated into baccalaureate degree programs (for example, major, minor, or certificate programs) in the applicant's subject area?

Duke and UNC have incorporated Middle East studies into 16 undergraduate degree programs serving a variety of specializations, including language, culture, religious studies, and social sciences (Table 2.1). Both campuses offer Arabic and Hebrew programs in the Department of Asian and Middle East Studies (Duke) and the Department of Asian Studies (UNC). The departments of religious studies offer certificates in Islamic studies (UNC) and Jewish studies

Table 2.1. Baccalaureate Degree Programs in Middle East Studies, 2013-2014			
Baccalaureate programs	Language requirements	Other requirements	Current students
Duke			
Arabic major	8 semesters	3 literature/culture courses & 2 courses in other Asian or Middle Eastern cultures	36
Arabic minor	6 semesters	2 literature courses	28
Hebrew major	8 semesters	1 introductory course & 7 literature and culture courses	0
Hebrew minor	5 semesters	4 language courses & 1 literature course	0
Jewish studies certificate	3 semesters	5 additional courses	10
Middle East concentration	4 semesters	2 global issues courses, 4 Middle East courses, 4 cross-regional courses	28
Turkish studies minor	4 semesters	2 Turkish-language courses, 3 content courses	2
Total:			97
			
Arab Cultures concentration	7 semesters	1 introductory course & 4 literature and culture courses	16
Arabic minor	6 semesters	1 content course	24
Hebrew minor	7 semesters	1 content course	12
Hindi/Urdu minor	6 semesters	1 content course	11
Islamic & Middle Eastern Studies minor	5 semesters	5 courses from at least 2 departments, including 2 required core courses	4
Jewish studies major	4 semesters	8 courses from at least 2 departments, including required core and capstone	2
Jewish studies minor	None	5 courses from at least 2 departments, including 1 required course	7
Middle East Studies concentration	6 semesters	4 area studies courses & 2 thematic courses	52
South Asian Studies major (formerly Hindi/Urdu major)	6 semesters	6 content courses	9
Total:			137

(both campuses) that include Middle East courses. Middle East concentrations are also offered in cross-regional curricula that emphasize social-scientific issues and approaches. A total of 224 students are registered in these programs, plus hundreds more who have taken multiple courses in Middle East studies but have not yet declared a Consortium major, minor, or concentration. In addition to these programs, the Consortium offers a wide variety of Middle East courses within numerous departments (see Narrative Sections 3 and 4 and Appendix B). The Consortium's faculty lines are held in many departments and programs across the two universities, ensuring that Middle East studies is integrated throughout the curriculum. The

faculty offer both introductory, survey courses and advanced courses, combining breadth in general education requirements with depth in specialized programs. Faculty also work with students on Middle East-related independent study projects and honors theses. Title VI funds will expand offerings further through course development grants (Budget Sections 1.B-1.C).

To what extent are the requirements (including language requirements) appropriate for a center in this subject area and will they result in an undergraduate training program of high quality?

The Consortium's language-based majors require six to eight semesters of language courses and five or more content courses; the religion-based programs require 8-10 courses, including 5 semesters of language for Islamic studies and 3-4 semesters of language for Jewish studies; the Middle East concentration requires 6-8 semesters of language and 6-10 additional courses (see Table 2.1). Beyond the number of courses required, these programs involve thoughtful and intellectually rigorous course sequences. As part of the regular self-evaluation process at both campuses, the Middle East concentrations at Duke and UNC and the Hebrew and Persian programs at UNC have been re-designed in the past four years.

The high quality of the Consortium's training is visible in the large number of national awards won by Middle East studies undergraduates at Duke and UNC over the past four years, including 1 Rhodes scholarship, 9 Fulbright scholarships, 14 State Department Critical Language scholarships, as well as Luce and Truman scholarships, positions as staff assistant to the State Department's Special Representative for Afghanistan and Pakistan, Middle East research associate at the Council on Foreign Relations, and a managing director position at a major Middle East business consultancy (also elected secretary of the Middle East and North Africa Consulting Association), among other honors.

To what extent does the applicant's curriculum provide training options for graduate students from a variety of disciplines and professional fields?

In 2011, Duke and UNC launched the nation's first joint graduate certificate in Middle East studies, which has already enrolled 48 students from 17 disciplines across the two campuses. This certificate involves a core course, jointly taught each fall by one Duke and one UNC faculty member from contrasting disciplinary backgrounds; a semester-long practicum, also jointly led by Duke and UNC faculty, which develops professional skills and workshops student papers and project proposals; three additional courses, including at least one outside of the student's home discipline; relevant language skills, international experience, or training; and a thesis, dissertation chapter, or equivalent research paper on a topic in Middle East studies.

Over the past four years, 26 of the Consortium's students earned Ph.D.'s in 10 disciplines, including 7 in religious studies, 5 in history, 4 in anthropology, 3 in political science, 2 in geography, 2 in literature, and others in economics, journalism, and public policy. Another 27 students received terminal master's degrees in 11 disciplines, including 7 each in public policy and religious studies, two each in documentary arts and sociology, and students in several professional schools, including business, law, public health. In addition to Middle East courses, graduate students receive individualized thesis and dissertation training. Graduate students in Middle East studies are subject to the training options and requirements, including language requirements, of their home department. Requirements vary from field to field, and a university-mandated departmental review process vets each discipline on a regular basis through self-assessment and external review committees.

To what extent are the graduate student training options and requirements (including language requirements) appropriate for an applicant in this subject area and do they result in graduate training programs of high quality?

Evidence of the high quality of the Consortium's graduate training can be found in the large number of national and international awards won by graduate students in Middle East studies, including four Fulbright-Hays fellowships, three Fulbright fellowships, three Newcombe fellowships, two Mellon/ACLS fellowships, two Social Science Research Council fellowships, two Wenner-Gren fellowships, two Woodrow Wilson fellowships, and awards from the American Institute of Iranian Studies, American Institute for Maghrib Studies, American Research Institute in Turkey, Archaeological Institute of America, Association for Research on Nonprofit Organizations and Voluntary Action, Carnegie Council for Ethics, National Science Foundation, and other organizations in the past four years. Recent degree recipients include two military officers now teaching at the U.S. Military Academy, two public policy graduates working with the International Trade Administration and the United Nations Economic and Social Commission for Asia and the Pacific, and numerous scholars working in higher education.

The quality of the graduate training is visible also through the vibrancy of the Duke-UNC Graduate Student Islamic Studies Research Conference, which the Consortium's graduate students have organized each year since 2005. This conference has become a major site for graduate students studying the Middle East and Muslim civilizations to present their work, learn about other graduate students' research, and acquire professional skills. Duke and UNC will continue to support the conference financially, along with Title VI funds (Budget Section 8.B).

For FLAS applicants, to what extent does the applicant's curriculum provide training options for students from a variety of disciplines and professional fields, and to what extent are these programs and their requirements appropriate for an applicant in the subject area and result in training programs of high quality?

The availability and quality of the Consortium's graduate certificate and other training options, programs, and requirements are discussed in the preceding sections. The certificate

program was specifically designed to ensure that students in professional and applied programs such as global health, public policy, and environmental studies could fulfill its requirements.

2.B. To what extent does the applicant provide academic and career advising for students?

The Consortium’s directors and staff routinely offer advising for current and prospective students in Middle East studies to complement Duke and UNC’s well-established academic advising and career counseling offices, which offer resource libraries, workshops, on-campus recruiting, internship programs, and other services. Each academic department also has a staff member with advising duties and a faculty member who serves as Director of Undergraduate Studies and assists students with academic planning. For graduate students, the campuses have centralized offices that assist in grant writing and career counseling, and each department has a staff member and a faculty Director of Graduate Studies to offer programmatic advice.

To what extent has the applicant established formal arrangements for students to conduct research or study abroad and to what extent do students use these arrangements?

Table 2.2. Student participation in study abroad in the Middle East, 2010-2014			
Country	Duke		Duke UNC CMES
Egypt	56	7	63
Israel	8	36	44
Jordan	27	19	46
Lebanon	14		14
Morocco	36	22	58
Oman	1		1
Qatar	1		1
Tunisia	1		1
Turkey	159	31	190
United Arab Emirates	1	47	48
Total:	304	169	473

Duke and UNC run two of the most active Study Abroad programs in the United States, according to data from the Institute of International Education. At Duke, 55 percent of students studied abroad, highest among top-ten private research universities; at

UNC, 39 percent of students studied abroad, among the highest among all public universities.

The Study Abroad offices on both campuses work enthusiastically with the Consortium to

expand opportunities in the Middle East. The Consortium runs three signature credit-bearing Study Abroad programs in the Middle East, one in Israel, one in Morocco (formerly in Egypt), and one – co-directed by Duke and UNC faculty – in Turkey. In addition to formal study abroad, the Consortium provides numerous opportunities for student research in the Middle East through summer fellowships from UNC’s Office of Undergraduate Research and Duke’s Undergraduate Research Support Office, as well as through merit fellowships on both campuses, plus two new funds at Duke supporting undergraduate research on Islam and Muslims and Arabic language study. The Consortium’s proposed budget (Section 3) includes support for administrative travel to expand institutional linkages (**NRC Invitational Priority**) and explore internship opportunities in the Middle East, which our assessment has found to be of growing interest to our students.

To what extent does the institution facilitate student access to other institutions’ study abroad and summer language programs?

Duke and UNC also facilitate students’ access to other institutions’ Study Abroad programs. These programs are vetted by the Study Abroad offices through site visits by administrators and review by the Consortium executive committee, to ensure that each program meets Duke and UNC academic criteria. In the Middle East, the Consortium works with 22 third-party Study Abroad programs in 10 countries. The Consortium advertises summer language programs through listservs, flyers, and advising. It also helps students apply for fellowships, including FLAS awards (Narrative Section 10). After the program, Consortium language instructors evaluate the students’ proficiency and place them in the appropriate course level.

Narrative Section 3. Quality of the Applicant's Non-Language Instructional Program

3.A. What is the quality and extent of the center's course offerings in a variety of disciplines?

Over the past two years, the Consortium has offered 259 non-language courses on the Middle East in 28 departments. These courses range from large introductory lecture-based courses to discipline-specific courses on the Middle East by accomplished scholars in anthropology (Nadia El-Shaarawi, Engseng Ho, Rebecca Stein); archaeology (Kenneth Sams); art history (Glaire Anderson, Annabel Wharton); creative writing (Benjamin Gatling); divinity (David Marshall, Meredith Riedel); economics (Timur Kuran); geography (Banu Gökariksel); history (Cemil Aydin, Malachi Hacoheh, Bruce Hall, Ylana Miller, Sarah Shields, Mustafa Tuna); Islamic studies (Abdullah Antepi, Carl Ernst, Julianne Hammer, Mona Hassan, Mohsen Kadivar, Bruce Lawrence, Ebrahim Moosa, Omid Safi); Jewish studies (Yaakov Ariel, Shalom Goldman, Laura Lieber, Jodi Magness, Evyatar Marienberg, Carol Meyers, Eric Meyers, Melvin Peters); literature (miriam cooke, Shai Ginsburg, Erdağ Gökner, Abdul Sattar Jawad, Ellen McLarney, Negar Mottahedeh, Yaron Shemer, Nadia Yaqub); political science (Navin Bapat, Alexander Kirshner, Abdeslam Maghraoui, Andrew Reynolds); public health (Nadia El-Shaarawi), public policy (Henry Brands, Bruce Jentleson, Bruce Kuniholm, David Schanzer); sociology (Mary Hovsepian, Charles Kurzman, Jen'nan Read); women's studies (Emily Burrill, Frances Hasso); and others -- to advanced undergraduate courses on specialized themes such as the "Arab Spring," "Syrian and Iraqi Revolutions," "Peace-Making in Israel/Palestine," and "Al-Qaeda's Terrorism." For a full list of courses since 2012-2013, see Appendix B.

At the graduate level, the Consortium offers advanced seminars on Middle East subjects throughout the humanities and social sciences as part of the Duke-UNC graduate certificate

program in Middle East studies. These seminars train graduate students in research techniques, academic writing, and curriculum development, and have produced papers published in numerous scholarly journals, including a paper by Ali Kadivar, a sociology student at UNC, “Alliances and Perception Profiles in the Iranian Reform Movement, 1997 to 2005,” that was published in the top sociology journal, *American Sociological Review*, in 2013.

To what extent are courses in the applicant’s subject matter available in the institution’s professional schools?

Professional-school students who are interested in Middle East studies enroll frequently in the Consortium’s language, humanities, and social-science courses. The Duke and UNC business schools offer short courses on business subjects in conjunction with study-abroad experiences in Israel, Turkey, the United Arab Emirates, and other countries, enrolling more than 100 students a year. Duke’s Fuqua School of Business also offers study in Istanbul, Turkey, through its Global Executive MBA program, and an annual Global Leadership Workshop, taught in Dubai, United Arab Emirates, by Duke business faculty. The Consortium helps train future business leaders through collaboration with the Duke and UNC Centers for International Business Education (CIBEs), including the Turkey component of a new certificate program in Global Business being offered by the Global Business Center at UNC’s Kenan-Flagler Business (Budget Section 8.B)

The Consortium worked with UNC’s School of Information and Library Sciences to introduce the first Middle East librarianship graduate fellowship program in the United States, in partnership with universities in Egypt, Jordan, and Morocco. Consortium faculty lead Middle East units for courses on conflict management, human rights, and other subjects in the joint

Duke-UNC Rotary International Program in Peace and Conflict Resolution, one of six Rotary centers worldwide that offer professional master's degrees in peace and conflict resolution. The Consortium assists the Duke School of Nursing, which runs the DukeEngage service program in Lebanon. In addition, Consortium faculty participate in symposia, seminars, conferences, and other educational activities at Duke and UNC professional schools, including workshops held by the Duke Law School's Program in International and Comparative Law and the Student Organization for Legal Issues in the Middle East and North Africa; the Arabic portion of the culture and health program at the Duke Global Health Institute; and Middle East portions of professional development and training programs such as the National Security Fellows Program run by UNC's Curriculum of Peace, War, and Defense and the Triangle Institute for Security Studies, and the Media Fellows Program run by the DeWitt Wallace Center for Media and Democracy at Duke's Sanford School of Public Policy.

In keeping with the **NRC Absolute Priority and Competitive Preference Priority 2**, Title VI funding will support partnerships with the UNC School of Education to develop curricular units on Middle Eastern and other international topics in required teacher-training courses, and with Duke's Program in Education to internationalize its Teacher-Learner Collaborative Program (Narrative Section 7 and Budget Section 8.A).

3.B. To what extent does the applicant offer depth of specialized course coverage in one or more disciplines of the applicant's subject area?

In addition to the Consortium's broad offerings in more than two dozen fields, Duke and UNC offer especially deep course coverage in the field of Islamic studies, for which the Consortium is internationally renowned (see, for example, the extended case study of the Duke-

UNC collaboration in the Higher Education Funding Council for England's 2008 report, *International Approaches to Islamic Studies in Higher Education*). The Consortium offers specialized courses on aspects of Islamic studies such as Islamic ethics, Islamic philosophy, maqasid al-shari'a, medieval Islamic thought, Qur'anic studies, and Sufism (Carl Ernst, Mona Hassan, Mohsen Kadivar, Ebrahim Moosa, Omid Safi), Islam and gender (Juliane Hammer), Islam and cinema (Negar Mottahedeh), Islamic art (Glaire Anderson), and courses with social-scientific approaches to Islamic studies such as imperialism and Islam (Engseng Ho), Islam and the state (Timur Kuran), and sociology of Islam (Charles Kurzman).

Another area of depth is film studies, with courses on Iranian cinema (Shahla Adel), Islam and cinema (Negar Mottahedeh), Israeli cinema (Shai Ginsburg), Middle Eastern cinema (Yaron Shemer), Arab society and culture in film (miriam cooke), Egyptian literature and film (Ellen McLarney), Jesus in scholarship and film (Bart Ehrman), and Turkish literature and film (Erdağ Gökner), offered in conjunction with the Bodman Collection of Middle Eastern films at the UNC library (see Narrative Section 5).

At Duke, the Consortium also offers an innovative first-year thematic seminar program on "The Middle East in Global Contexts." This cluster is part of Duke's nationally recognized Focus Program, in which 20-30 first-year students apply to live together and take courses from an interdisciplinary cluster seminars on a single theme, introducing students to scholarship and intellectual community that transcends the boundaries of a single classroom. Field trips, travel, community service, and research are incorporated into the interdisciplinary learning experience. Many of the students in the Middle East Focus Program have gone on to do further work in Middle East studies and to pursue careers in this area after graduation. The service component of the Duke Middle East Focus Program is coupled with an exceptional number of service-oriented

programs on Middle East themes, including the Injaz service-learning program in the Duke Arabic program (Narrative Section 4.A); DukeEngage service programs in Egypt (currently suspended), Jordan, and Lebanon, funded entirely by a private endowment; and DukeImmerse, a new semester-long program combining four courses on a single theme – forced migration -- with service among Iraqi and Syrian refugees in Egypt (2013) and Jordan (2014).

3.C. To what extent are interdisciplinary courses offered for students?

The Consortium makes special efforts to encourage interdisciplinary courses in Middle East studies. At the undergraduate level, the Consortium's core courses in Islamic Civilizations were jointly developed by the departments of religious studies and history at both Duke and UNC. The Middle East concentrations in Global Studies at UNC and International Comparative Studies at Duke also involve extensive interdisciplinary coursework, including the core courses in these programs. Overall, more than one third of the Consortium's non-language courses in 2013-2014 are cross-listed in multiple departments (see Appendix B).

At the graduate level, the Consortium's Graduate Certificate in Middle East Studies is structured around interdisciplinarity, with the required core course and practicum team-taught by faculty from contrasting disciplinary backgrounds, one each from Duke and UNC: literature and religious studies (miriam cooke and Carl Ernst; Shai Ginsburg and Carl Ernst) or literature and sociology (miriam cooke and Charles Kurzman; Nadia Yaqub and Frances Hasso), with guest lecturers and assigned readings from additional fields of study. Further interdisciplinarity is incorporated into the Graduate Certificate through the requirement that students take at least two of their four Middle East courses outside of their home discipline.

3.D. Are sufficient numbers of non-language faculty available to enable the center to carry out its purposes?

The Consortium has 51 core non-language faculty members in 21 disciplines (Appendix C). Over the last four years, Duke and UNC have added 21 core non-language Middle East faculty positions. These numbers allow the Consortium to offer a full array of Middle East courses; supervise undergraduates and graduate student research in Middle East studies; maintain a high profile in Middle East-related research; and perform outreach to local, national, and international communities (Narrative Section 7).

To what extent are instructional assistants provided with pedagogy training?

The Graduate Schools and individual departments at Duke and UNC emphasize pedagogical training of graduate students, with required teaching courses in each discipline and campus-wide training opportunities. At Duke, such opportunities include the Preparing Future Faculty program, which links Ph.D. students and post-doctoral fellows with a regional network of faculty mentors; an ongoing workshop series called “Teaching Ideas” (Instructional Development for Excellence And Success); the new Bass Instructional Fellowship Program, which trains selected students for traditional and online teaching; and an array of courses – plus a graduate certificate track – in college teaching. Duke’s Center for Instructional Technology also offers workshops and resources to assist graduate instructors with incorporating technology and new media into courses effectively. At UNC, the Center for Faculty Excellence assists departments in developing graduate teaching assistant training programs and runs an orientation for new teaching assistants; the Future Faculty Fellowship Program, a semester-long certificate program that focuses on instructional planning and teaching skills; a consulting program for teaching assistants; and ongoing seminars. A course on college teaching is also offered through

the UNC School of Education, and a seminar and certificate are offered in Language Across the Curriculum pedagogy (Narrative Section 4.B). To supplement these resources, the Consortium incorporates teacher training into the semester-long practicum required for the Graduate Certificate in Middle East studies (Budget Section 1.C).

On both campuses, faculty members mentor teaching assistants and provide preparation, supervision, and feedback. In addition, the Consortium's faculty provide models of award-winning teaching, including Erdağ Göknaç (Richard K. Lublin Teaching Award, Duke, 2014); Nasser Isleem (Tanner Award for Excellence in Undergraduate Teaching, 2012, UNC); Mbaye Lo (DukeEngage Program Director Award, Duke, 2011); Omid Safi (J. Carlyle Sitterson Freshman Teaching Award, UNC, 2010); Sarah Shields (Gordon and Bowman Gray Distinguished Term Professorship for Excellence in Undergraduate Instruction, UNC, 2010); and Lincoln Pratson, Rebecca Stein, and Erica Weinthal (Bass Society of Fellow inductees, Duke, 2011, 2013, and 2014).

Narrative Section 4. Quality of the Applicant's Language Instructional Program

4.A. To what extent does the applicant provide instruction in the languages of the applicant's subject area?

Duke and UNC were the first universities in the Southeast to teach modern Middle Eastern languages on a regular basis, with UNC offering its first Arabic classes in 1959. The Consortium now offers three or more years of language instruction in Arabic, Modern Hebrew, Persian, Turkish, and Urdu. (The Consortium treats Pakistan as a part of the Middle East -- see Narrative Section 1.A.) The Consortium offers two years of Biblical Hebrew, as well as courses on demand in Aramaic, Coptic, Syriac, and Ugaritic.

All of these language programs cooperate across the Consortium's two campuses. Duke and UNC's Arabic program coordinates advanced-level course offerings on both campuses, and the Consortium has begun to integrate Persian and Turkish instruction across the two campuses, with Duke taking the lead for Turkish and UNC taking the lead for Persian. The integration of the Persian and Turkish programs is a strategic priority for the Consortium, at a time when budget constraints threaten language programs with low-enrollment courses. This year, in the first joint course in introductory Turkish, based at Duke, almost half of the students were from UNC. Duke and UNC students may take language courses -- and any other courses -- at the other campus at no additional cost, and a sizeable number do.

With Title VI support and funding from Duke and UNC, as well as the UNC Center for European Studies, the Consortium plans to hire a full-time Turkish language lecturer, based at Duke with teaching responsibilities on both campuses, to complement the work of Professor Erdağ Gökner, who runs the Turkish program at Duke. The lecturer will teach sections of introductory Turkish on both campuses and a single joint section of second-year Turkish (Budget Section 1.B). Professor Gökner will teach joint sections of advanced Turkish and content courses in Turkish studies. The Persian program will operate in the other direction, directed by Dr. Shahla Adel, UNC's Persian lecturer, who was hired with Title VI seed money in the last funding cycle. Dr. Adel, a skilled instructor who holds a Ph.D. in language pedagogy, will teach introductory sections on both campuses and joint sections of intermediate and advanced Persian. UNC is raising private funds for a second faculty position in Persian, with a small contribution from Title VI funds that declines over the grant period. The Consortium has obtained preliminary approval from the relevant deans and chairs at Duke and UNC for these plans.

In addition, the Consortium plans to deepen its longstanding collaboration with North

Carolina Central University (NCCU), which is located within several miles of Duke and UNC, by developing its Arabic language program (see also Narrative Sections 7 and 8; **NRC Competitive Preference Priority 1**). As part of the Consortium's efforts to broaden the training of minorities who are historically underrepresented in Middle East studies, Consortium faculty, librarians, and staff are working with NCCU to prepare for the introduction of the Arabic program through library acquisitions, a series of Middle East-related campus events, and content courses during the next two years on Arab culture, to be taught by Duke visiting professor Abdul Sattar Jawad (Budget Section 1.C). The Arabic language program at NCCU will begin with introductory Arabic in 2015-2016 and add second-year Arabic in 2016-2017 and 2017-2018, with support from the Consortium (Budget Section 1.B), the Duke University Center for International Studies, and the UNC Center for Global Initiatives, as well as from the NCCU administration. The Consortium will help to identify qualified language instructors from the Consortium's own Arabic programs, and NCCU Arabic language students will participate in the Consortium's ongoing collaborative programs, events, and service-learning work. Preliminary approvals have been obtained from the NCCU, Duke, and UNC administrations.

To what extent do students enroll in the study of the languages of the subject area through programs or instruction offered by the applicant or other providers?

Student interest in Middle Eastern languages remains strong, with more than 1,000 enrollments in 2013-2014 (Table 4.1). Turkish enrollment has grown rapidly at Duke and Persian enrollment at UNC, providing the foundation for the joint language programs that the Consortium is launching. In addition, the Consortium encourages language instruction through Study Abroad and summer language programs (Narrative Section 2.B).

Table 4.1. Student Enrollment in Middle East Language Courses, 2013-2014			
Language	Duke		Duke-UNC CMES
Arabic	288	402	690
Aramaic	7		7
Hebrew (Biblical)	6	9	15
Hebrew (Modern)	27	58	85
Persian	9	41	50
Syriac	1		1
Turkish	27	8	35
Ugaritic	1		1
Urdu		255	255
Total:	366	705	1,139

As part of its ongoing evaluation, the Consortium's surveys of its language students have identified multiple streams of interest in Arabic and other Middle Eastern languages, and the Consortium's language programs have developed texts,

exercises, and assignments that cater to students' varied interests. Heritage students, for example, are encouraged to interview family members in the Middle Eastern language for a term project; students interested in current events are assigned news articles and videos in the target language on which to base their writing projects; graduate students are encouraged to work on texts that are relevant to their studies.

The Consortium also offers specialized Arabic language courses, including Classical Arabic, Media Arabic, Arabic Dialect in Music (for which students produced their own Arabic-language music videos), and Levantine Arabic, for which students visited the Jordanian and Lebanese embassies in Washington, D.C., and met with staff at non-governmental organizations working with the Middle East. At UNC, the Arabic program has developed and introduced an advanced writing and composition course that is required of all Arabic majors, providing rigor in written communication to students committed to mastering the language at the advanced level.

The Consortium has also introduced a service-learning component to Arabic language instruction, with advanced students working with Arab refugees from Iraq, Sudan, and Syria who have settled in the Research Triangle. The students teach English and assist with acclimation to life in the United States while practicing their Arabic language skills and developing an ear for

dialectal variants. Maha Houssami, the Arabic instructor who initiated this program in 2012, was recognized for this work this spring with Duke's Betsy Alden Faculty Service-Learning Award. Students have responded enthusiastically, founding a student organization, Injaz – which currently has 45 members from the two campuses -- to support broader engagement between the local Arab-speaking community and Arabic students at Duke and UNC. As part of this effort, the students produced a free, 66-page electronic book in early 2014, *Kalam: An Adult ESL Handbook for Arabic Speakers*, includes vocabulary, sample conversations, exercises, original audio recordings, and links to relevant online videos, designed both to teach English and to teach refugees about cultural, social, and legal matters in America.

4.B. To what extent does the applicant provide three or more levels of language training?

The Consortium offers three or more levels of language training in Arabic, Modern Hebrew, Persian, Turkish, and Urdu. Fourth-year language courses are offered regularly in Arabic and Urdu, and third-year language instruction is offered regularly in these languages and Modern Hebrew, with third-year courses in Persian and Turkish offered when there is sufficient demand. By the end of the proposed grant cycle, the Consortium aims to build enrollment in Persian and Turkish through integrated cross-campus programs (Narrative Section 4.A) to sustain third-year courses each year and fourth-year courses on demand, with Title VI support for a full-time lecturer in Turkish and a tenure-track position in Persian (Budget Section 1.B).

To what extent are courses in disciplines other than language, linguistics, and literature offered in appropriate foreign languages?

In addition to language, linguistics, and literature courses, advanced reading courses in religious studies, philosophy, and other fields are often offered as group independent studies

tailored to the research and teaching needs of graduate students in these disciplines. For undergraduates, the Consortium is a leader in Language Across the Curriculum (LAC) courses in Middle Eastern languages. UNC's LAC program was one of the first to introduce Arabic LAC sections, and the only program to run pilot sections in Persian and Turkish, linked with courses in Asian studies, history, political science, religious studies, and other fields. Duke has offered a LAC section in Arabic, linked with a course in Global Health, and is planning to offer it on a regular basis as part of an expansion of LAC programs at Duke. In all LAC courses, the target language is the vehicle of instruction, and students receive language credit for participating.

This year, UNC's LAC program developed a collaboration with the Graduate Research Consultant program run by UNC's Office of Undergraduate Research, which provides courses with an advanced graduate student to guide undergraduates through the process of planning, carrying out, and communicating their course research. Two of the four graduate resource consultants selected for this pilot program were in Middle East courses, to encourage and assist undergraduates interested in applying their Arabic and Persian language skills to the research process. UNC's LAC program also offers an annual workshop series, a 3-credit graduate pedagogy course, and a Graduate Certificate in LAC Instruction, the only professional training program in LAC pedagogy nationwide. UNC's LAC director, Tanya Kinsella, was elected president of the national Cultures and Languages Across the Curriculum association this year. In conjunction with other area studies centers, the Consortium seeks Title VI funds to support LAC sections in Arabic at Duke and UNC (Budget Section 1.B).

4.C. Are sufficient numbers of language faculty available to teach the languages and levels of instruction described in the application (narrative and course list)?

The Consortium employs 29 instructors in Middle Eastern languages (Table 4.2). Ten of these are tenure-track faculty members who combine language teaching with language-related content courses; these faculty members generally teach four courses per year. The remaining instructors

Table 4.2. Middle East Language Faculty, 2013-2014			
Language	Duke		Duke UNC CMES
Arabic	7	7	14
Hebrew (Biblical)	2	1	3
Hebrew (Modern)	2	2	4
Persian	1	1	2
Turkish	2	1	3
Urdu		3	3
Total:	12	15	29

are lecturers, adjunct professors, and professors of the practice who teach 2-6 language courses per year, allowing the Consortium to fund levels of language instruction described in

Narrative Section 4.A and Appendix B. Title VI support, along with funds from Duke and UNC, will allow the Consortium to add a full-time lecturer in Turkish.

To what extent have language teaching staff (faculty and instruction assistants) been exposed to current language pedagogy training appropriate for performance-based teaching?

Faculty in the Consortium’s Middle Eastern language programs have had extensive training in language pedagogy, including course work in instructional design, computer-assisted instruction, and educational assessment. A half-dozen Consortium faculty have presented conference papers on aspects of Middle East language pedagogy. Doria El Kerdany (UNC) participated in the University of Texas’ Flagship Assessment Initiative, and Mbaye Lo (Duke) is a program reviewer for the National Council for Accreditation of Teacher Education (NCATE). Muhammad Habib (Duke) is the lead advanced-level instructor at the Middlebury Arabic summer program, and Maha Houssami is running intensive Arabic instruction at the American University of Beirut’s summer program. Shahla Adel (UNC) has published teaching materials on Persian language instruction and created ACTFL-OPI based assessment materials for the Persian

program at UNC. Afroz Taj (UNC) developed *Darvazah*, a video-driven, web-based language instruction program for Urdu. More than a dozen language instructors have participated in nationally-recognized workshops on effective performance-based teaching practices and ACTFL oral proficiency testing over the past four years with support from the Consortium, and continuing support for this training is included in Budget Section 1.B. Duke and UNC language faculty hold annual meetings to share pedagogical techniques and curricular innovations.

4.D. What is the quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements?

Performance-based instruction: Instructional design in the consortium language programs follows an interactive, performance-based, communicative approach with an emphasis on grammar and cultural competency. Authentic textual and visual materials are used to encourage language acquisition in specific cultural contexts. Although grammar is systematically taught, the goal in all courses is to improve communicative skills in context and language proficiency in written, oral, and comprehension skills.

Middle East language classes at both universities maintain a target-language-only classroom, make extensive use of authentic texts, and include an oral proficiency section in all exams. At all levels of instruction textbooks are supplemented with films, artistic expressions, music and video clips, websites, and literary texts and material on current events. The language programs incorporate new media and technology applications such as VoiceThread, an interactive, digital video program for developing oral proficiency, and language students regularly create videos and organize performances of poetry and music.

Adequacy of resources for language teaching and practice: At both Duke and UNC,

classroom language study is supported by state-of-the-art language learning centers. Duke and UNC universities also maintain significant holdings of audio and visual materials in Middle East languages, available through the language centers and the Consortium libraries' media collections, including online databases. All language classrooms have multi-media capabilities. Middle East language instructors frequently coordinate with centers for instructional technology, digital media labs, and distance-learning facilities to create course-specific exercises.

In terms of non-technological resources, language tables meet on a regular basis. The Arabic program has created an extensive series of cultural events that bring Arabic language students from throughout the Research Triangle in touch with each other and with the local Arab community (Narrative Section 4.A). Over the past four years, Duke and UNC have initiated annual distinguished lectures, delivered by visiting scholars in Arabic.

Language proficiency requirements: All of the Consortium's language programs determine language proficiency through ACTFL guidelines. UNC has also implemented a policy of standardized proficiency testing of its Middle Eastern language students at the end of the sixth semester. To that end, the Consortium has trained full ACTFL-OPI testers in Arabic and Persian and plans to collaborate with the National Middle East Language Resource Center to utilize its on-line proficiency tests (Budget Section 8.C).

Narrative Section 5. Strength of Library

5.A. What is the strength of the institution's library holdings (both print and non-print, English and foreign language) in the applicant's subject area for the educational levels the applicant serves (e.g. graduate, professional, undergraduate)?

The Duke and UNC libraries have collaborated since 1935 in order to minimize duplication of resources and facilitate cross-campus library access. This collaboration, now

known as the Triangle Research Library Network -- also including North Carolina Central University, the oldest historically black university in the state, and North Carolina State University -- has resulted in integrated systems for acquisitions, cataloging, on-line searching, and borrowing. The libraries share a new, state-of-the-art storage facility in Durham, North Carolina, and provide 2-3 day delivery service of all materials to borrowers on each campus. Together, the Duke and UNC libraries' collection of 14,848,990 volumes ranks second in the country, after Harvard, according to the latest report by the Association of Research Libraries.

In 2009, Duke and UNC libraries established a cooperative collection-development plan for Middle East material, with Duke assuming primary responsibility to develop research-level collections in Turkish and UNC taking the lead for Persian and Urdu. Collecting in Arabic and Hebrew is shared by both libraries. Over the past four years, holdings in Arabic and Hebrew at

Table 5.1. Library Holdings in Middle Eastern Languages

Language	Duke	UNC	Duke UNC CMES
Arabic	34,155	11,238	45,393
Hebrew	20,279	2,431	22,710
Persian	1,875	2,981	4,856
Turkish	5,103	1,813	6,916
Urdu	9,904	2,538	12,442
Other languages	532	120	652
Total:	71,848	21,121	92,969

Overlap in the two libraries' holdings is approximately 15 percent.

the two libraries have doubled; Turkish materials have tripled, including a major collection of more than 2,000 Ottoman Turkish monographs and periodicals acquired by the Duke

library, of which more than 200 volumes so far have been scanned and made freely available on the Internet Archive repository (<https://archive.org/details/dulturk>); and Persian materials have quintupled, aided by donations to the UNC library by the local Iranian-American community.

To what extent does the institution provide financial support for library acquisitions and for library staff in the applicant's subject area?

Duke and UNC have increased their Middle East-related library staff exponentially since mid-2001, when the Duke University Library hired its first librarian in Middle East and Islamic

studies. This position is held by Christof Galli, a librarian with master’s degrees in both Middle East studies and library science and a working knowledge of Arabic, Persian, and Turkish. Galli was elected president of the Middle East Librarians’ Association in 2011. Duke also has a librarian for Jewish Studies and Israeli Studies, Rachel Ariel, who is a native speaker of Hebrew.

Table 5.2. Library Funding for Middle Eastern Collections, 2013-2014

Category	Duke	THE UNIVERSITY OF NORTH CAROLINA	Duke UNC CMES
Collection development	\$344,088	\$182,517	\$526,605
Personnel	\$319,505	\$199,794	\$519,299
Professional travel	\$2,466	\$4,344	\$6,810
Total:	\$666,059	\$386,655	\$1,052,714

In 2010, the UNC library hired its first Middle East and African Studies librarian, Mohamed Hamed, who holds a master’s degree in library science and

has native fluency in Arabic, as well as working knowledge of Hebrew and Persian. In 2013, UNC added a Middle East cataloging librarian, Denise Soufi, who holds a master’s degree in library science and a doctorate in Near Eastern studies. Two paraprofessional staff positions support the librarians, along with student assistants and a graduate research assistant.

University support for library acquisition of Middle East material has remained steady, despite budget cuts elsewhere in the libraries. Title VI support will boost the rate of acquisitions and help subsidize Middle East librarians’ travel to book fairs in the Middle East (Budget Sections 3 and 5.A). A special focus for library acquisitions is Middle East documentary films for the unique collection developed at UNC by the late Ellen-Fairbanks (Taffy) Bodman, founder and longtime organizer of the Middle East Studies Association’s annual Film Festival. In her honor, all films submitted to the Film Festival are donated to the Bodman Collection at UNC.

5.B. To what extent are research materials at other institutions available to students through cooperative arrangements with other libraries or online databases?

Duke and UNC libraries engage in numerous cooperative arrangements, even beyond

cross-campus borrowing privileges. Duke and UNC operate efficient interlibrary borrowing offices and participate in all major interlibrary consortia, including the Center for Research Libraries. In 2012-2013, the Duke Library convened a significant task force, co-sponsored by the Center for Research Libraries and supported by the Mellon Foundation, to promote collaboration in the internationalization of U.S. library collections, with active participation by the Consortium. Consortium director Charles Kurzman also presented research on long-term trends in Middle East library collections at the annual conference of the Association of Research Libraries in 2011 and the keynote address to the Middle East Librarians' Association in 2012.

In 2011, the UNC School of Information and Library Science established the first Middle East librarianship graduate fellowship program in the United States, with grant support from the Institute for Museum and Library Services (see Narrative Section 6). This year, the Consortium and its Middle East librarians are launching a project, funded by the Mellon Foundation, to promote collaborations between the Middle East Librarians' Association and the Arab Federation for Libraries and Information, the largest professional association of librarians in the Middle East. As first steps, the project will survey the groups' membership and bring delegations to discuss coordinated collection development and cataloging.

At both institutions, paper holdings are heavily supplemented by online digital databases which cover primary source materials, journals, newspapers, and e-books. For example, Duke and UNC jointly purchased a significant collection of Arabic e-books, *al-Manhal*. UNC was the first American university to subscribe to the *Namayah Online* database, a resource with more than 1.5 million searchable images of articles from Iranian periodicals from 1978 to the present.

To what extent are teachers, students, and faculty from other institutions able to access the library's holdings?

Teachers, students, and faculty from other institutions are able to access the Consortium's library holdings in four ways. Visitors to Duke and UNC can get library cards and consult the collections in person; members of reciprocating institutions throughout the U.S. may order Duke and UNC materials via interlibrary borrowing; members of N.C. Central University and N.C. State University may borrow materials with 2-3 day delivery through the Triangle Research Library Network; and North Carolina residents may access a large portion of the UNC library's digital subscriptions through the NC Live consortium of university, college, community college, and public libraries. The Consortium has hosted an average of three research fellows each year, providing them with library privileges and consultations with librarians.

Title VI funding will expand access to Middle East library materials through two initiatives. One is the ongoing collaboration with World View (Narrative Section 7, Budget Section 8.A), which brings K-12 teachers and community college instructors to Chapel Hill for workshops and curriculum development grants on Middle East subjects, including presentations and individualized consultations by Duke and UNC librarians. The second initiative involves the Consortium's partnership with North Carolina Central University (Narrative Sections 4, 7, 8), which includes consultations with Duke and UNC librarians for course development, and support for Middle East collection development at the NCCU library (Budget Section 8.B). These partnerships support **NRC Competitive Preference Priority 1**, which encourages collaboration with Historically Black Colleges and Universities and with community colleges.

Narrative Section 6. Quality of Staff Resources

6.A. To what extent are the teaching faculty and other professional staff members qualified for the current and proposed center activities and training programs?

The Consortium’s teaching faculty and other professional staff members are nationally recognized leaders in the field of Middle East studies. Evidence of the quality of the faculty can be found in the leadership positions they hold in a variety of Middle East studies professional organizations (Table 6.1). The Consortium is particularly proud to host the joint Duke-UNC editorship of the *Journal of Middle East Women’s Studies*, beginning in mid-2014. In the past four years, the Consortium has provided two elected board members for the Middle East Studies Association (more than any other university or consortium in the country) and board members for the American Institute for Iranian Studies, American Society for Oriental Research, Institute for Turkish Studies, Muslim Chaplains Association, Palestinian American Research Center, and other scholarly associations, as well as numerous other honors (Appendix C).

The Consortium also hosts two prominent Middle Eastern scholars, literature professor Abdul Sattar Jawad from Iraq and Islamic studies professor Mohsen Kadivar from Iran, who were forced to flee their home countries because of their independent academic work. Both scholars hold multi-year visiting professor contracts at Duke and contribute to the Consortium’s course offerings and public outreach. Professor Kadivar is being honored this year with the joint

Table 6.1. Faculty Leadership Highlights, 2010-2014

miriam cooke, professor of Arabic; Frances Hasso, professor of women’s studies; and Banu Gökarkısel, professor of geography, UNC, co-editors of <i>Journal of Middle East Women’s Studies</i> , 2014-
Christof Galli, Middle East and Islamic Studies Librarian, president, Middle East Librarians’ Association, 2011-12
Timur Kuran, professor of economics, founder and president, Association for Analytic Learning about Islam and Muslim Societies (AALIMS), 2010-

Carl Ernst, professor of religious studies, president-elect, American Society for the Study of Religion, 2014
Juliane Hammer, professor of religious studies, co-chair, Islam Section, American Academy of Religion, 2013-
Tanya Kinsella, LAC program director, president, Culture and Language Across the Curriculum Consortium, 2014

Duke-UNC Keohane Visiting Professorship.

In the past year alone, Consortium faculty have published more than 100 scholarly articles and a wide range of books, including Glaire Anderson (UNC), *The Islamic Villa in Early Medieval Iberia* (Ashgate, 2013); miriam cooke (Duke), *Tribal Modern* (California, 2014); Erdağ Göknar (Duke), *Orhan Pamuk, Secularism and Blasphemy* (Routledge, 2013); Juliane Hammer (UNC) and Omid Safi (UNC), eds., *The Cambridge Companion to American Islam* (Cambridge, 2013); Abdul Sattar Jawad (Duke), *T.S. Eliot in Baghdad* (Mellen, 2014); Alex Kirshner (Duke), *A Theory of Militant Democracy* (Yale, 2014); and Yaron Shemer (UNC), *Identity, Place, and Subversion in Contemporary Mizrahi Cinema in Israel* (Michigan, 2013).

The quality of the faculty is also visible in the numerous grants and awards that the Consortium has encouraged and assisted in an ongoing effort to leverage Title VI support by extending the Consortium's institutional capacity in Middle East studies. These grants include the UNC School of Information and Library Science's ELIME project ("Educating Librarians in the Middle East"), funded by the Institute for Museum and Library Services, which established the first graduate fellowship program in Middle East librarianship in the United States, as well as collaborative training workshops with libraries in Egypt, Jordan, and Morocco (Narrative Section 5); the Transcultural Islam Project, a joint Duke-UNC-Oxford Centre for Islamic Studies effort, based at Duke and funded by a grant from the Carnegie Corporation of New York, which informs public discourse about Islam and Muslims through its public scholarship website, ISLAMiCommentary, and supports an international network of scholars through the Transcultural Islam Research Network (Narrative Section 7); the UNC Carnegie Fellowship Program for Arab-Region Social Science, also funded by the Carnegie Corporation, which brings early-career social scientists to the Consortium for training and research; and the Middle East

Library Partnership Project, funded by the Mellon Foundation, which promotes collaboration between libraries in the U.S. and the Middle East (Narrative Section 5). In addition, Consortium faculty have won numerous Middle East-related research and service grants, including recent awards from the National Endowment for the Humanities, National Science Foundation, Social Science Research Council, U.S. Agency for International Development, and private foundations.

The Consortium also facilitates research and training in the Middle East by Duke and UNC faculty across the professional schools, including – in the past four years -- Harold Koenig (founding co-director of the Duke Medical School’s Center for Spirituality, Theology and Health), who has collaborated with colleagues in Iran and Saudi Arabia to study the effects of religion and spirituality on health; Jacqueline Macdonald (UNC School of Public Health), who developed a national strategy for environment and health in the United Arab Emirates; Cliff Misson (UNC School of Information and Library Science), who has brought the eGranary Digital Library project to villages in Afghanistan and Jordan; Samuel L. Odom (UNC’s Frank Porter Graham Child Development Institute), who worked with colleagues in Saudi Arabia to develop practices for children with autism spectrum disorders; Lincoln Pratson (Duke’s Nicholas School of the Environment), who is studying food security in energy-exporting nations of the Middle East; Dhiren Thakker (UNC School of Pharmacy), who is working with the Ministry of Health in Oman to improve pharmacy education; and John Van Aalst (UNC Medical School), who runs cleft palate surgical clinics in Palestine.

The Consortium’s professional staff is also highly qualified. The associate director at UNC, Shai Tamari, holds M.A. degrees in Near and Middle Eastern Studies from the School of Oriental and African Studies in London and in global history from UNC, where he was a Rotary Fellow in Peace and Conflict Resolution; the associate director at Duke, Kelly Jarrett, holds a

Ph.D. in religion from Duke and a master's in divinity from Yale. Both associate directors teach courses and provide academic advising and career counseling. Other program staff include Julie Harbin, a journalist who has lived and worked in the Middle East; Kelly Schwehm, who has a master's degree in international education and years of experience in the Middle East; and Keri Majikes, who majored in Arab Cultures and studied Arabic and Swahili at UNC, receiving highest honors. Business manager Tracey Cave at UNC has been selected by the College of Arts and Sciences to serve as a mentor for new business managers and to represent the social sciences on a college-wide committee advising the University about its administrative software.

Consortium faculty and staff have considerable experience managing the activities and training programs that are proposed in this application, including hiring top-quality new faculty and staff such as anthropologist Fadi Bardawil, winner of post-doctoral fellowships at the Wissenschaftskolleg zu Berlin and the University of Chicago's Society of Fellows, who is joining the UNC faculty in Fall 2014; managing on-campus competitions for language-pedagogy training subsidies (Budget Section 1.B), course development grants (Budget Section 1.C), faculty travel grants (Budget Section 3), and FLAS awards (Narrative Section 10); outreach to K-12 teachers and community college instructors (Narrative Section 7 and Budget Section 8.A); outreach to media (Narrative Section 7 and Budget Section 1.A); and evaluation (Narrative Section 9 and Budget Section 8.C).

To what extent are professional development opportunities, including overseas experience, provided for faculty and staff?

Consortium faculty and staff have made the most of Duke and UNC's professional development opportunities, including programs listed in Table 6.2.

Table 6.2. Professional Development Opportunities for Faculty and Staff
⊗ Travel funds of \$500 to \$1,500 per year, depending on the department, for conferences, research, or training. Title VI support will supplement this with travel grants to which faculty may apply (Budget Section 3).
⊗ Registration and travel funds for language instructors to attend professional training in language pedagogy. Title VI support will supplement this with grants to which language instructors may apply (Narrative Section 4.C; Budget Section 1.B).
⊗ Duke's Center for Instructional Technology and UNC's Center for Faculty Excellence offer extensive services for professional development in teaching (Narrative Section 3.D).
⊗ Semester-long fellowships at UNC's Institute for the Arts and Humanities and Duke's John Hope Franklin Humanities Institute, offering course-release and weekly seminars. The institutes offer about 30 fellowships per year, including two cross-campus fellowships. Consortium faculty average three fellowships per year.
⊗ Competitive research leaves. Tenure-track faculty are eligible for competitive research leaves every sixth year.
⊗ Support for external research leaves. Duke and UNC's research offices identify sources of external support for professional development and assist faculty applications.

To what extent do the teaching faculty and other staff participate in the teaching, supervision, and advising of students?

All of the Consortium's faculty members teach. The base rate is four courses per year for tenure-track professors and six courses per year for lecturers. The Consortium's associate directors on each campus also teach regularly. All Consortium faculty members supervise and advise undergraduate and graduate students (Narrative Section 2.B).

6.B. How adequate are the applicant staffing and oversight arrangements, and to what extent are faculty from a variety of departments, professional schools, and the library involved?

Consortium staffing is adequate for comprehensive coverage of Middle East studies. Title VI support will assist in hiring a full-time Turkish lecturer and a tenure-track line in Persian.

The Consortium operates with four sets of oversight arrangements. The first involves the university administrators to whom the Consortium's directors report. Second are the Graduate Schools of Duke and UNC, which oversee the Consortium's Graduate Certificate in Middle East Studies. Third are the Consortium's advisory boards -- one on each campus -- which combine core faculty members and representatives from professional schools, libraries, Study Abroad offices, and community partners. These advisory boards meet annually to review the

Consortium's progress and chart new directions. Finally, the Consortium reports also to its faculty and student affiliates, who are invited to help set the Consortium's agenda each year.

How adequate are the staffing and oversight arrangements for the center's administration and outreach activities?

The Consortium's staff has driven and managed the rapid growth of Consortium activities. When Title VI National Resource Center funding was cut by almost 50 percent in 2011, the Consortium's highest priority was to protect staff infrastructure in order to continue operations, and Title VI support remains crucial for staffing in the near future. In keeping with personnel procedures at Duke and UNC, the directors of the Consortium's constituent campus centers are responsible for ongoing oversight of staff and annual evaluation.

6.C. To what extent does the applicant, as part of its nondiscriminatory employment practices, encourage applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly?

Duke and UNC offer equal opportunity to all employees and applicants for employment without regard to race, color, religion, national origin, handicap or veteran status, sexual orientation or preference, sex, or age. This policy is followed in recruiting, hiring, appointment, and promotion into all academic and non-academic positions, and is overseen by the Duke Office for Institutional Equity and the UNC Equal Opportunity/Americans with Disabilities Act Office. Both campuses have made considerable strides to improve the diversity of their faculty and staff, and are committed to further improvement through recruitment and thorough consideration of applications from members of underrepresented groups.

Narrative Section 7. Outreach Activities

For domestic outreach activities in the following categories, to what extent does the applicant demonstrate: (a) a significant and measurable regional and national impact, and (b) faculty and professional school involvement.

Over the last four years, the Consortium has added two full-time staff members devoted to outreach activities, quadrupling Title VI investment with support from Duke, UNC, and external grant funding. The Consortium’s outreach coordinator, Regina Higgins, who has written more than 20 educational books for young adults, focuses on outreach to K-12 teachers, community college instructors, and pre-service students at the UNC School of Education. Julie Harbin, a journalist and editor who has lived and worked in the Middle East, focuses on outreach to public and policy audiences, primarily through the IslamiCommentary and TIRN Scholars websites, based at Duke. Both of these staff members have quickly become national leaders – Higgins now runs the book award program for the Middle East Outreach Council, the organization’s main collaborative activity, and Harbin’s has made IslamiCommentary one of the nation’s most highly-visited sources for scholarly op-eds on the Middle East and Islam.

Outreach to elementary and secondary schools. As the leading Middle East studies

Table 7.1. Consortium Outreach to Elementary and Secondary Schools, 2010-2014	
Activities:	Educators reached:
Consortium conferences and workshops	20
Co-sponsored workshops	202
World View workshops	4,177
N.C. Council for Social Studies conference	990
Instructor consultations and classroom visits	86
"Culture kit" curricular assistance	11
Consortium listserv	263
Total:	7,629

program in the Southeast, the Consortium works extensively with elementary and secondary schools in North Carolina and throughout the region. Prior to the hiring of outreach staffers, the Consortium relied primarily on collaboration with UNC’s World View program, the country’s

preeminent teacher-training program specializing in international issues. Founded in 1998, World View trains thousands of K-12 educators and hundreds of community college instructors each year with Duke and UNC faculty specialists on the Middle East and other regions. Title VI funding for the Consortium's outreach position has allowed us to expand our work with World View, and the Consortium's specialists have made presentations at 15 sessions over the past four years, reaching more than 4,000 educators. The Consortium's budget proposal (Section 8.A) includes funds to support this ongoing collaboration, including a Middle East-focused conference in Spring 2015, along with funding from UNC and participants' school districts.

In addition, the Consortium now engages in direct curricular assistance for elementary and secondary school educators. The Consortium includes K-12 teachers at its conferences and workshops, offering special sessions and opportunities to earn Continuing Education Units for renewing licensure. In partnership with the "Carolina Navigators" program at the UNC Center for Global Initiatives, the Consortium sends six Middle East culture kits -- toys, games, school books, DVDs, and other items, plus readings and lesson plans -- to K-12 teachers for use in their classrooms. The most recent kit, "Daily Life in Cairo," has reached 11 educators and 710 students. Kits on Bahrain and Tehran are in development and already have waiting lists.

Consortium faculty and staff regularly make visits to K-12 schools to deepen understanding of the history, cultures, and politics of the region. In addition, the Consortium's outreach coordinator provides year-round support of K-12 teachers through in-person, e-mail, and telephone consultations, responding to inquiries and offering instructional assistance, resource materials, and additional contact persons for numerous Middle East topics.

The Consortium has reached out in particular to educators at schools serving minority and low-income students. A prime example is the Consortium's work with the Marie G. Davis

magnet school in Charlotte, North Carolina, the first public school in the state to offer Arabic language classes. The Consortium provided curriculum development assistance for the school's course on Middle East history, which is now being offered.

The Consortium has co-sponsored and participated in workshops for K-12 educators such as the annual conference of the North Carolina Council for the Social Studies, where the Consortium has organized sessions on teaching the Middle East for more than 900 instructors. In recognition of the Consortium's role, Dr. Higgins was selected for the board of the Council. Other partners include UNC's Program in Humanities, the North Carolina Humanities Council, and the North Carolina Geographic Alliance.

In conjunction with other area studies centers at UNC and Duke, the Consortium is working to internationalize teacher-training programs on both campuses with Middle East-related instruction (**NRC Absolute Priority and Competitive Preference Priority 2**). At the UNC School of Education, the oldest university department of education in the Southeast, the Consortium works to develop Middle East materials for the LEARN NC program, whose website receives nearly 30,000 "hits" a day, offering lesson plans, curriculum standards, and instructional materials for teachers in North Carolina and around the world, including a digital textbook for Arabic language learning. The Consortium's budget (Section 8.A) includes funds for course development grants at the School of Education to integrate Middle East competencies into teacher preparation courses at the School of Education, and the Consortium is also contributing to plans for a "global week" at the School of Education, which will introduce global learning in all required courses for pre-service education students for one week each year.

At Duke, the Consortium is collaborating with the Program in Education to internationalize the Teacher-Learner Collaborative Program. This program will select 20

teachers per year from the Durham, North Carolina, public school system for a two-day workshop and eight one-day seminars over the course of the year, to study linkages between the global and the local and to develop internationalized teaching materials for themselves and colleagues. Title VI funds will support Consortium sponsorship of one teacher per year, beginning in Fall 2015, with a focus on Middle East subjects.

Outreach to postsecondary institutions. The Consortium works closely with World View’s community college program, including course development grants to eight community college instructors, bringing them to Duke and UNC for consultation with Consortium faculty,

Table 7.2. Consortium Outreach to Postsecondary Institutions, 2010-2014	
Activities:	Educators reached:
Conferences and workshops	27
World View workshops	472
Course development grants	8
Consortium listserv	71
Total:	595

librarians, and outreach staff in order to help them develop Middle East courses and modules. An estimated 600 students per year are enrolled in these enhanced courses. The Consortium is also partnering with World View’s “NC Global Distinction” initiative,

which recognizes students with global coursework and extracurricular activities with “Graduated with Global Distinction” on their transcript. This initiative, adopted by an initial group of 10 community colleges over the past year, is already receiving attention as a national model, and was presented at the annual conference of Community Colleges for International Development in February 2014. The Consortium’s budget (Section 8.A) includes support for this initiative through ongoing course development grants to create more Middle East-oriented “globally intensive courses,” and related expenses. Of the 10 initial community colleges participating in this program, one – Caldwell Community College – serves a “Tier 1 Zone,” designated by the North Carolina Department of Commerce as the most economically distressed areas of the state.

The Consortium has prioritized collaborations with minority-serving institutions throughout North Carolina, including course-development assistance at Winston-Salem State University and other campuses. One of the Consortium's long-time educational partners in the "Research Triangle" is North Carolina Central University (NCCU), the nation's oldest public liberal arts college for African-Americans. NCCU faculty and students participate in Consortium events, and Consortium faculty and visiting scholars have participated in NCCU events. As part of the University of North Carolina system, NCCU students can cross-enroll at UNC and Duke. The Consortium plans to formalize its collaboration with NCCU this year through NCCU membership on the Consortium board, partnership in the introduction of Arabic language courses and additional Middle East-oriented content courses at NCCU, and start-up activities such as library collection development to support these courses and scholarly and cultural events to draw student attention to them. NCCU faculty and language instructors will be eligible to apply for Consortium research and travel grants, and NCCU administrators will join other Consortium leaders in participating in the Diversity Abroad Network's annual conference in Years 1, 3, and 4. The Consortium's partnerships with NCCU and with the North Carolina community college system, which includes six historically Black, Title III-eligible institutions, address **NRC**

Competitive Preference Priority 1.

Outreach to business, media, and the general public. The Consortium offers Middle East expertise to business participants in Duke Corporate Education, which is ranked by *The Financial Times* and *Business Week* as the world's best custom executive education program; the Executive Development Program at UNC, which is ranked in the top 10; and the Duke Fuqua School of Business's annual Global Leadership Workshop, which is taught in Dubai, United Arab Emirates, by Duke faculty. This year, the Consortium piloted a "Professors and

Practitioners” series, involving seminars with Middle East scholars at Duke and UNC and professionals at RTI International, a leading independent research and development organization, which is based near Duke and UNC in North Carolina (Budget Section 8.B).

The Consortium has stepped up outreach to news media over the past four years, working to meet the need for professional training on the Middle East. In 2011, the Consortium hosted the annual conference of the Religion Newswriters Association, bringing together more than 50 reporters and a dozen Consortium faculty. The Consortium helped to develop a course on Islam that was distributed by the Poynter Institute, a leading provider of online training for journalists. In conjunction with the UNC School of Journalism and Mass Communication, the Consortium has helped train 41 journalists from 16 Arab countries over the past two years through the Department of State’s Edward R. Murrow program.

Consortium faculty have offered research-based insights in more than a thousand local, national, and international news stories over the past four years, according to the “America’s Newspapers” and Lexis/Nexis databases, including op-eds in the past year by Zeynep Tufekci (UNC) in *The New York Times* on social media in the Middle East and by Ebrahim Moosa (Duke) in *The Washington Post* on repression in Egypt. Consortium faculty have been featured in extended interviews on NPR’s “All Things Considered” (Omid Safi, UNC) and “The Diane Rehm Show” (Charles Kurzman, UNC), PBS’s “Charlie Rose Show” (four Duke Middle East specialists in the opening segment of the the show’s “Inside Islam” series), and other programs.

The Consortium’s outreach to the general public includes more than 600 public events on the two campuses over the past four years. In addition, the Consortium has offered more than 200 off-campus lectures and other events for community groups over the past four years, with attendance of more than 15,000. Thousands more have watched Consortium events and videos

on the Internet, including more than 100 videos on a dedicated YouTube page.

The Consortium has engaged in a concerted effort to bring faculty expertise on the Middle East to public audiences through the IslamiCommentary website, based at Duke. Since its launch in late 2012, the website has drawn more than 100,000 visitors and 9,000 links from other websites, and its associated Twitter account has accumulated more than 1,000 followers. Julie Harbin, the project editor, works with Consortium faculty and scholars at other institutions to help them convey research findings and commentary on current events for non-academic audiences. In 2013, the project hired a student intern from NCCU as part of the Consortium's ongoing collaboration with NCCU (**NRC Competitive Preference Priority 1**).

Narrative Section 8. Program Planning and Budget

8.A. Are the activities for which the applicant seeks funding of high quality and directly related to the purpose of the National Resource Centers program?

The quality of the Consortium's activities is discussed in previous sections, and will continue to be assessed through the Consortium's evaluation plan (Narrative Section 9). All of the Consortium's activities are directly related to the purpose of the National Resource Centers program: "to establish, strengthen, and operate language and area or international studies centers" as national resources for teaching modern foreign languages and area studies.

8.B. To what extent does the applicant provide a development plan or timeline which demonstrates how the proposed activities will contribute to a strengthened program by the end of the grant period? Does the applicant provide a plan that demonstrates how it will use its resources and personnel effectively to achieve the proposed objective?

Table 8.1 presents a timeline according to the categories of the Budget (Appendix 1), indicating the allocation of resources and the personnel who will be responsible for each activity.

Table 8.1. Timeline of Consortium Activities, 2014-2015 Through 2017-2018				
Activity	Year 1	Year 2	Year 3	Year 4
Budget Section 1.A. Personnel				
Associate Director, Duke	Funding shared with Duke and UNC. Responsible for organizing events; advising students; grant-writing; working with business manager to manage FLAS, travel, and evaluation programs; coordinate programs with partners at North Carolina Central University			
Associate Director, UNC				
Outreach Coordinator/Program Assistant, Duke & UNC	Funding shared with Duke and UNC. Responsible for outreach programs; assists with public events, evaluation			
Administrative Assistant, Duke	Funding shared with Duke. Assists with FLAS administration, events, graduate certificate program, evaluation			
Student Assistant, UNC	Responsible for managing and updating Consortium website			
Web/Media Outreach, Duke	Funding shared with Duke. Responsible for IslamiCommentary website; assists preparation of reports of research findings for public and policy audiences			
Open Access Program Officer, UNC	Funding shared with other UNC international and area studies centers. Responsible for Undergraduate Distinction in Global Engagement, GO! Global Orientation, and Passport to GO!, assisting participation of students from underrepresented groups			
Evaluation, Duke & UNC	Center directors (funded by Duke and UNC) evaluate staff performance each May			
Budget Section 1.B. Language Instruction				
Lecturer in Turkish, Duke/UNC	Cross-campus search committee advertises and fills position in Year 1	Lecturer begins work Fall 2015, teaching first-year Turkish at both Duke and UNC and a joint second-year course. Funding for the position is shared between Title VI, Duke, and UNC		
Turkish Online Course, Duke/UNC/National Middle East Language Resource Center	Turkish program director works with NMELRC to develop course	Third-year Turkish course is taught in interactive online format each semester, beginning in Fall 2015. Funding is shared between the Consortium and other centers nationwide		
Assistant Professor of Persian, UNC	Fundraising, recruitment	Professor begins teaching language culture courses, Fall 2015. Funding primarily through private donation to UNC		
Arabic Language Lecturer, NCCU	NCCU/Consortium search committee advertises and fills position in Year 1	Lecturer begins work Fall 2015, teaching first-year Arabic	Lecturer teaches first-year and second-year Arabic beginning in Fall 2016. Funding for the position is shared between Title VI and NCCU	
Language Across the Curriculum (LAC), UNC	LAC program director, funding shared between Title VI and other UNC area and international studies centers, hires instructor for section in Arabic in June (section taught one semester each year); hires Graduate Research Consultant to assist student research in Middle East languages in September; offers graduate seminar on Teaching LAC each spring			
Cultures and Languages Across the Curriculum (CLAC), Duke	CLAC program director, funded by Duke, hires instructor for section in Arabic in June of each year; section taught one semester each year			
Course Development Grants for Persian and Turkish, UNC/Duke	Persian and Turkish program directors develop cross-campus curricula	Integrated cross-campus curricula in Persian and Turkish implemented beginning in Fall 2015		
Language Pedagogy Training	Associate directors advertise awards for professional development training in September; Consortium Executive Committee selects awardees in early December; awardees attend programs by August 15, report on outcome by August 31			
Evaluation, Duke, UNC, NCCU	Area studies departments at Duke and UNC evaluate language faculty each April. Associate directors evaluate LAC programs each April, based on enrollment, syllabi, and student evaluations. Associate directors evaluate language pedagogy training in September, based on outcome reports by grantees			

Activity	Year 1	Year 2	Year 3	Year 4
Budget Section 1.C. Area Studies Instruction				
Middle East Culture Course, NCCU	Duke Professor Abdul Sattar Jawad teaches course at NCCU each spring. Funding for the position is shared between Title VI and NCCU			
Course Development Grants, Duke/UNC	Associate directors advertise course development grants in September; collect applications from faculty in November; Consortium executive committee selects grantees in December		Faculty receiving grants teach the new course twice by the end of the 2017-2018 academic year	
Course Development Grants, UNC School of Education	UNC associate director and dean of the UNC School of Education advertise course development grants in September of each year; collect applications from faculty in November; committee selected by dean selects faculty for grants in December; new or upgraded course is taught beginning in the following fall.			
Evaluation, Duke, UNC, NCCU	NCCU evaluates its instructors each April; course development grants evaluated along with entire program by Consortium Executive Committee each April			
Budget Section 2. Benefits				
All personnel listed in Budget Sections 1.A-1.C, Duke & UNC	Consortium budget managers (paid with Duke and UNC funds) make payroll arrangements for all personnel			
Evaluation, Duke & UNC	Center directors (funded by Duke and UNC) evaluate staff performance each May			
Budget Section 3. Travel				
Competitive Research Travel Grants, Duke & UNC	Associate directors advertise small research travel grants for Consortium faculty in September of each year, collect applications from faculty in November; Consortium executive committee selects up to 4 faculty for small grants in December; faculty use grants by August 15, report on outcome by August 31			
Administrative Travel, Duke & UNC	Consortium directors or staff travel to Title VI technical meetings; annual meetings of the Middle East Studies Ass'n; and institutional partners in the Middle East (4 trips subsidized by Title VI funds in Year 1, 2 trips per year thereafter)			
Diversity Abroad Conference Travel, Duke/UNC/NCCU	Consortium directors and staff and NCCU partners travel to the Diversity Abroad Network's annual conference, in order to learn best practices in Year 1 and contribute lessons from the Consortium's experience in Years 3 and 4.			
Library Travel, Duke & UNC	Travel by Middle East librarian to the Middle East for collection development, 1 trip per year, alternating between UNC (Years 1 and 3) and Duke (Years 2 and 4)			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April			
Budget Section 4. Equipment				
None	None			
Budget Section 5. Supplies				
Coordinated Library Collection Development, Duke & UNC	Middle East librarians continue to build vernacular-language and other holdings on the Middle East			
Bodman Documentary Film Collection, UNC	Middle East librarian at UNC continues to build the nationally renowned Middle East documentary film collection founded by Ellen-Fairbanks (Taffy) Bodman			
Institutional memberships, Duke & UNC	Consortium collaborates with other Title VI centers around the U.S. to support national professional associations in Middle East studies			
Office supplies, Duke & UNC	Consortium staff purchase paper, printer cartridges, and other supplies			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April			
Budget Section 6. Contractual				
None	None			
Budget Section 7. Construction				
None	None			

Activity	Year 1	Year 2	Year 3	Year 4
Budget Section 8.A. Outreach				
World View, Teacher Training Seminars, Duke & UNC	Consortium outreach coordinator and World View staff recruit faculty seminar leaders in summer, advertise to K-12 teachers in August-December; review applications in January; conduct workshop in March; report on outcome by May 1			
World View, NC Community College Global Distinction Program, Duke & UNC	Consortium outreach coordinator and World View staff advertise course development grants in August-December; review applications in January; organize campus visits in February-April. Grant recipients develop curricular units, June-July; report on outcome by August 1			
Middle East Teaching Kit Program, Duke & UNC	Consortium outreach coordinator works with Consortium faculty to develop teaching kits, advertises and sends kit to K-12 teachers, year-round			
UNC School of Education Global Week	Consortium outreach coordinator works with other area and international studies centers' outreach coordinators and School of Education faculty to develop "Global Week," to be held each year beginning Spring 2015			
Duke Program in Education Teacher-Learner Collaborative Program	Development of internationalized program	Consortium outreach coordinator works with Program in Education to select and help train one Durham public school teacher each year with Middle East focus		
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April			
Budget Section 8.B. Events				
Annual Middle East Studies Conference, Duke & UNC	Consortium directors, executive committee, and staff all organize conference in fall, host conference in February. Conference themes: World War I and Nationalism (Year 1), Global Cities (Year 2), the Middle East and the Environment (Year 3), and Middle East Film Criticism (Year 4)			
Annual Graduate Student Islamic Studies Conference, Duke & UNC	All Consortium staff work with graduate student committee to develop conference theme in September-October, publicize call for papers in November-December, evaluate applications in January, host conference in March			
Speakers and other campus events, Duke & UNC	All Consortium faculty and staff plan scholarly and cultural events on Middle East subjects, year-round; Consortium Executive Committee responds to requests for co-sponsorship of Middle East-related events, year-round			
Cross-regional collaborations, Duke & UNC	Consortium Executive Committee initiates and responds to requests for cross-regional events such as series World War I centennial (Year 1), year-round			
NCCU start-up activities	Consortium faculty, executive committee, and staff work with NCCU principal investigator to organize Middle East-related events in Years 1 and 2 to build NCCU's new Arabic program			
Global Business certificate program, UNC	UNC associate director and Turkish studies faculty work with Kenan-Flagler Global Business Center to develop Turkey portion of this new program			
Professors and Practitioners program, Duke, UNC, & RTI	Consortium faculty, executive committee, and staff work with RTI to organize Middle East-related events bringing together scholars and practitioners			
Coordinated FLAS application system and FLAS receptions, Duke	Duke program assistant, who is responsible for managing the FLAS program at Duke, works with FLAS administrators at other Duke area and international studies centers to develop and implement new application system for implementation in Year 2; arrange reception for FLAS recipients each September			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April			
Budget Section 8.C. Evaluation				
Evaluation, Duke & UNC	Ongoing collection of data by Consortium staff and evaluation consultant (see detailed timetable in Narrative Section 9.C)			
Language evaluation, Duke, UNC, and NMELRC	Site visit by NMELRC staff	Consortium FLAS administrators arrange online language evaluation of FLAS recipients		

Activity	Year 1	Year 2	Year 3	Year 4
Budget Section 11. Training Stipends (FLAS)				
FLAS Awards, Duke & UNC	FLAS administrators work with other international and area studies centers to advertise FLAS program in fall for late January-early February application deadline and assist students preparing applications; work with faculty Executive Committee members to evaluate applications; manage awards; and evaluate performance through pre- and post-award language tests			
Evaluation, Duke & UNC	Annual evaluation of program by Consortium Executive Committee each April			

8.C. Are the costs of the proposed activities reasonable in relation to the objectives of the program?

The Consortium makes every effort to keep costs at a minimum and to extend the impact of Title VI funding by leveraging investments from Duke and UNC, grantwriting, private fundraising, and economies of scale gained through collaboration among Title VI centers (for example, through joint hiring of an evaluation consultant), which also helps to integrate Middle East studies into the scholarly life of the two campuses. Over the coming grant cycle, Title VI funding will trigger more than \$1 million in university contributions to Middle East programs at Duke and UNC (Appendix 1), not counting the universities' ongoing commitments to Middle East studies, which amounts to more than \$73 million over four years (Table 1.3).

8.D. What kind of long-term impact will the activities (for which funds are requested) have on the institution's undergraduate, graduate, and professional training programs?

Title VI funding will help the Consortium build institutional capacity in Middle East studies throughout Duke and UNC's undergraduate, graduate, and professional training programs through new faculty, new courses developed with course development grants, enhanced teaching skills developed through the Consortium's professional-development activities, accelerated library collection development in Middle Eastern languages, additional institutional linkages with universities in the Middle East, and increased cooperation with professional schools at Duke

and UNC, especially with teacher-training programs on both campuses. The impact will be concentrated in the Consortium's three focus areas for the coming years:

1. Integrated cross-campus language programs in Persian and Turkish, implemented through Consortium brokering of administrative approvals and course development grants;
2. Curricular development at the undergraduate and graduate levels, including a Middle East track in the new Undergraduate Distinction in Global Engagement being developed at UNC, coinciding with Measure 4 of the Department of Education's Government Performance and Results Act (GPRA) goals for National Resource Centers ("Percentage of NRCs that increased the number of certificate, minor, or major degree programs"), to be assisted with Consortium planning and course development grants;
3. Broadening access to Middle East studies by historically underrepresented groups, including racial and ethnic minorities, first-generation college students, and students who demonstrate financial need, through collaboration with units across Duke and UNC and the introduction of an Arabic program at North Carolina Central University.

Beyond Duke, UNC, and NCCU, Title VI funding will also have a lasting impact on the North Carolina community college system, through the Consortium's participation in the NC Community College Global Distinction Program and Middle East-related course-development grants; on the K-12 school system, through the Consortium's outreach and teacher-training partnerships; and on local communities, through the Consortium's public events and websites.

Narrative Section 9. Impact and Evaluation

9.A. To what extent do the center's activities and training programs have a significant impact on the university, community, region and the nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources?

The productivity of the Consortium has had a significant impact on the Duke and UNC campuses and beyond. Some indicators of this impact are listed in Table 9.1, which identifies the growth in Consortium activities in 2013-2014 over the past eight years. Beyond the numbers, the impact on campus is most visible in the institutionalization of the Consortium itself, which has grown from its founding in 2005 (then called the Triangle Center for Middle East Studies) to become an equal partner with other international and area studies centers at Duke and UNC in the planning of the universities' internationalization efforts, including assessing and improving

Table 9.1. Growth in Consortium Activities, 2005-2006 to 2013-2014				
Category	2005-2006	2009-2010	2013-2014	Growth
University support	*	\$14,352,867	\$15,595,018	9%
Staff (full-time-equiv.)	1	3	6	100%
Core faculty	32	53	80	51%
Graduate concentrators	**	**	48	--
Undergrad concentrators	*	223	234	5%
Courses	88	158	192	22%
Course enrollment	3,564	4,165	6,544	57%
Public events (sponsored)	15	26	48	85%
Attendance	*	836	2,962	254%
Public events (advertised)	102	206	249	21%
Attendance	*	10,000 (est.)	12,000 (est.)	20%
K-12 teachers trained	111	157	1,516	866%
Community college instructors trained	0	0	128	--

*Comparable data not available.

**Graduate concentration inaugurated in 2011.

access to international education by underrepresented groups (Narrative Section 9.B).

Regionally, the Consortium conducts more Middle East-related

community and teacher-training events than any other

university or consortium in the Southeast, reaching thousands of teachers and tens of thousands of community members over the past four years (Narrative Section 7). Nationally, Consortium faculty provide leadership in national professional associations (Narrative Section 6.A) and have a significant presence in national and global media (Narrative Section 7). Over the past four

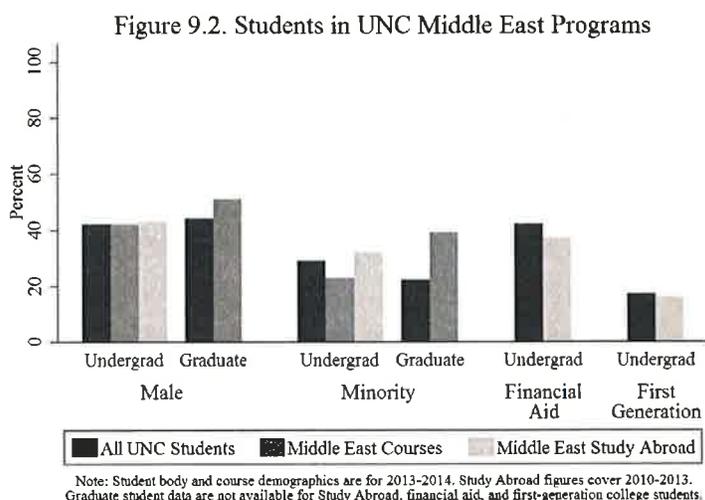
years, 26 of the Consortium's undergraduates have won national awards for further study of the Middle East (Narrative Section 2.A). The Consortium's placement survey of undergraduates, conducted in Spring 2014, identified four recent graduates in Middle East-related positions at the State Department, at least two in national security-related agencies, one each at the Council on Foreign Relations and Carnegie Endowment for International Peace, and several in Middle East-related businesses, including the secretary of the Middle East and North Africa Consultants Association. Two of the Consortium's recent graduate students teach at the U.S. Military Academy, one in a Middle East policy position in Congress, and two at inter-governmental organizations, plus numerous graduates teaching Middle East subjects in academia. One fifth of survey respondents said they use their language training at least once a week in their current positions, and more than half use their Middle East area studies training at least once a week.

9.B. To what extent will provisions be made for equal access and treatment for eligible students and other participants who are members of groups that have been traditionally under-represented (such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly)?

Both Duke and UNC emphasize equal access and treatment for students and staff from traditionally under-represented groups. Both universities are committed to making campus programs and facilities accessible to the physically challenged through building design and the provision of special assistance by designated offices.

As part of its evaluation program, the Consortium collaborated this year with other international and area studies centers at Duke and UNC, as well as UNC's Office of Institutional Research and Analysis and Duke's Office of Assessment, to gather base-line data on participation in international education opportunities by students from underrepresented groups,

in order to identify barriers and track progress in addressing them. As shown in Figure 9.2, data from UNC (data-gathering at Duke is not yet complete) suggest that the Consortium's



undergraduate programs are attracting minority students, students eligible for financial aid, and first-generation college students at a slightly lower rate than the UNC student body as a whole. This initiative – possibly the nation's first data-driven

analysis of underrepresented groups in Middle East and international studies programs – convened a task force of leaders from more than two dozen university offices, including financial aid, residential life, and other units that had not previously engaged with Middle Eastern and other international education issues. Broadening participation by underrepresented groups in Middle East courses and Study Abroad forms one of the Consortium's three focus areas for growth and evaluation in the coming grant cycle (Narrative Section 9.C).

9.C. Does the applicant provide an evaluation plan that is comprehensive and objective and that will produce quantifiable, outcome-measure-oriented data?

The Consortium is focusing its evaluation plan and Performance Measurement Form (Appendix D) on the three areas identified through past evaluations and strategic planning as priority areas for growth (Narrative Section 1.A):

1. Increasing language programs in Persian and Turkish through cross-campus

integration. Tracking enrollments in Persian and Turkish in recent years, the Consortium recognized that both language programs were in danger of disappearing from one of our two campuses in the current context of increasing university strictness about low-enrollment courses. Planning for joint Duke-UNC programs in Persian and Turkish began in 2013, with the goal of sharing instruction costs and building enrollments. Evaluation of this effort will focus on obtaining administrative approvals for the cross-campus programs, measuring course enrollments, and – in Year 4 of the grant cycle – a qualitative review of the programs through interviews with university administrators, faculty, and students in the Persian and Turkish programs. This effort corresponds to Measure 3 of the Department of Education’s Government Performance and Results Act (GPRA) goals for National Resource Centers: “Percentage of NRCs that increased the number of intermediate or advanced level language courses in the priority and/or LCTLs [less commonly taught languages] during the course of the grant (long-term measure).”

2. Deepening the undergraduate and graduate curricula. At the undergraduate level, Consortium evaluations have identified unevenness in the popularity of the various Middle East curricula. Feedback from students suggests that one factor may be the lack of capstone courses in many of the curricula, which would offer students an opportunity for advanced study of the subject as a benefit for commitment to a major or minor. At the graduate level, the introduction of the Duke-UNC Certificate in Middle East Studies in 2011 has – as anticipated – led to increased student demand for other graduate seminars in Middle East studies. The Consortium plans to increase the number of undergraduate capstone courses and graduate seminars by working with faculty and department administrators and by offering course development grants. Evaluation of this effort will focus on the number of new capstone courses and graduate

seminars developed and offered, the number of students in Consortium curricula, and – in Year 4 of the grant cycle – a qualitative review of the curricula through interviews with administrators, faculty, and students, both students in the curricula and students who have taken more than one Middle East studies course but have not enrolled in a Middle East curriculum. This effort corresponds to Measure 4 of the Department of Education’s goals for National Resource Centers: “Percentage of NRCs that increased the number of certificate, minor, or major degree programs in the priority and/or LCTLs, area studies, or international studies during the course of the 4-year grant period.”

3. Broadening access to Middle East studies by students from historically underrepresented groups. The Consortium has been active in efforts to gather data on participation in international educational opportunities by underrepresented groups (Narrative Section 9.B). The Consortium plans to work with the financial aid offices at Duke and UNC, the deans of students, residential advising programs, and minority-serving units on both campuses, to identify barriers to participation, and to reach students who may not have considered Middle East studies. The Consortium’s partnership with NCCU is also intended to increase access to Middle East studies, especially Arabic language learning, among its predominantly African-American student population. Evaluation of this effort will focus on the number of students from underrepresented groups in Middle East studies courses at Duke, UNC, and NCCU; the number of students from these groups in Duke and UNC’s Study Abroad programs in the Middle East; and, in Years 1-4, focus groups with students from underrepresented groups to investigate their impressions of the Consortium’s programs, possible barriers they perceive, and suggestions for overcoming these barriers. This effort corresponds to Goal 1 of the Department of Education’s strategic plan for 2014-2018: “Increase college access, affordability, quality, and completion by

improving postsecondary education and lifelong learning opportunities for youth and adults.”

Dr. Rita O’Sullivan, director of the Evaluation, Assessment, & Policy Connections (EvAP) unit at the UNC School of Education since 1999, will serve as external evaluator for the UNC portion of the Consortium’s activities. Dr. O’Sullivan is a specialist on the evaluation of educational programs and author of *Practicing Evaluation: A Collaborative Approach* (Sage, 2004). She has served as an officer of the American Evaluation Association and received the first lifetime achievement award from the North Carolina Association for Research in Education. Dr. Matt Serra, director of Assessment for Trinity College at Duke, will serve as external evaluator for the Duke portion of the Consortium’s activities. Dr. Serra has run independent assessments for academic units at Duke since 2000, has served as an on-site reviewer for the Southern Association of Colleges and Schools, and is active in the Association of American Colleges and Universities’ assessment research meetings. Both Dr. Serra and Dr. O’Sullivan assisted the Consortium and other international and area studies centers at Duke and UNC in evaluation planning this year. Beginning in Fall 2014, they and their staff will oversee implementation of the evaluation plan, conduct interviews and focus groups, and submit reports on their findings.

9.D. For FLAS applicants, to what extent have the applicant’s activities and training programs contributed to an improved supply of specialists on the program’s subject as shown through indices such as undergraduate and graduate enrollments and placement data?

Please see Narrative Sections 2.A and 9.A.

9.E. To what degree do activities of the center address national needs, and generate information for and disseminate information to the public?

All of the Consortium’s activities address the national need for increased understanding

of the Middle East. Consortium members have disseminated information to the public through radio and television appearances, articles in national and global newspapers, websites including IslamiCommentary, training for journalists, and other activities (Narrative Section 7).

What is the center's record of placing students into post graduate employment, education, or training in areas of national need and the center's stated efforts to increase the number of such students that go into such placements?

On the Consortium's placement record, please see Narrative Sections 9.A and 9.F. All of the Consortium's activities are intended to spur interest in the Middle East (designated as an area of national need) that will last beyond graduation, and the Consortium's advising offers encouragement and information about Middle East-related opportunities (Narrative Section 2.B).

9.F. For FLAS applicants, to what degree are fellowships awarded by the applicant addressing national needs?

All of the Consortium's fellowships involve study of the Middle East and its languages, which have been identified by the U.S. Secretary of Education as areas of national need.

For FLAS applicants, what is the applicant's record of placing students into post-graduate employment, education or training in areas of national need and the applicant's stated efforts to increase the number of such students that go into such placements?

The Consortium works with the Duke and UNC offices of career counseling to inform students about Middle East-related government careers, as well as opportunities in education, business, and nonprofit sectors, and the Consortium maintains an extensive website listing academic positions in Middle East and Islamic studies (Narrative Section 2.B). This spring, a Consortium survey of FLAS recipients who have graduated found that a third work in higher

education, a fifth in government, a fifth in the non-profit sector, and a sixth in business (Table

Table 9.3. Survey of Middle East FLAS Graduates		
Category	Number	Percent
Type of employer:		
Higher education	8	32%
Government	5	20%
Non-profit sector	5	20%
Business	4	16%
Other	2	8%
No response	1	4%
How often do you use your FLAS language in your current position?		
Never	9	36%
Less than once a week	10	40%
At least once a week	6	24%
How often do you use your area studies knowledge in your current position?		
Less than once a week	4	16%
At least once a week	16	64%
No response	5	20%

9.3). A quarter of respondents report that they use their language training at least once a week in their current positions, and more than half use their area studies training this often.

Narrative Section 10. FLAS Awardee Selection Procedures

10.A. For FLAS applicants, does the applicant provide a selection plan of high quality that describe how awards will be advertised, when each step in the selection process will take place, and how the process will result in awards being made to correspond to any announced priorities.

Duke and UNC run simultaneous FLAS competitions for many world regions, with coordination among the 10 Title VI centers on the two campuses, beginning each year with joint information sessions on each campus, a common deadline (late January or early February), and a single application form. The Consortium also coordinates FLAS awards in Middle Eastern languages with several UNC centers: the African Studies Center (Arabic); Center for Global Initiatives (Arabic, Urdu); Center for European Studies (Turkish); and Center for Slavic, East European, and Eurasian Studies (Persian). FLAS opportunities are advertised via Facebook and Twitter, center and departmental list-servs, and ads in the Duke and UNC student newspapers. The centers encourage departments, especially in the professional schools, to use FLAS

fellowships as a recruitment tool.

Application components include a curriculum vitae, a statement of research and career goals, a language assessment form, letters of recommendation, and -- beginning in applications

Table 10.1. FLAS Administrative Process	
Steps in Process in a Typical Year	Timeframe
Informational meetings about fellowships	Sept.-Dec.
Academic Year and Summer FLAS competition announcements/advertisement	Nov.-Dec.
Academic Year and Summer FLAS application deadline, including completion of federal financial aid form	Jan.
Financial Aid offices assist Consortium with identifying financial need	Jan.-Feb.
Academic Year and Summer FLAS selection committees make decisions	Feb.-Mar.
Summer FLAS notifications	March
Academic Year FLAS notifications, contingent upon continued funding	March
Seek approval from Department of Education program officer on Summer FLAS awards/travel	Mar.-Apr.
Submit interim Summer FLAS report and final Academic Year FLAS report with Student Performance Reports to Department of Education	June 1
Seek approval from Department of Education program officer on Academic Year FLAS awards/travel	June-Aug.
Submit final Summer FLAS report with Student Performance Reports and interim Academic Year FLAS report to Department of Education	Sept. 1
Conduct biennial survey of FLAS alumni	Every 2 years

for Summer 2015 and Academic Year 2015-2016 funding -- a statement of financial need using the Free Application for Federal Student Aid (FAFSA). The application materials are collected centrally by the international centers at Duke and UNC via an online application process and then sent digitally to selection committees established by each area studies center. Award notifications are sent in March. Based on

feedback from FLAS alumni, the centers will add annual workshops for graduate-student FLAS awardees to present their research.

Most of the Consortium's FLAS awards are made to graduate students, in support of the Duke-UNC graduate certificate in Middle East studies. The Duke and UNC graduate schools have agreed to contribute tuition and fees above the FLAS program's institutional payment limits for graduate student awardees. The Consortium also plans to offer two undergraduate FLAS summer awards each year -- the institutional payment for academic year awards is too low for

Duke tuition – one higher than in the last cycle, which generated an abundance of excellent undergraduate applications and successful summer language study experiences.

All of the Consortium’s FLAS awards correspond to FLAS Competitive Preference Priority 2: Arabic, Modern Hebrew, Persian, Turkish, and Urdu. Approximately two thirds of the awards correspond to the FLAS Invitational Priority for languages used in Sub-Saharan Africa (Arabic) and South Asia (Urdu).

10.B. For FLAS applicants, does the applicant provide a selection plan of high quality that describes how students apply for awards.

Please see Narrative Section 10.A.

10.C. For FLAS applicants, does the applicant provide a selection plan of high quality that describe who selects the fellows and what selection criteria are used.

While the application process is centralized on each campus, the selection of fellows is conducted by area studies specialists. The Consortium convenes committees of three Middle East studies faculty members on each campus -- the campus director, a language instructor, a humanities professor, and a social scientist – plus the associate director, who rank applications from their campus based on academic merit, commitment, level of language proficiency, and alignment with FLAS priorities. In keeping with FLAS Competitive Preference Priority 1, the Consortium will give preference when awarding fellowships to students who demonstrate financial need, as determined using the Free Application for Federal Student Aid (FAFSA). The university offices of financial aid at Duke and UNC, and the financial aid offices within the graduate schools at each school, have agreed to assist the Consortium in determining unmet financial needs of applicants.

Narrative Section 11. Absolute, Competitive, and Invitational Priorities

Priority	Activities	Budget Section	Narrative Section
Absolute Priority: Teacher training	World View K-12 and community college teacher-training workshops	8.A	7
	World View Community College Global Distinction Program	8.A	7
	Middle East Teaching Kit Program for K-12 teachers	8.A	7
	UNC School of Education Global Week	8.A	7
	UNC School of Education course-development grants	1.C	3.A, 7
	Duke Program in Education /Durham Public Schools teacher training	8.A	7
	Pedagogical training for Consortium language instructors	1.B	4.D
FLAS Competitive Preference Priority 1: Students who demonstrate financial need	FLAS applicants will be required to submit FAFSA; preference will be given to applicants who demonstrate financial need	11	10
FLAS Competitive Preference Priority 2: Priority languages	100% of awards will be in priority languages: Arabic, Modern Hebrew, Persian, Turkish, and Urdu	11	10
FLAS Invitational Priority: languages used in Sub-Saharan Africa, South Asia, and Southeast Asia	Approximately two thirds of FLAS fellowships will be awarded to students studying Arabic (used in Sub-Saharan Africa) and Urdu (used in South Asia), the same proportion as over the past four years	11	10
NRC Competitive Preference Priority 1: Partnerships with minority-serving institutions	Partnership with North Carolina Central University, including membership on the Consortium board, joint event planning, library collection development, and introduction of Arabic language courses at NCCU	1.B, 1.C, 5.A, 8.B	4.A, 5.B, 7
	World View community college course development program, including partnership with six Title III-eligible institutions	8.A	7
NRC Competitive Preference Priority 2: Partnerships with education programs	UNC School of Education Global Week	8.A	7
	UNC School of Education course-development grants	1.C	3.A, 7
	Duke Program in Education /Durham Public Schools teacher training	8.A	7
NRC Invitational Priority: Partnerships with overseas institutions of higher education	Study Abroad, faculty and student exchange programs, and research collaborations with universities in the Middle East	3	1.A, 2.B

Duke-UNC Consortium for Middle East Studies

Appendix A. Budget

1. Personnel

1.A. Administrative

Budget Item	Year 1	Year 2	Year 3	Year 4
Associate Director, Duke	\$31,929	\$32,887	\$33,874	\$34,890
Associate Director, UNC	\$28,401	\$29,253	\$30,131	\$31,035
Outreach Coordinator/Program Assistant, Duke/UNC	\$21,012	\$21,642	\$22,291	\$22,960
Program Assistant, Duke	\$14,453	\$14,886	\$15,333	\$15,793
Student Assistant, UNC	\$4,000	\$4,000	\$4,000	\$4,000
Web/Media Outreach, Duke	\$5,009	\$5,160	\$5,315	\$5,474
Open Access Program Officer, UNC	\$1,000	\$1,030	\$1,061	\$1,093
Subtotal:	\$105,804	\$108,858	\$112,005	\$115,231

Notes:

Associate Directors, Duke and UNC:

Detail: Full-time position, 50% contribution from Title VI; 3% increase per year.

Goals: Organize events at each university; supervise staff; advise students; seek out and write grants for additional support for Consortium activities; work with Consortium administrative manager (paid by UNC) to manage FLAS, travel, and evaluation programs; coordinate programs with partners at North Carolina Central University (**NRC Competitive Preference Priority 1**) and institutions in the Middle East (**NRC Invitational Priority**).

Outreach Coordinator/Program Assistant, Duke/UNC:

Detail: Full-time position, 50% contribution from Title VI; 3% increase per year. This position is based at UNC, the lead institution for the Consortium in this Title VI cycle.

Goals: Conduct and coordinate outreach programs targeted toward community college instructors (**NRC Competitive Preference Priority 1**), the UNC School of Education and Duke Program in Education (**NRC Absolute Priority and Competitive Preference Priority 2**), and K-12 teachers (see Budget Section 8.A and Narrative Section 7); develop and distribute Middle East Teaching kits for K-12 teachers; coordinate speakers bureau with Consortium faculty and students; organize campus events and promote community participation at them; assist with evaluation.

Program Assistant, Duke:

Detail: 75% time position; 37.5% contribution from Title VI.

Goals: Organize campus events and promote community participation in them; assist with FLAS program and graduate certificate program; assist with evaluation.

Student Assistant, UNC:

Detail: \$12.50 per hour, 320 hours per year.

Goals: Maintain website, assist with campus event, gather and enter data for Title VI reporting and for program evaluation.

Web/Media Outreach, Duke:

Detail: 10% contribution from Title VI, in conjunction with Duke's Transcultural Islam grant from the Carnegie Corporation of New York.

Goals: Manage IslamiCommentary materials on the Middle East; assist faculty and students prepare reports of research findings for public and policy audiences.

Open Access Program Officer, UNC:

Detail: \$1,000 contribution from Title VI, in conjunction with anticipated contributions of approximately \$29,000 contribution from other UNC international and area centers, led by the Center for Global Initiatives, where the position will be based.

Goals: Improve participation by underrepresented groups in Middle East and other international educational opportunities through the “Undergraduate Distinction in Global Engagement,” a new program that allows students to earn a special remark on their academic transcript; “GO! Global Orientation,” the pan-university training and awareness initiative to prepare students for international study and internships, serving more than 400 students per year; and “Passport to GO!”, which provides financial and logistical support to students with financial need to obtain their first passport.

I.B. Language Instruction				
Budget Item	Year 1	Year 2	Year 3	Year 4
Turkish Language Instructor, Duke/UNC	\$2,774	\$22,500	\$23,175	\$20,927
Turkish Language Consortium, UNC	\$500	\$1,500	\$1,500	\$1,500
Persian Language and Culture, UNC	\$8,000	\$6,000	\$4,000	\$2,000
Arabic Language Instructor, NCCU		\$5,500	\$11,000	\$11,000
LAC Arabic Instructor, UNC	\$2,000	\$2,060	\$2,122	\$2,186
LAC Arabic Graduate Research Consultant, UNC	\$500	\$515	\$530	\$546
LAC Teaching Course, UNC	\$1,000	\$1,030	\$1,061	\$1,093
LAC Administration, UNC	\$2,000	\$2,060	\$2,122	\$2,186
CLAC Arabic Instructor, Duke	\$5,000	\$5,150	\$5,305	\$5,464
Course Development Grant, Persian, UNC	\$3,000			
Course Development Grant, Turkish, Duke	\$3,000			
Language Pedagogy Training, Duke/UNC	\$4,000	\$4,000	\$4,000	\$4,000
Subtotal:	\$31,774	\$50,315	\$54,815	\$50,902

Notes:

Turkish Language Instructor, Lectureship Position, Duke/UNC.

Detail: Full-time position, 50% contribution from Title VI; based at Duke, with teaching responsibilities on both campuses; 3% increase per year. Year 1 is prorated to include 6 weeks between Duke/UNC hiring date (July 1, 2015) and end of Title VI fiscal year (August 15, 2015); Year 4 is prorated for the end of the Duke/UNC fiscal year on June 30, 2018.

Goals: Increase and integrate Duke/UNC course offerings in Turkish language and literature (Narrative Section 4.A).

Turkish Language Consortium, UNC/National Middle East Language Resource Center.

Detail: \$500 Title VI contribution for course development in Year 1, plus expected contribution of \$4,000 from other Middle East centers; \$1,500 per year in Years 2-4, plus expected contribution of \$12,000 per year from other centers.

Goals: Offer third-year Turkish language courses in an interactive on-line format each year through collaboration with the National Middle East Language Resource Center and other Middle East National Resource Centers (Narrative Section 4.A).

Assistant Professor of Persian Language and Culture, UNC

Detail: Title VI contribution of \$8,000 in start-up funds in Year 1 to assist with recruitment and salary support of \$6,000 in Year 2, declining to \$4,000 in Year 3 and \$2,000 in Year 4. Private funding for this position is not yet finalized.

Goals: Increase course offerings in joint Duke/UNC program in Persian language and literature (Narrative Section 4.A).

Arabic Language Instructor, Adjunct Faculty Position, North Carolina Central University (NCCU).

Detail: \$7,500 per course, including \$5,500 contribution per course from Title VI; one course in Year 2, two courses each in Years 3 and 4; support for one additional course in Year 2 and two additional courses each in Years 3 and 4 are anticipated from the Duke University Center for International Studies and the UNC Center for Global Initiatives.

Goals: Introduce Arabic language instruction at NCCU, a historically black university, as part of the Consortium’s partnership with NCCU in Middle East studies; first-year Arabic will be offered in Year 2 and first- and second-year Arabic in Years 3 and 4 (Narrative Sections 4.A, 7, 8; **NRC Competitive Preference Priority 1**).

Languages Across the Curriculum (LAC) Arabic Instructor, UNC.

Detail: \$5,000 per course, including \$2,000 contribution from Title VI, in conjunction with \$3,000 anticipated contribution from the UNC African Studies Center and the Center for Global Initiatives; 3% increase per year.
Goal: Increase course offerings in Arabic through one LAC section per year linked with Middle East content courses (Narrative Section 4.B).

Languages Across the Curriculum (LAC) Arabic Graduate Research Consultant, UNC.

Detail: \$500 contribution from Title VI.
Goal: Hire one graduate student per year to assist students in Arabic LAC courses with language-intensive research projects, through the Graduate Research Consultant program at the UNC Office of Undergraduate Research (Narrative Section 4.B).

Languages Across the Curriculum (LAC) Teaching Course, UNC.

Detail: \$1,000 contribution from Title VI, in conjunction with anticipated \$5,000 contribution from other UNC National Resource centers; 3% increase per year.
Goal: One graduate seminar per year training graduate students how to teach LAC sections, as part of UNC's graduate certificate in Languages Across the Curriculum (Narrative Section 4.B).

Language Across the Curriculum (LAC) Administration, UNC.

Detail: \$2,000 contribution from Title VI, in conjunction with anticipated \$18,000 contribution from other UNC National Resource Centers, led by the UNC Center for European Studies; 3% increase per year.
Goal: Contribute to half-time position, based in the Center for European Studies, for administration of UNC's LAC program (Narrative Section 4.B).

Cultures and Languages Across the Curriculum (CLAC) Arabic Course, Duke.

Detail: \$5,000 contribution from Title VI; 3% increase per year.
Goal: Increase course offerings in Arabic through one LAC section per year linked with Middle East content courses (Narrative Section 4.B).

Course Development Grant for Persian Language, UNC.

Detail: \$3,000 contribution from Title VI in Year 1 only.
Goal: Create new curriculum for joint Duke-UNC Persian language instruction, based at UNC with teaching responsibilities on both campuses (Narrative Section 4.A).

Course Development Grant for Turkish Language, Duke.

Detail: \$3,000 contribution from Title VI in Year 1 only.
Goal: Create new curriculum for joint Duke-UNC Turkish language instruction, based at Duke with teaching responsibilities on both campuses (Narrative Section 4.A).

Language Pedagogy Training, Duke/UNC.

Detail: \$4,000 in subsidies each year for Duke and UNC language instructors; budgeted through UNC, the Consortium's lead institution.
Goal: Increase language teaching proficiency through participation in training workshops (Narrative Section 4.C).

I.C. Area Studies Instruction				
Budget Item	Year 1	Year 2	Year 3	Year 4
Mideast Cultures, NCCU	\$5,500	\$5,500		
Course Development Grant, Duke/UNC	\$6,000	\$6,000		
Course Development Grant, School of Education, UNC	\$1,200	\$1,200	\$1,200	\$1,200
Subtotal:	\$12,700	\$12,700	\$1,200	\$1,200
Notes:				
Middle East Cultures Course, Adjunct Position, NCCU.				
Detail: \$7,500 per course, including \$5,500 contribution from Title VI; one course per year in Years 1 and 2.				

Goal: Build interest in NCCU's Arabic language program through one course per year on Middle East Cultures (Narrative Sections 4, 7, 8; **NRC Competitive Preference Priority 1**).

Course Development Grants, Duke/UNC.

Detail: \$6,000 contribution from Title VI in Year 1 and Year 2 for one course development grant per campus per year, with commitment to teach the course at least twice by the end of Year 4.

Goal: Increase Middle East course offerings by encouraging faculty to add Middle East content to an existing course or develop a new Middle East-related course (Narrative Section 3).

Course Development Grant, School of Education, UNC.

Detail: \$1,200 contribution per year from Title VI.

Goal: Increase Middle East content in School of Education teacher-training courses (Narrative Section 7; **NRC Absolute Priority and Competitive Preference Priority 2**).

Subtotal: Personnel

Budget Category	Year 1	Year 2	Year 3	Year 4
1.A. Administrative	\$105,804	\$108,858	\$112,005	\$115,245
1.B. Language Instruction	\$31,774	\$50,315	\$54,815	\$50,902
1.C. Area Studies Instruction	\$12,700	\$12,700	\$1,200	\$1,200
Subtotal:	\$150,278	\$171,873	\$168,020	\$167,347

2. Benefits

Budget Item	Year 1	Year 2	Year 3	Year 4
Associate Director, Duke	\$7,759	\$7,531	\$7,859	\$8,094
Associate Director, UNC	\$9,084	\$9,357	\$9,638	\$9,927
Outreach Coordinator/Program Assistant, Duke/UNC	\$7,428	\$7,651	\$7,881	\$8,117
Program Assistant, Duke	\$3,512	\$3,409	\$3,557	\$3,664
Web/Media Outreach, Duke	\$1,217	\$1,181	\$1,233	\$1,270
Open Access Program Officer, UNC	\$405	\$417	\$430	\$443
Turkish Language Instructor, Duke/UNC	\$674	\$5,153	\$5,377	\$4,885
Persian Language and Culture, UNC		\$1,793	\$1,195	\$598
Arabic Language Instructor, NCCU		\$421	\$842	\$842
LAC Arabic Instructor, UNC	\$666	\$686	\$707	\$728
LAC Arabic Graduate Research Consultant, UNC	\$330	\$340	\$350	\$361
LAC Teaching Course, UNC	\$442	\$455	\$469	\$483
LAC Administration, UNC	\$720	\$742	\$764	\$787
CLAC Arabic Instructor, Duke	\$1,215	\$1,179	\$1,231	\$1,268
Mideast Cultures, NCCU	\$421	\$421		
Course Development Grant taken as summer salary, Duke	729	687		
Subtotal:	\$34,602	\$41,423	\$41,533	\$41,437

Notes:

Duke faculty and staff positions:

Detail: Duke benefits are set at 24.3% in Year 1, 22.9% in Year 2, and 23.2% in Years 3-4.

UNC faculty and staff positions (including Outreach Coordinator/Program Assistant, because position is based at UNC):

Detail: 22.4% of salary plus \$5,444 annual health insurance, prorated where appropriate, with 3% increase per year.

NCCU faculty positions:

Detail: 7.65% of salary for FICA for adjunct faculty positions.

3. Travel				
Budget Item	Year 1	Year 2	Year 3	Year 4
Competitive Research Travel Grants, Duke/UNC	\$4,000	\$4,000	\$4,000	\$4,000
Administrative Travel, Duke/UNC	\$3,000	\$1,000	\$1,000	\$1,000
Diversity Abroad Conference Travel, Duke/UNC/NCCU	\$3,000		\$3,000	\$3,000
Library Travel, Duke/UNC	\$2,500	\$2,500	\$2,500	\$2,500
Subtotal:	\$12,500	\$7,500	\$10,500	\$10,500

Notes:

Competitive Research Travel Grants, Duke/UNC.

Detail: Small grants totaling \$2,000 per year per campus.

Goal: Subsidize faculty research, with preference for pilot projects leading to external grant applications.

Administrative Travel, Duke/UNC.

Detail: Three trips per campus in Year 1, one trip per campus in Years 2-4.

Goal: Subsidize travel of Consortium directors and administrators to Title VI technical meetings in Washington, D.C.; annual meetings of the Middle East Studies Association; and potential institutional partners in the Middle East (Narrative Section 2.B; **NRC Invitational Priority**).

Diversity Abroad Conference Travel, Duke/UNC/NCCU.

Detail: Two trips per campus in Years 1, 3, and 4.

Goal: Subsidize travel of Consortium directors and staff and NCCU partners, to the Diversity Abroad Network's annual conference, in order to learn best practices in Year 1 and contribute lessons from the Consortium's experience in Years 3 and 4.

Library Travel, Duke/UNC.

Detail: \$2,500 per year for one trip to the Middle East, alternating between Duke and UNC, supplemented by funds from the Duke and UNC libraries.

Goal: Subsidize book-buying travel of Consortium's Middle East librarians to book fairs in the Middle East (Narrative Section 5).

4. Equipment				
Budget Item	Year 1	Year 2	Year 3	Year 4
Subtotal:	\$0	\$0	\$0	\$0

Notes:

Not permitted under Title VI regulations.

5. Supplies				
Budget Item	Year 1	Year 2	Year 3	Year 4
5.A. Library Acquisitions				
Collection Development, Duke/UNC	\$5,000	\$5,000	\$5,000	\$5,000
Bodman Collection, UNC	\$1,000	\$1,000	\$1,000	\$1,000
Library Acquisitions, NCCU (shared with multiple centers)	\$1,000			
5.B. Institutional Membership in National Collaborations				
AllrS, Duke/UNC	\$750	\$750	\$750	\$750
AIAS, Duke/UNC	\$500	\$500	\$500	\$500
CASA, Duke/UNC	\$1,200	\$1,200	\$1,200	\$1,200
MESA, Duke/UNC	\$1,000	\$1,000	\$1,000	\$1,000
NRC Web Portal, Duke/UNC	\$250	\$250	\$250	\$250
PARC, Duke/UNC	\$200	\$200	\$200	\$200

TAARI, Duke/UNC	\$500	\$500	\$500	\$500
Middle East Outreach Council	\$200	\$200	\$200	\$200
Diversity Abroad Network	\$175	\$175	\$175	\$175
Forum on Education Abroad	\$185	\$185	\$185	\$185
Journal of Middle East Women's Studies	\$7,500			
5.C. Office Supplies				
Office supplies	\$200	\$200	\$200	\$200
Subtotal:	\$19,660	\$11,160	\$11,160	\$11,160

Notes:

Coordinated Library Collection Development, Duke/UNC.

Detail: \$3,000 contribution per year from Title VI for Duke library collection development and \$2,000 for UNC.
Goal: Build vernacular-language and other holdings on the Middle East (Narrative Section 5).

Bodman Documentary Film Collection, UNC.

Detail: \$1,000 contribution per year from Title VI.
Goal: Continue to build the nationally renowned Middle East documentary film collection founded by Ellen-Fairbanks (Taffy) Bodman (Narrative Section 5).

Library Acquisitions, NCCU

Detail: \$1,000 in funding to acquire and make available Arabic and Middle East teaching materials.
Goal: To help create a robust Arabic/Middle East program at NCCU.

Institutional Memberships, Duke/UNC.

Consortial membership in the American Institute for Iranian Studies (AIrS), American Institute of Afghanistan Studies (AIAS), Center for Arabic Study Abroad (CASA), Middle East Studies Association (MESA), National Resource Center (NRC) Web Portal, Palestinian-American Research Center (PARC), The American Academic Research Institute in Iraq (TAARI); Middle East Outreach Council, Diversity Abroad Network, Forum on Education Abroad.

Goals: Collaborate with other Title VI centers around the U.S. to support national efforts in areas of national need.

Journal of Middle East Women's Studies (JMEWS).

Detail: \$7,500 in start-up funds for joint Duke-UNC journal editorship in Year 1, in conjunction with anticipated funds from the UNC Department of Geography and multiple departments at Duke.
Goal: Smooth transition to Duke-UNC editors.

Office Supplies.

Detail: \$200 per campus per year.
Goal: Support Consortium activities with paper, printer cartridges, etc.

6. Contractual				
Budget Item	Year 1	Year 2	Year 3	Year 4
Subtotal:	\$0	\$0	\$0	\$0

Notes:

Not permitted under Title VI regulations.

7. Construction				
Budget Item	Year 1	Year 2	Year 3	Year 4
Subtotal:	\$0	\$0	\$0	\$0

Notes:

Not permitted under Title VI regulations.

8. Other				
8.A.Outreach				
Budget Item	Year 1	Year 2	Year 3	Year 4
World View Community College Program, Duke/UNC	\$3,000	\$3,000	\$3,000	\$3,000
World View K-12 Teacher Workshop, Duke/UNC	\$6,000	\$3,000	\$3,000	\$3,000
Middle East Teaching Kit, Duke/UNC	\$200	\$200	\$200	\$200
School of Education Global Week, UNC	\$200	\$200	\$200	\$200
Program in Education Teacher-Learner Collaborative, Duke	\$1,200	\$1,200	\$1,200	\$1,200
Subtotal:	\$10,600	\$7,600	\$7,600	\$7,600
Notes:				
See also Outreach Coordinator/Program Assistant position (Budget Section 1.A) and Narrative Section 7.				
World View Community College Global Distinction Program, Duke/UNC.				
Detail: Three \$750 course-development grants per year for North Carolina community college instructors, plus \$750 administrative costs for World View to manage the program; budgeted through UNC, the Consortium's lead institution, in conjunction with anticipated support from other Duke and UNC international and area studies centers. Goal: Work with the North Carolina Community College system to develop the Global Distinction Program and identify and support instructors who wish to include Middle East components in their courses; subsidize instructors' travel to Duke and UNC to consult with Middle East studies specialists, use the libraries, and work with course-development specialists (NRC Competitive Preference Priority 1).				
World View K-12 Teacher Workshop, Duke/UNC.				
Detail: \$6,000 contribution from Title VI in Year 1 for Middle East-focused workshop; \$3,000 per year in Years 2-4 for Middle East content at thematic cross-regional workshops, in conjunction with anticipated in-kind annual contributions in Years 1-4 of approximately \$8,000 in World View administrative time; budgeted through UNC, the Consortium's lead institution. Goal: Continue collaboration with the World View program, which organizes a fall seminar and spring workshop for more than 1,000 K-12 teachers each year, bringing in Consortium faculty to help teachers infuse Middle East content into their courses, including a Middle East-focused workshop in Year 1.				
Middle East Teaching Kit Program, Duke/UNC.				
Detail: \$200 per year for mailing costs; budgeted through UNC, the Consortium's lead institution. Goal: Prepare and distribute a kit of Middle East teaching materials, including cultural objects from the Middle East, lesson plans, readings and reading questions, to K-12 teachers throughout North Carolina				
School of Education Global Week, UNC, and Program in Education Teacher-Learner Collaborative Program, Duke.				
Detail: \$200 contribution from Title VI per year for UNC School of Education, \$1,200 per year for Duke Program in Education, in conjunction with anticipated support from other international and area studies centers at UNC and Duke. Goal: Support events integrating Middle East and other international themes into K-12 teacher training at the UNC School of Education; help internationalize the Duke Program in Education's Teacher-Learner Collaborative Program and sponsor one Durham public school teacher each year with focus on Middle East subjects (NRC Absolute Priority and Competitive Preference Priority 2).				

8.B. Events				
Budget Item	Year 1	Year 2	Year 3	Year 4
Annual Middle East Studies Conference, Duke/UNC	\$5,000	\$5,000	\$5,000	\$5,000
Graduate Student Islamic Studies Conference, Duke/UNC	\$1,000	\$1,000	\$1,000	\$1,000
Speakers/Events, Duke/UNC	\$2,000	\$2,000	\$2,000	\$2,000
Cross-Regional Collaborations, Duke/UNC	\$1,000	\$1,000	\$1,000	\$1,000
Start-Up Activities, NCCU	\$5,500	\$5,500	\$5,500	\$5,500
Global Business Certificate, UNC	\$6,000	\$2,000		
RTI Professors and Practitioners, Duke/UNC	\$500	\$500	\$500	\$500
FLAS Application System, Duke	\$250	\$250	\$250	\$250
FLAS Events, Duke/UNC	\$400	\$400	\$400	\$400
Subtotal:	\$21,650	\$12,150	\$10,150	\$10,150
Notes:				
<p>Annual Middle East Studies Conference, Duke/UNC. Detail: \$5,000 per year for visiting speakers and other costs, alternating between UNC (Years 1 and 3) and Duke (Years 2 and 4), in conjunction with anticipated support of approximately \$15,000 per year from other units at Duke and UNC. Goal: Continue Duke/UNC's series of high-profile conferences situating Middle East studies in global, interdisciplinary, and cross-regional debates. Conference topics include: World War I and Nationalism (Year 1), Global Cities (Year 2), the Middle East and the Environment (Year 3), and Middle East Film Criticism (Year 4) (see Narrative Section 8).</p>				
<p>Graduate Student Islamic Studies Conference, Duke/UNC. Detail: \$1,000 contribution per year from Title VI, in conjunction with anticipated support of approximately \$6,000 per year from the UNC Graduate and Professional Student Federation and other sources, alternating between Duke (Years 1 and 3) and UNC (Years 2 and 4). Goal: Continue Duke/UNC's annual graduate student conference in Islamic Studies, the leading forum for graduate student research in this field since 2005 (Narrative Section 2.A).</p>				
<p>Speakers and other campus events, Duke/UNC. Detail: \$1,000 per year for each campus from Title VI, in conjunction with anticipated funding from Duke and UNC of about \$10,000. Goal: Contribute to intellectual life on campus and in the community through scholarly and cultural speakers, exhibits, and other events on Middle East subjects.</p>				
<p>Cross-regional collaborations, Duke/UNC. Detail: \$500 per year for each campus. Goal: Build cross-regional collaboration through joint events with other Title VI centers at Duke and UNC. Events are planned on World War I with the numerous National Resource Centers (Year 1) (see Narrative Section 8).</p>				
<p>Start-Up Activities, NCCU. Detail: \$5,500 contribution from Title VI in Year 1, in conjunction with anticipated support from NCCU. Goal: Prepare for introduction of Arabic program at NCCU through scholarly, cultural, and current-affairs events; library collection development; and administrative support (NRC Competitive Preference Priority 1).</p>				
<p>Global Business Certificate, UNC. Detail: \$6,000 contribution in Year 1 and \$2,000 contribution in Year 2, in conjunction with anticipated support of approximately \$16,000 per year from the Global Business Center at UNC's Kenan-Flagler Business School and other UNC National Resource Centers. Goal: Introduce Turkey-related course units, events, and Study Abroad opportunities as a new track in the Global Business Certification program, along with China, India, the Mekong Delta region, and Brazil (Narrative Section 7).</p>				

RTI Professors and Practitioners Program, Duke/UNC.

Detail: \$500 per year, administered at Duke.

Goal: Expand the Professors and Practitioners series, which piloted this year, involving joint panels and workshops between Middle East scholars at Duke and UNC and Middle East applied researchers at RTI International, a research institute in Research Triangle Park, North Carolina (Narrative Section 7).

FLAS Application System, Duke.

Detail: \$250 contribution per year from Title VI, in conjunction with anticipated support of \$1,250 from other Duke National Resource Centers.

Goal: Set up and manage a joint on-line FLAS application system.

FLAS Events, Duke/UNC.

Detail: \$200 per campus per year.

Goal: Hold sessions on each campus for FLAS recipients to present their projects and meet and learn from the current and previous year's recipients.

8.C. Evaluation

Budget Item	Year 1	Year 2	Year 3	Year 4
Evaluation, Duke/UNC	\$4,000	\$4,000	\$4,000	\$4,000
Language Evaluation, Duke/UNC	\$4,100	\$2,500	\$2,500	\$2,500
Subtotal:	\$8,100	\$6,500	\$6,500	\$6,500

Notes:**Evaluation Consultant.**

Detail: \$4,000 contribution per year from Title VI (\$3,000 at UNC and \$1,000 at Duke), in conjunction with anticipated support of \$17,000 from other UNC National Resource Centers and \$12,000 from other Duke National Resource Centers.

Goal: Ongoing evaluation of Consortium programs through an independent evaluation specialist, hired in conjunction with other Title VI centers at Duke/UNC, with special focus on assessing and broadening access to Middle East training by members of historically underrepresented groups (Narrative Section 9).

Language Evaluation, Duke/UNC.

Detail: \$4,100 in Year 1 and \$2,500 per year thereafter from Title VI, in conjunction with anticipated contributions of more than \$100,000 from the National Middle East Language Resource Center (NMELRC).

Goal: Bring NMELRC team to Duke/UNC in Year 1 for evaluation of Consortium language programs; cost of replenishment of test bank for pre- and post-award testing of FLAS recipients' language skills through online reading and listening comprehension tests administered by NMLERC.

8. Subtotal: Other

Budget Category	Year 1	Year 2	Year 3	Year 4
8.A. Outreach	\$10,600	\$7,600	\$7,600	\$7,600
8.B. Events	\$21,650	\$12,150	\$10,150	\$10,150
8.C. Evaluation	\$8,100	\$6,500	\$6,500	\$6,500
Subtotal:	\$40,350	\$26,250	\$24,250	\$24,250

9. Total Direct Costs (NRC)				
Budget Category	Year 1	Year 2	Year 3	Year 4
1. Personnel	\$150,278	\$171,873	\$168,020	\$167,347
2. Benefits	\$34,602	\$41,423	\$41,533	\$41,437
3. Travel	\$12,500	\$7,500	\$10,500	\$10,500
4. Equipment	\$0	\$0	\$0	\$0
5. Supplies	\$19,660	\$11,160	\$11,160	\$11,160
6. Contractual	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0
8. Other	\$40,350	\$26,250	\$24,250	\$24,250
Total Direct Costs:	\$257,390	\$258,206	\$255,463	\$254,694

10. Indirect Costs				
Budget Item	Year 1	Year 2	Year 3	Year 4
Indirect Costs	\$23,664	\$21,583	\$20,437	\$20,376
Notes:				
Title VI regulations specify indirect costs of 8 percent on total direct costs, not including the FLAS program (Budget Section 11). For the purposes of this grant, Duke agrees to reduce its indirect cost from its usual federal indirect rate of 57 percent, and UNC agrees to reduce its indirect cost from its usual federal indirect rate of 36 percent for non-research, non-instructional sponsored activities. UNC has charged 8% indirects on the first \$25,000 of each subcontract.				

11. Training Stipends (FLAS)				
Budget Item	Year 1	Year 2	Year 3	Year 4
Academic Year:				
Tuition/Health Insurance, Duke	\$72,000	\$72,000	\$72,000	\$72,000
Stipends, Duke	\$60,000	\$60,000	\$60,000	\$60,000
Tuition/Health Insurance, UNC	\$72,000	\$72,000	\$72,000	\$72,000
Stipends, UNC	\$60,000	\$60,000	\$60,000	\$60,000
Summer:				
Tuition/Health Insurance, Duke	\$30,000	\$30,000	\$30,000	\$30,000
Stipends, Duke	\$15,000	\$15,000	\$15,000	\$15,000
Tuition/Health Insurance, UNC	\$30,000	\$30,000	\$30,000	\$30,000
Stipends, UNC	\$15,000	\$15,000	\$15,000	\$15,000
Subtotal:	\$354,000	\$354,000	\$354,000	\$354,000

12. Total Costs				
Budget Category	Year 1	Year 2	Year 3	Year 4
Total Direct Costs (NRC)	\$257,390	\$258,206	\$255,463	\$254,694
Indirect Costs (8%)	\$23,664	\$21,583	\$20,437	\$20,376
Training Stipends (FLAS)	\$354,000	\$354,000	\$354,000	\$354,000
Total Costs:	\$635,055	\$633,789	\$629,900	\$629,070

Duke-UNC Consortium for Middle East Studies

Appendix B. Course List

Course Number	Course Title	Instructor	Term	Credits	Middle East Content	2012-2013		2013-2014		2014-2015	Cross-listing
						UG	Grad	UG	Grad		
Duke University Language Courses											
Arabic											
ARABIC 101	Elementary Arabic*	Lo	Fall	5	100%	67	4	61	7	x	
ARABIC 102	Elementary Arabic*	Lo	Spring	5	100%	39	3	53	7	x	
ARABIC 203	Intermediate Arabic*	Habib	Fall	5	100%	46		48	3	x	
ARABIC 204	Intermediate Arabic*	Habib	Spring	5	100%	28	1	32	3	x	
ARABIC 281	Media Arabic*	Habib	Fall	3	100%	2		6	2	x	
ARABIC 283	Media Arabic II*	Habib	Spring	3	100%	1	2	3	2	x	
ARABIC 287	Levantine Arabic*	Houssami	Spring	3	100%			9		x	
ARABIC 295	Arabic Dialect in Music*	Chergui	Spring	3	100%	5				x	
ARABIC 305	Advanced Arabic*	Houssami	Fall	3	100%	6		17	1	x	
ARABIC 306	Advanced Arabic*	Houssami	Spring	3	100%	7		19	1	x	
ARABIC 391	Independent Study*	Houssami	Fall	3	100%	2			1	x	
ARABIC 407	Topics in Arabic*	Houssami	Fall	3	100%	2		3		x	
ARABIC 408	Topics in Arabic*	Houssami	Spring	3	100%	3		6		x	
ARABIC 489	Classical Arabic*	Jawad, Lo	Spring	3	100%			1	3	x	ARABIC 789
Hebrew (Modern)											
HEBREW 101	Elementary Modern Hebrew*	Plesser	Fall	5	100%	7		10		x	
HEBREW 102	Elementary Modern Hebrew*	Plesser	Spring	5	100%	4		8		x	
HEBREW 203	Intermed. Modern Hebrew*	Plesser	Fall	5	100%	8		5	1	x	
HEBREW 204	Intermed. Modern Hebrew*	Plesser	Spring	5	100%		1	1		x	
HEBREW 305	Advanced Modern Hebrew*	Plesser	Spring	3	100%	3		2			
HEBREW 407	Topics in Modern Hebrew*	Ginsburg	Fall	3	100%	2				x	
HEBREW 183	Topics in Modern Hebrew*	Staff	Fall	3	100%					x	
Persian											
PERSIAN 101	Elementary Persian*	Naeymi-Rad	Fall	4	100%	5	1	2	1	x	

PERSIAN 102	Elementary Persian*	Naeymi-Rad	Spring	4	100%	3	2		x	
PERSIAN 203	Intermediate Persian*	Naeymi-Rad	Fall	4	100%	4	3		x	
PERSIAN 204	Intermediate Persian*	Naeymi-Rad	Spring	4	100%	1	1		x	
Turkish										
TURKISH 101	Elementary Turkish*	Göknar	Fall	3	100%	2	2	6	1	x
TURKISH 102	Elementary Turkish*	Staff	Spring	3	100%	1	1	8		x
TURKISH 301	Turkish Compos. & Readings	Göknar	Fall	3	100%	1	2	2	4	x
TURKISH 302	Turkish Compos. & Readings	Göknar	Spring	3	100%	2	1	1	5	x
Biblical Hebrew										
RELIG 609	Rabbinic Hebrew	Meyers	Fall	3	100%	1				
RELIG 999	Hebrew Syntax	Davis	Spring	3	100%				6	x
Aramaic										
RELIG 703S	Aramaic	Van Rompay	Fall	3	100%				7	
RELIG 999	Readings in Biblical Aramaic	Van Rompay	Fall	3	100%	1				
Syriac										
RELIG 999	Advanced Syriac	Van Rompay	Fall	3	100%	1	1	1	1	x
Area Studies Courses										
Art History										
ARTHIST 290	Islamic Art	Staff	Fall	3	50%		8			AMES 390
ARTHIST 713	Jerusalem	Wharton	Spring	3	100%	7				RELI 881S
Asian & Middle Eastern Studies										
AMES 201S	Cinema of Conflict*	cooke, Ginsburg	Fall	3	100%		11	1		JEWISHST 206S
AMES 205	Understanding the Middle East	Jawad	Fall	3	100%	26	28	2		x
AMES 220S	Al Qaeda's Terrorism	Lo	Fall	3	100%	14	14			
AMES 221	ARABIC Society & Culture in Film	Cooke	Spring	3	100%	13	1			
AMES 222S	Syrian & Iraqi Revolutions	Jawad	Spring	3	100%	17				x
AMES 225	Egypt: Mother of the World*	McLarney	Fall	3	100%		26			
AMES 229	The Arab Spring*	McLarney, Maghraoui	Spring	3	100%	43	3	54		POLSCI 222
AMES 241	Contemporary Israeli Cinema*	Ginsburg	Fall	3	100%					JEWISHST 241
AMES 303A	Gender, Politics, & Space	Gökarıksel	Summer	3	25%		13			SES 343A
AMES 322	Mystical Literature	Jawad	Spring	3	100%	9	5			RELI 263
AMES 325	Islamic Awakening*	McLarney	Fall	3	100%		6			RELI 372

AMES 328S	Literary Islam	McLarney	Fall	3	75%							x	LIT 328S
AMES 329S	Islamic Media*	McLarney	Fall	3	75%							x	RELI 379S, VMS 342S
AMES 341	Screening the Holocaust	Ginsburg	Fall	3	50%	39	18						JEWISHST 266
AMES 350	Zionism: Jewish & Christian	Goldman	Fall	3	100%	39							JEWISHST 350S
AMES 390A	Duke in Istanbul	Göknar	Fall	3	100%							x	
AMES 410	Trauma in Asia	Ginsburg, Staff	Spring	3	25%	8	6						AMI 410
AMES 422S	Arab Women Writers*	cooke	Spring	3	100%		2						AMES 622S
AMES 423S	Introduction to Modern Arabic Literature	Jawad	Fall	3	100%							x	
AMES 427S	Arab-Israeli Conflict	Miller	Spring	3	100%	9							HIST 455S
AMES 429	Revolution: The Arab World*	McLarney, cooke	Spring	3	100%	20	1						AMES 629
AMES 450S	Human Rights in Islam*	McLarney	Spring	3	100%	12	1						RELI 450S
AMES 482	Arabian Nights & the West	Jawad	Spring	3	100%	8	14	1					
AMES 493	Research Independent Studies	McLarney	Spring	3	100%		1					x	
AMES 503	Asian & Middle East Studies	Kuran	Fall	3	50%		1	3					
AMES 520S	Genealogies of the Middle East	Ginsburg	Spring	3	100%		3						
AMES 541S	Jews & the End of Theory	Ginsburg	Spring	3	50%	1	6						LIT 580S
AMES 720	Middle East Practicum*	cooke	Spring	3	100%						4		
AMES 740S	Critical Genealogies	Hasso	Fall	3	100%							x	WMNST 740S
Cultural Anthropology													
CULANTH 216S	Global Migration & Ethics	McIntosh	Spring	3	25%						25		ETHICS 262S
CULANTH 265	Culture & Politics in Contemporary Europe	McIntosh	Fall	3	25%						8		
CULANTH 434S	Cultures of New Media	Stein	Fall	3	50%	10						x	ICS 432S
CULANTH 416S	Imperialism & Islam	Ho	Fall	3	75%						2	1	HIST 453S
CULANTH 417S	Middle East in Popular Culture	Stein	Spring	3	100%							8	AMES 215S

CULANTH 525S	Culture, Power, History	Stein	Fall	3	75%	1	6			
Energy, Environment & Earth and Ocean Studies										
ENVR 190FS	Refugee Camp Security	Koonz, Weinthal	Fall	3	25%	18				HISTORY 190FCS
ENVR 216S	Environment & Conflict	Weinthal	Fall	3	25%		18		x	POLSCI 367S
ENVR 330	Energy & Environment	Pratson	Fall	3	25%	34	2	41	x	ENERGY 330
ENVR 406	Israel: Science & Innovation	Vengosh	Fall	3	100%			11	x	ENERGY 406
ENVR 543S	Water Cooperation & Conflict	Jeuland	Fall	3	25%	5	10		15	GLHLTH 533S
EOS 527	Int'l Water Resources	Vengosh	Fall	3	25%				12	
Economics										
ECON 306	Economic History of the Islamic Middle East	Kuran	Fall	3	100%	38	3			POLSCI 351, ECON 556
ECON 326	Islam & the State	Kuran	Spring	3	100%			45	x	POLSCI 398
ECON 351S	Economic & Political Performance	Kuran	Spring	3	50%	12				POLSCI 327S
Global Health										
GLHLTH 390S	Displacement & Global Health	El-Shaarawi	Spring	3	75%	12		12		CULANTH 290S
History										
HIST 164S	Semitism & Anti-Semitism	Hacohen	Fall	3	50%	12		10	1	
HIST 207	Humanitarianism in Africa	Hall	Spring	3	50%			9		AAAS 271
HIST 214	The Modern Middle East	Miller	Fall	3	100%	22				AMES 227
HIST 239S	Turkey: Muslim & Modern	Tuna	Spring	3	100%			3	1	TURK 279S
HIST 248	History & Culture of Iran*	Kadivar	Fall	3	100%		1			RELI 283
HIST 251	Jewish History, 1492-Present	Hacohen	Spring	3	75%	21	1			RELI 340
HIST 279	Modern Terrorism	Miller	Fall	3	75%			40		
History of Religion										
HISTREL 760	Introduction to Judaism	Sagar	Fall	3	75%				10	
HISTREL 763	Introduction to Jewish Prayer	Sagar	Spring	3	75%		15			
HISTREL 764	Introduction to Middrash	Sagar	Spring	3	75%		21			
HISTREL 765	Wisdom of Ancient Rabbinic Stories	Sagar	Fall	3	75%					x
Law										
LAW 227	Use of Force in Int'l Law	Dunlap	Spring	3	25%		15		17	x
LAW 437	Int'l Human Rights Clinic	Huckerby	Spring	3	25%				6	x

Public Policy											
PLCY 290S	Journalism & War	Bennett	Spring	3	25%			13		x	PJMS 240S
PLCY 505S	National Security Decision Making	Nichols	Spring	3	25%			6		x	
PLCY 561	9/11: Causes, Response, & Strategy	Schanzer	Fall	3	75%	18	2	17	4	x	POLSCI 544
Religion											
RELIG 89S	Messiahs & Messianic Movements	Goldman, Lieber	Spring	3	75%	3					JEWISHST 89S
RELIG 89S	Food in Jewish Tradition	Lieber	Fall	3	50%	5					JEWISHST 89S
RELIG 140S	Judaism	Goldman	Fall	3	100%					x	JEWISHST 140S
RELIG 145	Old Testament/Hebrew Bible	Meyers	Fall	3	100%	24		6		x	JEWISHST 145
RELIG 160	Islam	Moosa	Fall	3	100%			22	1		
RELIG 190FS	Cross Cultural Encounters	Hassan	Fall	3	50%					x	HIST 190FS
RELIG 232S	Prophecy & Prophets	Peters	Spring	3	100%	5		7		x	
RELIG 331	Biblical Ethics	Lieber	Spring	3	100%			6			ETHICS 330
RELIG 341	Jewish Ethics	Lieber	Fall	3	50%			7	1		JEWISHST 341
RELIG 345	Contemporary Judaism	Lieber	Spring	3	50%	8					JEWISHST 345
RELIG 351	The Historical Jesus	Concannon	Spring	3	100%	48					CLST 322
RELIG 370S	Understanding the Quran	Kadivar	Spring	3	100%	13					AMES 226S
RELIG 374S	Muslim Philosophy & Theology	Kadivar	Fall	3	75%	7					ETHICS 235S
RELI 375	Islamic Civilizations I	Hassan	Spring	3	75%			14		x	HIST 210
RELI 377S	Religion & Politics in Post-Revolutionary Iran	Kadivar	Spring	3	100%			5	1	x	AMES 288S
RELIG 386	Local Islams	McLarney, Antepi	Spring	3	50%			10	2		AMES 339
RELIG 388S	Muslim Ethics & Islamic Law	Kadivar	Fall	3	100%			12	1	x	AMES 206S, ETHICS 345S
RELI 610	Hebrew Biblical Commentaries	Lieber	Fall	3	75%					x	JEWISHST 610
RELI 999	Qur'anic Studies	Kadivar	Fall	3	75%		4			x	

RELI 999	Introduction to Syriac Christianity	Van Rompay	Fall	3	100%	4							
RELI 999	Syriac Christian Debates with Islam	Van Rompay	Fall	3	100%	1							x
RELI 999	Archaeology of the Holy Land	Meyers	Fall	3	100%	18			1				x
RELI 999	Maqasid al-Shari'ah	Moosa	Fall	3	100%				1				
RELI 999	Persian Reading	Kadivar	Fall	3	100%				1				
RELI 999	Islamic Theology	Kadivar	Spring	3	100%	3							x
RELI 999	Studies in Ghazali	Moosa	Spring	3	100%	6			3				
RELI 999	Judaism, Christianity, & Islam	Goldman	Spring	3	100%	3			1				x
RELI 999	Christian Zionism	Goldman	Spring	3	25%	1							
RELI 999	Ugaritic Literature	Goldman	Spring	3	75%				1				x
RELI 999	Religion & Global Politics	Hassan	Spring	3	25%				2				x
RELI 999	Muslim Classical Ethics	Kadivar	Spring	3	100%				1				x
RELI 999	Religion & Politics	Kadivar	Spring	3	25%				1				
School of Divinity													
PARISH 812	Listening Together	Antepli	Spring	3	25%	11							
PARISH 813	Introduction to Islam & Christian-Muslim Relations	Marshall	Fall	3	100%	1							x
Turkish													
TURKISH 209	Geopolitics & Globalization	Göknar	Fall	3	50%	6			6			1	x
TURKISH 342	Between Europe & Asia	Göknar	Summer	3	50%				13				x
TURKISH 345	Pamuk & World Literature	Göknar	Spring	3	100%	12			10			1	x
Video & Media Studies													
VMS 289	Introduction to Film	Staff	Spring	3	25%	5			1			20	x
VMS 336	Pilgrimage & Tourism	Wharton	Spring	3	25%	17			6			1	x
Women's Studies													
WOMENST 89S	Girls Go Global	Lamm	Spring	3	25%	14							LIT 89S, VMS 89S
WOMENST 290S	Gendering Migration	Mhando	Spring	3	25%	2							CULANTH 290S
WOMENST 960S	Interdisciplinary Debates	Hasso	Fall	3	25%	0			4				x
Writing													
WRITING 101	Debating Islam	Gatling	Fall	3	50%	60			0			46	0
													x

University of North Carolina at Chapel Hill										
Language Courses										
Arabic										
ARAB 101	Elementary Arabic I*	Badr, Staff	Fall, Summer	4	100%	112	6	110	4	x
ARAB 102	Elementary Arabic II*	Berry, Staff	Spring, Summer	4	100%	85	4	88	2	x
ARAB 203	Intermediate Arabic I*	El Kerdany	Fall, Summer	4	100%	72	1	65	3	x
ARAB 204	Intermediate Arabic II*	El Kerdany	Spring	4	100%	37	2	44	4	x
ARAB 305	Advanced Arabic I*	El Kerdany	Fall	3	100%	30	3	28	1	x
ARAB 306	Advanced Arabic II*	Badr, Staff	Spring	3	100%	20	1	22		x
ARAB 308	Arabic LAC*	Hamed	Spring	1	100%	5	2	6		x
ARAB 407	Readings in Arabic I*	Berry	Fall	3	100%	8	3	8	1	x
ARAB 408	Readings in Arabic II*	El Kerdany	Spring	3	100%	5	3	4	1	x
Hebrew (Modern)										
HEBR 101	Elementary Modern Hebrew I*	Sprintzik	Fall	4	100%	19		22	1	x
HEBR 102	Elementary Modern Hebrew II*	Sprintzik	Spring	4	100%	15		9	1	x
HEBR 203	Intermediate Modern Hebrew I*	Sprintzik	Fall	4	100%	8	1	13		x
HEBR 204	Intermediate Modern Hebrew II*	Sprintzik	Spring	4	100%	4	1	4		x
HEBR 305	Advanced Modern Hebrew I*	Shemer, Sprintzik	Fall	3	100%	7	1	7		x
Hebrew (Biblical)										
RELI 401	Intro Biblical Hebrew I	Lam	Fall	3	100%	8	1			x
RELI 402	Intro Biblical Hebrew II	Lam	Spring	3	100%	6		6		x
Hindi-Urdu										
HNUR 101	Elementary Hindi-Urdu I*	Umashankar	Fall, Summer	4	100%	58	1	60		x
HNUR 102	Elementary Hindi-Urdu II*	Caldwell	Spring	4	100%	36	1	42		x
HNUR 203	Intermediate Hindi-Urdu I*	Umashankar	Fall, Summer	4	100%	28	2	41	2	x
HNUR 204	Intermediate Hindi-Urdu II*	Umashankar	Spring	4	100%	17	2	22	2	x

HNUR 221	Introduction to the Urdu Script	Caldwell	Spring	1	100%	27				x
HNUR 305	Advanced Hindi-Urdu I*	Caldwell	Fall	3	100%	11	1	19		x
HNUR 306	Advanced Hindi-Urdu II*	Taj	Spring	3	100%	9		15		x
HNUR 407	Hindi-Urdu Poetry	Taj	Fall	3	100%	17				x
HNUR 408	Hindi-Urdu Prose	Taj	Spring	3	100%	19				x
HNUR 490	Topics in Hindi-Urdu	Taj	Summer	3	100%	1				x
Persian										
PRSN 101	Elementary Persian I*	Adel	Fall	4	100%	10		14	3	x
PRSN 102	Elementary Persian II*	Adel	Spring	4	100%	7		10	2	x
PRSN 203	Intermediate Persian I*	Adel	Fall	4	100%	10	2	7		x
PRSN 204	Intermediate Persian II*	Adel	Spring	4	100%	7	1	5		x
Turkish										
TURK 101	Elementary Turkish I*	Zulfikar	Fall	4	100%	8	1			x
TURK 102	Elementary Turkish II*	Zulfikar	Spring	4	100%	5	2			x
Area Studies Classes										
African Studies										
AFRI 101	Introduction to African Civilization	Lee	Fall, Spring, Summer	3	25%	646		660		x
AFRI 261	African Women	Fhunsu	Fall, Spring	3	25%	94				x
AFRI 266	Contemporary Africa	Cooke	Fall	3	25%	4		29		
AFRI 370	Political Problems in African States	Selassie, Lee	Spring	3	25%	60	1			x
Anthropology										
ANTH 226	Peoples of Africa	Daniels	Fall, Summer	3	25%	99		196		x
ANTH 428	Religion & Anthropology	Peacock	Spring	3	25%	19		26		x
Art										
ART 153	Introduction to South Asian Art	Ghosh	Fall	3	25%	62		186		ASIA 153
ART 154	Introduction to Islamic Art*	Anderson	Spring	3	100%	59				x
ART 273	Arts in Mughal India	Ghosh	Spring	3	25%	14				
ART 456	Art & Culture in South Asia	Ghosh	Fall	3	25%	4	2			ASIA 456
ART 458	Islamic Palaces & Gardens*	Anderson	Spring	3	100%	7	1			x
ART 562	Islamic Urbanism*	Anderson	Fall	3	100%	8	2			x

ART 956	Seminar in Islamic Art*	Anderson	Fall	3	100%	6				x
Asian Studies										
ARAB 150	Introduction to Arab Cultures	Rulon	Summer	3	100%	17	48			x
ARAB 151	Survey of Arabic Literature	Yaqub	Fall	3	100%	33				x
ASIA 062	Sufi Women of Turkey	Zülfiakar	Fall, Spring	3	100%	20	16			
ASIA 122	Iranian Culture*	Adel	Fall	3	100%	33				x
ASIA 150	Asia: An Introduction	Shemer	Fall	3	25%	76	328			x
ASIA 152	Survey of South Asia	Lothspeich	Fall	3	25%	42	47			x
ASIA 222	Turkey Beyond Tradition & Modernity	Zülfiakar	Spring	3	100%	20				
ASIA 224	Introduction to Iranian Cinema*	Adel	Spring	3	100%	30	30			x
ASIA 225	Istanbul	Zülfiakar	Fall	3	100%	35	31			
ASIA 435	Middle Eastern Cinemas*	Shemer	Spring	3	100%	19				x
Business										
BUSI 205	Business in the Middle East	Friga	Spring	0.5	100%	21	25			x
MBA 870	Global Immersion	Swaminath	Spring	0.5	30%	122	30	21		x
Classical Archeology										
CLAR 110	New Testament Archaeology	Magness	Spring	3	100%	20	9			x
CLAR 120	Ancient Cities	Haggis	Fall, Spring, Summer	3	50%	355	317			x
CLAR 241	Archaeology of the Near East	Sams	Spring	3	100%	35	37			x
CLAR 242	Archaeology of Egypt	Martinez	Summer	3	100%	22	22			x
CLAR 489	Anatolian Archaeology	Sams	Fall	3	100%	2	8			x
English										
ENGL 489	The New Wars	Ahuja	Fall	3	30%	11				
Environmental Studies										
ENVR 685	Water Policy in Less-Developed Countries	Whittington	Spring	3	25%	3	8	1	6	x
French										
FREN 375	Francophone Studies	Fisher	Fall	3	25%	24	19			x
FREN 382	French & Francophone Prose	Barr	Fall	3	25%	20	14			x
Geography										
GEOG 59	Space, Identity, & Power in the Middle East	Gökarıksel	Spring	3	100%	21				x

GEOG 447	Gender in the Middle East	Gökanıksel	Fall	3	100%	44	3			x	ASIA 447
German Studies											
GERM 225	Popular & Pious	von Bernuth	Fall	3	50%	11		12		x	
Global Studies											
GLBL 381	Great Decisions*	Weiler	Fall, Spring	1	25%	270		274	2	x	
GLBL 390	Current Topics	Weiler	Fall, Spring, Summer	3	30%	103		80		x	
History											
HIST 62	Nations, Borders & Identities*	Shields	Fall	3	100%	24				x	
HIST 130	20th Century Africa	Mulvey	Fall	3	25%	97				x	
HIST 135	South Asia to 1750	Flatt	Fall	3	25%	95		196			ASIA 135
HIST 136	South Asia Since 1750	Sevea	Spring	3	100%	29		23		x	ASIA 136
HIST 139	Muslim Society Since 1500*	Aydn	Spring	3	100%	24				x	ASIA 139
HIST 276	Modern Middle East	Shields	Fall, Spring, Summer	3	100%	195	7	357	1	x	
HIST 277	Israeli-Palestinian Conflict*	Shields	Summer	3	100%	12		12		x	
HIST 278	Trans-Atlantic Slave Trade	Sweet	Spring	3	25%	96		538	2		
HIST 392	Ancient/Medieval Undergraduate Seminar	Naiden	Fall, Spring	3	25%	31				x	
HIST 393	Third World/Non-Western Undergraduate Seminar	Chasteen, Shields	Fall, Spring	3	25%	52				x	
Peace, War and Defense											
PWAD 455	9/11 & Its Aftermath	Schanzer	Fall	3	50%	11		6		x	
PWAD 670	Challenges to Peace-Making in Israel/Palestine*	Tamari	Spring	3	100%	12		13		x	
Political Science											
POLI 431	African Politics & Society	Reynolds	Fall	3	25%	39		35		x	
POLI 444	Seminar on Terrorism	Bapat	Spring, Summer	3	50%	35		63		x	PWAD 444
Public Policy											
PLCY 395	U.S. Foreign Policy & Israel/Palestine*	Tamari	Fall	1	100%	12		12		x	
PLCY 455	9/11 & Its Aftermath	Schanzer	Fall, Spring	3	50%	18		23		x	

RELI 583	Religious Culture in Iran	Safi	Fall	3	100%		18	25	2		ASIA 583
RELI 590	Topics in Religious Studies	Ariel	Fall	3	75%	9				x	
RELI 617	Death & Afterlife in the Ancient World	Plese	Spring	3	75%	27					
RELI 707	Early Christian History & Literature	Ehrman	Spring	3	75%		11		11	x	
RELI 785	Critical Middle East Studies*	Ernst	Fall	3	100%		5			x	
RELI 818	Gnostic Scriptures	Plese	Fall	3	100%		4			x	
RELI 881	Islamic Thought	Hammer		3	100%		8	1	13	x	
Sociology											
SOCI 950	Middle East Politics	Kurzman	Spring	3	100%		8				x
Women's Studies											
WMST 289	Women & the Law in Africa & the Middle East	Burrill	Spring	3	50%	25					x
WMST 293	Gender & Imperialism	Burrill	Fall	3	30%	25					x

* 2014-2015 courses supported with Title VI grant funds

Duke-UNC Consortium for Middle East Studies

Appendix C. Profiles for Project-Related Personnel

Table of Contents		
Consortium Directors	Campus	Page
Charles Kurzman Director, Duke-UNC Consortium for Middle East Studies Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations	UNC	C-4
miriam cooke Director, Duke Univ. Middle East Studies Center	Duke	C-5
Carl Ernst Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations	UNC	C-6
Consortium Staff		
Kelly Jarrett, Associate Director Duke Univ. Center for Middle East Studies	Duke	C-7
Shai Tamari, Associate Director Carolina Center for the Study of the Middle East and Muslim Civilizations	UNC	C-7
Regina Higgins, Outreach Coordinator Duke-UNC Consortium for Middle East Studies	Duke/ UNC	C-8
Kelly Schwehm, Program Coordinator Duke Univ. Center for Middle East Studies	Duke	C-8
Keri Majikes, Program Coordinator Duke Univ. Center for Middle East Studies	Duke	C-9
Julie Poucher Harbin, Communications Specialist Duke Islamic Studies Center, Duke Univ. Center for Middle East Studies	Duke	C-9
Tracey Cave, Administrative Manager Carolina Center for the Study of the Middle East and Muslim Civilizations	UNC	C-10
Carolyn Reams, Business Assistant Carolina Center for the Study of the Middle East and Muslim Civilizations	UNC	C-10
Consortium Partners		
Emmanuel Oritsejafor, NCCU Principal Investigator Director, Arabic and Middle East Studies Program, North Carolina Central Univ.	NCCU	C-11
Rita O'Sullivan, External Evaluation Consultant Evaluation, Assessment, and Policy Connections (EvAP), UNC School of Education	UNC	C-11
Matt Serra, Director of Assessment, Duke	Duke	C-12
Christof Galli, Middle East Librarian, Duke Libraries	Duke	C-12
Rachel Ariel, Librarian for Hebraica/Judaica, Duke Libraries	Duke	C-13
Fouzia El Gargouri, Order/Receipts Specialist, Arabic Language Materials, Duke Libraries	Duke	C-13
Mohamed Hamed, Middle East and Africa Librarian, UNC Libraries	UNC	C-14
Winifred Fordham Metz, Head of Media Resources Center & Film Librarian, UNC Libraries	UNC	C-14
Denise Soufi, Middle East Cataloger, UNC Libraries	UNC	C-15
Neil Bolick, Associate Director, World View, UNC	UNC	C-15
Lori Rezzouk, Advisor for Access, Study Abroad Office, UNC	UNC	C-16
Rodney Vargas, Associate Director, Study Abroad Office, UNC	UNC	C-16
Consortium Faculty		
Duke Univ. (indexed by department on the next 2 pages)	Duke	C-16
Univ. of North Carolina at Chapel Hill (indexed by department on the next 2 pages)	UNC	C-50

Consortium Faculty			Consortium Faculty		
Department	Campus	Page	Department	Campus	Page
African Studies			Business		
Mamaram Seck	UNC	C-72	Robert Ashton	Duke	C-17
Bereket Selassie	UNC	C-73	Seyed Emadi	UNC	C-58
Stephen Smith	Duke	C-47	Mustafa Gültekin	UNC	C-62
American Studies			Tim Flood	UNC	C-60
Timothy Marr	UNC	C-68	Classics		
Anthropology			Donald Haggis	UNC	C-62
Lorraine Aragon	UNC	C-53	Kenneth Sams*	UNC	C-72
Engseng Ho*	Duke	C-27	Economics		
Laurie McIntosh	Duke	C-38	Timur Kuran*	Duke	C-34
Donald Nonini	UNC	C-68	Bahar Leventoglu	Duke	C-35
James Peacock	UNC	C-69	Environmental Studies		
Rebecca Stein*	Duke	C-47	Urooj Amjad	UNC	C-52
Art and Art History			Lincoln Pratson	Duke	C-44
Glaire Anderson*	UNC	C-52	Avner Vengosh	Duke	C-49
Pika Ghosh*	UNC	C-61	Erika Weinthal	Duke	C-49
Dorothy Verkerk	UNC	C-79	Geography		
Annabel Wharton	Duke	C-50	Banu Gökarıksel*	UNC	C-61
Asian and Middle Eastern Studies			John Pickles	UNC	C-69
Shahla Adel*	UNC	C-51	German		
Farida Badr*	UNC	C-54	Priscilla Layne*	UNC	C-65
Amal Boumaaza*	Duke	C-19	Health Sciences		
John Caldwell*	UNC	C-56	Nadia El-Shaarawi*	Duke	C-21
Khalid Chahhou*	UNC	C-57	Adel Hanna	UNC	C-64
Azeddine Chergui*	Duke	C-20	Harold Koenig	Duke	C-32
miriam cooke*	Duke	C-5	Barry Popkin	UNC	C-70
Doria El Kerdany*	UNC	C-58	David Steffen	UNC	C-75
Benjamin Gatling*	Duke	C-22	John Van Aalst	UNC	C-78
Shai Ginsburg*	Duke	C-22	Karin Yeatts	UNC	C-80
Shalom Goldman*	Duke	C-23	History		
Muhammad Habib*	Duke	C-24	Cemil Aydın*	UNC	C-54
Zeina Halabi*	UNC	C-63	Janet Ewald	Duke	C-21
Maha Houssami*	Duke	C-28	Emma Flatt*	UNC	C-59
Nasser Isleem*	UNC	C-64	Bruce Hall*	Duke	C-25
Aziz Jaber*	UNC	C-65	Claudia Koonz	Duke	C-33
Mbaye Lo*	Duke	C-36	Ylana Miller*	Duke	C-40
Ellen McLarney*	Duke	C-38	Iqbal Sevea*	UNC	C-73
Fattaneh Naeymi-Rad*	Duke	C-41	Sarah Shields*	UNC	C-74
Shelli Plesser*	Duke	C-43	Eren Tasar*	UNC	C-77
Yaron Shemer*	UNC	C-74			
Hanna Sprintzik*	UNC	C-75			
Afroz Taj*	UNC	C-76			
Rachana Umashankar*	UNC	C-78			
Nadia Yaqub*	UNC	C-80			
Cangüzel Zülfikar*	UNC	C-81			

*Core faculty

Consortium Faculty			Consortium Faculty		
Department	Campus	Page	Department	Campus	Page
Information and Library Sciences			Religious Studies and Divinity		
Zeynep Tufekci*	UNC	C-77	Abdullah Antepi*	Duke	C-17
International Studies			Yaakov Ariel*	UNC	C-53
Niklaus Steiner	UNC	C-76	Ellen F. Davis	Duke	C-20
Law			Bart Ehrman*	UNC	C-57
Jayne Huckerby	Duke	C-29	Carl Ernst*	UNC	C-6
Literature			Jennifer Gates-Foster*	UNC	C-60
Neel Ahuja	UNC	C-51	Juliane Hammer*	UNC	C-63
Dominique Fisher	UNC	C-59	Mona Hassan*	Duke	C-26
Ranjana Khanna	Duke	C-31	Mohsen Kadivar*	Duke	C-31
Abdul-Sattar Jawad*	Duke	C-29	Joseph Lam*	UNC	C-66
Michele Longino	Duke	C-36	David Lambert*	UNC	C-66
Negar Mottahedeh*	Duke	C-41	Bruce Lawrence*	Duke	C-34
Ellen Welch	UNC	C-79	Laura Lieber*	Duke	C-35
Political Science			Jodi Magness*	UNC	C-67
Laia Balcells	Duke	C-18	Evyatar Mariengerg	UNC	C-67
Navin Bapat	UNC	C-55	David Marshall*	Duke	C-37
Joseph Grieco	Duke	C-24	Carol Meyers*	Duke	C-39
Malachi Hacoen*	Duke	C-25	Eric Meyers*	Duke	C-39
Donald Horowitz	Duke	C-27	Ebrahim Moosa*	Duke	C-40
Alexander Kirshner*	Duke	C-32	David Need	Duke	C-42
Bahar Leventoglu	Duke	C-35	Melvin Peters*	Duke	C-43
Abdeslam Maghraoui*	Duke	C-37	Zlatko Pleše*	UNC	C-70
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Public Policy			Lucas Van Rompay*	Duke	C-48
Philip Bennett	Duke	C-18	Slavic/Eurasian Studies		
Henry S. Brands*	Duke	C-19	Erdağ Gökner*	Duke	C-23
Bruce Jentleson*	Duke	C-30	Mustafa Tuna*	Duke	C-48
Marc Jeuland	Duke	C-30	Sociology		
Bruce Kuniholm*	Duke	C-33	Christopher Bail	UNC	C-55
Timothy W. Nichols	Duke	C-42	Mary Hovsepian*	Duke	C-28
David Schanzer*	Duke	C-45	Charles Kurzman*	UNC	C-4
			Jen'nan Read*	Duke	C-44
			Suzanne Shanahan	Duke	C-46
			Women's Studies		
			Emily Burrill	UNC	C-56
			Frances Hasso*	Duke	C-26

* Core faculty

CONSORTIUM DIRECTORS

CHARLES KURZMAN

Director, Duke-UNC Consortium for Middle East Studies

Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations

Title, tenure status: Professor of Sociology, UNC (1998), tenured

Education: Ph.D., Univ. of California, Berkeley (1992)

Previous academic experience: Postdoctoral Fellow, Center for Middle East Studies, Univ. of California, Berkeley (1993); Assistant Professor of Sociology, Georgia State Univ. (1994-97); Assistant and Associate Professor of Sociology, UNC (1998-2008); Visiting Member, Institute for Advanced Study, Princeton, New Jersey (2002-3)

Overseas experience: research in Turkey (1989-90, 1994, 2002), France (1989), U.K. (1993, 2007), Mexico (1995), Uzbekistan (1997), Iran (1999), Portugal (2002)

Languages: French (professional), Persian (professional), Spanish (professional), Arabic (limited working knowledge), Portuguese (limited working knowledge), Turkish (limited working knowledge)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: Sociology of Islam (SOCI 419); Middle East Politics (SOCI 950.2)

Number of dissertations or theses supervised in past five years: 11

Research and teaching specializations: Islam; Iran; democracy

Recent publications: with Aseem Hasnain, "When Forecasts Fail: Unpredictability in Israeli-Palestinian Interaction," *Sociological Science* 1 (2014), 239-59; "Islam and Global Politics" and "Islam's Hard Edge," in Lawrence Pintak and Stephen Franklin, editors, *Islam for Journalists* (Donald W. Reynolds Journalism Institute, 2013), 63-75 and 80-91; "The Arab Spring Uncoiled," *Mobilization*, 17 (2012), 377-390 (introduction to special issue on Understanding the Middle East Uprisings); with Carl Ernst, "Islamic Studies in U.S. Universities," *Review of Middle East Studies* 46 (2012), 24-46; *The Missing Martyrs: Why There Are So Few Muslim Terrorists* (Oxford Univ. Press, 2011); with Ijlal Naqvi, "Who Are the Islamists?" in *Rethinking Islamic Studies: From Orientalism to Cosmopolitanism*, ed. Carl W. Ernst and Richard C. Martin (Univ. of South Carolina Press, 2010), 133-58; with Ijlal Naqvi, "Do Muslims Vote Islamic?" *Journal of Democracy*, 21 (2010), 50-63; *Democracy Denied, 1905-1915* (Harvard Univ. Press, 2008), 133-158; "A Feminist Generation in Iran?" *Iranian Studies*, 41 (2008), 297-321; "Cross-Regional Approaches to Middle East Studies," *Middle East Studies Association Bulletin*, 41 (2007), 24-29; editor of special section on "Social Scientific Analyses of Terrorism," *Social Forces*, 84 (2006); "Weaving Iran into the Tree of Nations," *International Journal of Middle East Studies*, 37 (2005), 137-65; *The Unthinkable Revolution in Iran* (Harvard Univ. Press, 2004); co-editor with Michaelle Browers, *An Islamic Reformation?* (Rowman and Littlefield, 2004); with Erin Leahey, "Intellectuals and Democratization, 1905-1912 and 1989-1996," *American Journal of Sociology* 109 (2004), 937-86

Distinctions: board member (2013-16), program committee member (2008, 2011), Middle East Studies Association (2013-16); trustee-at-large, American Institute of Iranian Studies (2007-present); grants from the National Science Foundation (2000-2, 2008-10, 2011-13), National Institute of Justice (2007-9, 2013-14), U.S. Institute of Peace (2007-8), American Sociological Association Fund for the Advancement of the Discipline (2002), Social Science Research Council (2009-10), Carnegie Corporation of New York (2008-9, 2013-15), Henry Luce Foundation (2013), Mellon Foundation (2002-3), Rockefeller Foundation (1999-2000); founder, Middle East Sociology Working Group (2007); editorial board member, *International Journal of Middle East Studies* (2014-17), *Social Forces* (1997-present), *Muslim World Journal of Human Rights* (2004-9), *American Journal of Sociology* (2007-9), *Encyclopedia of Politics and Religion*, 2nd edition (2007); op-eds in the *Chronicle of Higher Education* (2009, 2011), *Christian Science Monitor* (2006, 2008), *Foreign Policy* (2010, 2011); discussion of research in the *New York Times*, PBS, CBS, CNN, Fox News, Al-Jazeera, U.S. Congressional testimony, U.S. National Security Council staff reports

MIRIAM COOKE

Director, Duke University Middle East Studies Center

Title, tenure status: Braxton Craven Distinguished Professor of Arab Cultures, Duke Univ. (1980), tenured

Education: D.Phil. St. Antony's College, Oxford Univ. (1980)

Previous Academic Experience: Assistant Professor through Professor/Chair, Asian and Middle East Studies, Duke Univ. (1980-2004)

Overseas Experience: Visiting Professor, Fetih Sultan Mehmet Univ., Istanbul (2012, 2013, 2014); Scholar-in-residence at the Museum of Islamic Art, Doha, Qatar (2010); Visiting Professor, Islamic Univ. of Indonesia (2006); Visiting Professor, Tunis I Univ. (2000); Visiting Professor, Univ. of Bucharest (1998); Fulbright in Lebanon (1982) and Syria (1995-6); Member of the Board of Governors of the Yemen College for Middle East Studies; Advisory Board member of several national and international journals; Evaluator for Graduate Program in Arabic, Kuwait Univ. (2003); lectured in Egypt, Jordan, Indonesia, Morocco, Algeria, Sweden, the United Arab Emirates, Qatar, Kuwait, Turkey and Tunisia

Languages: Levantine Arabic (native/bilingual), Modern Standard Arabic (native/bilingual), Egyptian Arabic (professional), German (native/bilingual), French (native/bilingual), Hebrew (professional), Spanish (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Topics in Arabic (AMES 183); Iraqi Culture in the 20th Century (AMES 189S); The Israeli-Palestinian Conflict in Films (AMES 201S/493); Arab Society and Culture in Film (AMES 221); Syrian & Iraqi Cultures & Revolutions (AMES 222S); Advanced Arabic (AMES 306); Gender Jihad: Muslim Women Writers (AMES 323S); Arab Women Writers (AMES 422S); Revolution: The Arab World (AMES 429); Professionalization Workshop in Middle East Studies (AMES 720); Critical Genealogies of the Middle East (AMES 740S)

Number of dissertations or theses supervised or served on committees in past five years: 8

Research and teaching specializations: Arab cultures, war and gender, 20th century criticism; Feminist Theory; Comparative Literature

Recent publications: *Tribal Modern: Branding New Nations in the Arab Gulf* (Univ. of California Press, 2014); guest editor, "Emerging Voices in Comparative Literature from the Middle East," *Journal of Middle East Women's Studies*, 9:2 (2013); "Feminism in Islam," *Encyclopedia of Sciences and Religions*, ed. Anne Runehov and Lluís Oviedo (Springer, 2013), 850-5; "Hopes and Disappointments: Revolutionary Narratives from Egyptian and Syrian Feminists," *ISLAMICommentary*, July 3, 2013; "The New Empire," *Boundary 2; An International Journal of Literature and Culture*, May 17, 2013; "Inside Dissident Syria," Al-Jazeera Online, October 15, 2012; "The Cell Story: Syrian Prison Stories after Hafiz Asad," *Middle East Critique* 20 (2011), 169-87; *Nazira Zeineddine: A Pioneer of Islamic Feminism* (Oneworld Publications, 2010); co-editor with Grant Parker and Erdağ Gökner, *Mediterranean Passages from Dido to Derrida* (UNC Press, 2008); *Dissident Syria: Making Oppositional Arts Official* (Duke Univ. Press, 2007)

Distinctions: Co-editor, *Journal of Middle East Women's Studies* (2014-18); Board of Governors of the Yemen College of Middle Eastern Studies (2008-16); Arts Council Playwrights and Screenwriters Competition, judge (2003); President of the Association of Middle Eastern Women's Studies (2001-2003); Fulbright Research Scholarship in Syria (1995, 1996); editorial board member of *Comparative Studies of South Asia, Africa and the Middle East*; *Hawwa: Journal of Middle East and Muslim Women's Studies*; *Journal for Cultural Research*; *Journal of Feminist Studies in Religion*; *Journal of Contemporary Islam*; *al-Hadhara* (Indonesian Journal of Arabic language, literature and culture); *al-Jauhar Journal* (Jakarta, Indonesia); *Journal of Middle East Women's Studies*; *Journal of Islamic and Human Advanced Research* (JIHAR)

CARL ERNST

Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations

Title, tenure status: William R. Kenan, Jr., Distinguished Professor of Religious Studies, UNC (1992), tenured

Education: Ph.D., Harvard Univ. (1981)

Previous academic experience: Assistant to Associate Professor, Pomona College (1981-92); Professor (1992-2000), Chair (1995-2000), and Zachary Smith Professor (2000-2005), UNC; Co-Director, Carolina Center for the Study of the Middle East and Muslim Civilizations (2003-)

Overseas experience: Research in India (1978-79, 1981, 2012), Pakistan (1986, 2000, 2006); Uzbekistan (2003); Turkey (1990, frequent visits); conferences in Brunei (2011), France (frequently), Germany (1986, 2004, 2006), Netherlands (frequently), Portugal (2006), UK (frequently), Iran (1996, 1999, 2007, 2008); lectures in Oman (2007), Kuwait (2008), Bahrain (2007-8), Mexico (2008); PhD examiner, Switzerland (2009); visiting professor, Paris (1991, 2003), Seville (2001), Kuala Lumpur (2005)

Languages: Classical Arabic (professional), Persian (professional), Spanish (professional), Urdu (professional), French (professional), German (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Introduction to Islamic Civilizations (RELI 180); The Modern Muslim World (RELI 181); Sufism (RELI 581); Islam and Islamic Art in South Asia (RELI 582); Religion and Culture of Iran (RELI 583); The Qur'an as Literature (RELI 584); Islamicate Literature (RELI 681); Methodology of Islamic Studies (RELI 780); Islamic Thought (RELI 881); The Poetry of Hallaj (RELI 890.42)

Number of dissertations or theses supervised in past five years: 7

Research and teaching specializations: Islamic studies

Recent publications: Editor, *Islamophobia in America: The Anatomy of Intolerance* (Palgrave-McMillan, 2013); "Traces of Šattari Sufism and Yoga in North Africa," *Oriente Moderno* 92 (2013), 361-7; "The Global Significance of Arabic Language and Literature," *Religion Compass* 7 (2013), 191-200; "Islamic Studies in U.S. Universities," co-author with Charles Kurzman, *Review of Middle East Studies* 46 (2012), 24-46; *How to Read the Qur'an: A New Guide with Select Translations* (UNC Press, 2011); with Richard C. Martin, "Toward a Post-Orientalist Approach to Islamic Religious Studies," editors' introduction, *Rethinking Islamic Studies: From Orientalism to Cosmopolitanism* (Univ. of South Carolina Press, 2010); *Following Muhammad: Rethinking Islam in the Contemporary World* (Univ. of North Carolina Press, 2003), translated into Turkish (2005), Korean (2005), German (2007), Arabic (2008), Persian (2011).

Distinctions: President-elect, American Society for the Study of Religion (2014); Member, American Academy of Arts and Sciences (2009); Guggenheim Foundation Research Fellowship (2010); Farabi International Award in the Humanities (Tehran, 2008); Award from the Iranian Research Institute in Philosophy (Shiraz, 2007); Turkish Women's Cultural Association (TÜRKKAD), Award for Excellence in Education (Istanbul, 2005); Bashrahil Prize for Outstanding Cultural Achievement, Distinguished Prize in the Humanities (Cairo, 2004); Advisory Panel, Centre for Civilisational Dialogue, Univ. of Malaya (2008-10); External Assessor, Academy of Islamic Studies, Univ. of Malaya (2008-2011); Board of Academic Advisers, Institute for the Study of Muslim Societies and Civilizations, Boston Univ. (2007-9); Member, American Society for the Study of Religion (1996); Fulbright Fellowships, Malaysia (2005), Spain (2001), Pakistan (1986), India (1978-79)

CONSORTIUM STAFF

KELLY JARRETT

Title: Associate Director, Duke University Center for Middle East Studies; Associate Director, Duke Islamic Studies Center (2006), untenured

Education: Ph.D., Religion, Duke Univ. (2000)

Previous Academic Experience: Associate Editor, Duke Univ. Press (2000-6); Instructor, Department of Religion, Duke Univ. (1995-2006)

Overseas experience: Qatar, Istanbul, and Jogjakarta, Indonesia (2006-9)

Languages: French (professional); German (limited working knowledge)

Percent of time dedicated to Middle East program: 100%

Relevant courses taught: Coordinate interdisciplinary course for Muslim Cultures Focus Program

Research and teaching specializations: Religious diversity in the contemporary U.S.; religion and popular culture; gender and religion

Distinctions: Post-Doctoral Fellow, Franklin Humanities Institute, Duke Univ. (2000-1)

SHAI TAMARI

Title: Associate Director, Carolina Center for the Study of the Middle East and Muslim Civilizations, UNC (2010); Lecturer, Curriculum of Peace, War, and Defense (2012); Lecturer, Department of Public Policy (2013), untenured

Education: MA in Global History, UNC-Chapel Hill (2008); MA in Near & Middle East Studies, School of Oriental and African Studies, UK (2006)

Previous work experience: Legislative Assistant on Foreign Affairs, Office of Congressman James P. Moran (D-VA); Researcher at Cooperative Housing Foundation International, Jordan

Overseas experience: Native of Israel; worked, studied, or researched in UK (1997-2000; 2005-2006); Australia (2000-2005); Fiji (2003); Canada (2005); Jordan (2007); Qatar (2010); Turkey (2011); West Bank (2012)

Languages: Hebrew (native/bilingual), Arabic (intermediate)

Percent of time dedicated to Middle East program: 100%

Relevant courses taught: Challenges to Peace-Making in the Israeli-Palestinian Conflict (PWAD 670); U.S. Foreign Policy and the Israeli-Palestinian Conflict (PLCY 395); U.S.-Israel Relations (new, fall 2014); Palestinian Politics (new, spring 2015)

Teaching specializations: Israeli-Palestinian conflict, U.S.-Israel relations

Distinctions: Kathryn Davis Peace Fellow (2008); Rotary Peace Fellow (2006-2008)

REGINA HIGGINS

Title: Outreach Coordinator, Duke-UNC Consortium for Middle East Studies (2011), untenured

Education: Ph.D., English, Indiana Univ. (1985)

Previous Work Experience: Educational Writer, Educational Writer, Nobel Foundation, National Geographic, Simon & Schuster, McGraw-Hill, Glencoe; Editor, *Living in Our World* textbook series, North Carolina State Univ. (2000-4); Assistant Director of Curriculum, World View (2004-8); Curriculum Developer, Univ. of North Carolina-Chapel Hill/Duke Univ. (2008-10).

Languages: French (professional)

Percent of time dedicated to Middle East program: 100%

Relevant courses taught: Curricular units developed for K-12 courses on Middle East history and Middle East cultures

Research and teaching specializations: K-12 and community college curricular development in Middle East studies

Recent publications: more than 20 educational books for children and young adults; editor, *Living in Our World* textbook series (North Carolina State Univ., 2000-4); *Extension and Engagement* (North Carolina State Univ., 2004); "Teaching the World on a Shoestring" blog (2012-present); "Making the Most of Culture Kits" (LEARN NC, 2012); "Teaching World Cultures (LEARN NC, 2012); "Better Together: Meeting International Education Goals in Partnership" (UNC Global, 2013)

Distinctions: Board of Directors, North Carolina Council for the Social Studies (2011-present); Chair, Book Awards Committee, Middle East Outreach Council (2012-present); Carolina Navigators Advisory Board (2013-present); work featured in the International and Foreign Language Education newsletter, U.S. Department of Education (2014)

KELLY SCHWEHM

Title: Program Coordinator, Duke University Middle East Studies Center (2010), untenured

Previous Academic Experience: International Student Advisor, Towson Univ., MD

Education: M.A., Colgate Univ. (1992)

Overseas experience: Indonesia, United Arab Emirates, the Philippines, Japan, and Germany

Languages: German (limited professional knowledge), Japanese (limited working knowledge), Bahasa Indonesian (elementary)

Percent of time dedicated to Middle East program: 100%

Research and teaching specializations: International and Comparative Education

Distinctions: NC State Professional Educator's License, Highly Qualified designation

KERI MAJIKES

Title: Program Coordinator, Duke Islamic Studies Center, Duke Univ. (2012), untenured

Education: B.A. Arab Cultures and Peace, War & Defense Studies, UNC-Chapel Hill

Overseas experience: England (2013); Israel/Palestine (2010)

Languages: Arabic (limited proficiency); Swahili (limited proficiency)

Percent of time dedicated to Middle East program: 100%

Research and teaching specializations: Water in the Israeli-Palestinian conflict

Recent publications: "The Relationship Between Water and the Israeli-Palestinian Conflict," *Asfar Middle Eastern Journal* (2013); "Economic Ties with the Arab Spring," *Atlantic Community* (2012); "Building Peace by Making Iran a Leader in Renewable Energy," *10 Ideas for Defense and Diplomacy* (2011)

JULIE POUCHER HARBIN

Title: Communications Specialist/Writer, DISC Transcultural Islam Project; Editor, ISLAMiCommentary and Transcultural Islam Research Network (TIRN), Duke Univ. (2011), untenured

Education: B.A. Trinity Univ., TX, Communications and Russian

Overseas experience: UK (2013); Lebanon (2007); Afghanistan (2004-2005); Russia (1993-95)

Languages: Advanced Russian; working knowledge Spanish

Percent of time dedicated to Middle East program: 80%

Previous Professional/Academic Experience: Guest lecturer Duke-UNC Middle East Graduate practicum (Spring 2013, Spring 2014), Duke Univ. Freshman Focus (Fall 2013), Duke Univ. Thompson Writing Program (Spring 2013)

Research specializations: Public Scholarship; Op-Ed writing; Journalism

Recent publications: All on www.ISLAMiCommentary.org: "General Odierno: 'This is the Most Uncertain Security Environment I've Ever Been Involved With'" (May 2014); "Afghanistan: The Next Phase: What's at Stake in the April 5 Elections and Beyond?" (April 2014); "Pianist Malek Jandali on the Soft Power of Music and the Syrian Revolution" (March 2014); "Technology and the Sacred: Voices and Faces of the Adhan in Cairo" (March 2014); "Between a Red Line and a Hard Place: Duke Scholars Discuss What's Next for Syria" (September 2013)

TRACEY CAVE

Title: Business Manager, Carolina Center for the Study of the Middle East and Muslim Civilizations, Carolina Asia Center, and African Studies Center, UNC (2010), untenured

Education: BA in General Studies, Ohio Univ. (1989), Language Certificate, Univ. of Buenos Aires (1993)

Work experience: Society for Translational Oncology (2007-10), First Slice (2000-07), Illinois State Soccer Association (1994-97), ESL Teacher (1992-94)

Percent of time dedicated to Middle East program: 33%

Specialization: Finance; budget; business administration; human resources

Distinctions: Notary Public, Research Administration certification (level I), Equal Employment Opportunity Institute certification (level I), represents Social Sciences on the College of Arts and Sciences PeopleSoft Transition Advisory Committee and the CAS Mentoring Program, member of the Univ. Managers Association, departmental lead for the State Combined Charitable Campaign, Red Cross Annual Blood Drive volunteer.

CAROLYN REAMS

Title: Administrative Support Associate, Carolina Center for the Study of the Middle East and Muslim Civilizations, Carolina Asia Center, and African Studies Center, UNC (2011), untenured

Education: Applied Science Degree, Durham Technical Community College (1973)

Work experience: UNC School of Pharmacy (2010-2011), UNC Frank Porter Graham Child Development Institute (1987-2009), UNC Neuropharmacology (1985-1987), UNC School of Pharmacy (1982-1984), UNC Dept. of Neurology (1977-1982), UNC Department of Genetics (1975-1977), UNC International Fertility Research Program (1973-1975)

Percent of time dedicated to Middle East program: 33%

Specialization: Finance; budget; business administration

CONSORTIUM PARTNERS

EMMANUEL ORITSEJAFOR, NCCU

Title, tenure status: Chair, Department of Political Science (2010), tenured

Education: Ph.D., Clark Atlanta Univ. (1995)

Previous academic experience: Director, Office of International Affairs, NCCU (2007-2012); Co-Chair, Academic Programs Review Committee, NCCU (2005-2007)

Overseas experience: Ghana, Togo, Benin Republic, Liberia, Sierra Leone, Ivory-Coast, Nigeria, South Africa, China, Japan, South Korea, Moldova, Romania, United Kingdom, and Netherlands

Languages: Yoruba (fluent) and Itsekiri (proficient)

Percent of time dedicated to Middle East program: 25%

Relevant courses taught: Oil Politics (PLOS3550); International Organization (POLS4310); Major Powers in Asia (PLOS3020); Introduction to International Politics (POLS2115)

Recent publications: *Democracy, Freedom & Economic Growth in Sub-Saharan Africa* (Nova Publishing Company, forthcoming); "The Silent Tsunami: Food Security in Sub-Saharan Africa," *Journal of Safety and Crisis Management* 2:2 (2012), 1-12; "The Silent Majority: The Role of Women in the Informal Market in Post-War Liberia," *The Liberian Studies Journal* 35:2 (2012), 71-93; "Soccer as a Catalyst for Intercultural Education," *Journal of Commonwealth Youth & Development* 9:1 (2011), 40-52; "Food Security in Sub-Saharan Africa," *African Social Science Review* 4:1 (2010)

Distinctions: Fulbright Senior Administrative Specialist Award, Council for International Education Exchange of Scholars & Institute of International Education (2013-2014); Senior International Fellow, United Negro College Fund, Special Programs Corporation, Principal Investigator of the Global Entrepreneurship Initiative (2012-); National Endowment for the Humanities, Coil Institute Fellow for Globally Networked in the Humanities, SUNY Global Center (2011)

RITA O'SULLIVAN

Title: Director of Evaluation, Assessment, and Policy Connections (EvAP), and Associate Professor of Evaluation and Assessment, School of Education (1999), tenured

Education: Ed. D, Educational Leadership, Curriculum & Instruction (1984)

Previous work experience: Associate Professor, Educational Research & Evaluation, UNC-Greensboro (1992-1999); Junior High-School Teacher, Gillespie Education Center (1984-1985; Program Associate, International Programs, Unitarian Universalist Service Committee (1982-1983)

Overseas experience: Cote d'Ivoire, Benin, Guinea, Kenya, Senegal, Southern Sudan, Haiti, Thailand, Kazakhstan, Russia, Brazil, Guinea, Barbados, Puerto Rico, U.S. Virgin Islands, Brazil, Namibia, South Africa, India, Malaysia, Viet Nam, China, Japan, Costa Rica, Peru, and Ecuador

Languages: French, Spanish

Percent of time dedicated to Middle East studies: 10%

Relevant courses taught: Educational Program Evaluation, Case Study Methods, Research Design, Measurement, and Statistics.

Teaching specializations: Collaborative evaluation techniques

Recent publications: co-editor with L. Rodriguez-Campos, special issue on Collaborative Evaluation, *Evaluation and Program Planning* 35:4 (2012); with J.M. O'Sullivan, "Collaborative Evaluation and Market Research Converge: An Innovative Model Agricultural Development Program Evaluation in Southern Sudan," *Evaluation and Program Planning* 35 (2012), 535-9; co-editor with A. Kuzmin and N. Kosheleva, *Program Evaluation: Methodology and Practice* (Presto-RK, 2009); *Practicing Evaluation: A Collaborative Approach* (Sage, 2004)

Distinctions: Ingle Distinguished Service Award, American Evaluation Association (2002); Outstanding Research Award, North Carolina Association for Research in Education (2001); Lifetime Achievement Award, North Carolina Association for Research in Education (2001)

MATT SERRA

Title: Director of Assessment, Trinity College, Duke Univ. (2000), untenured

Education: Ph.D., Purdue Univ. (1993)

Previous Academic Experience: Adjunct Assistant Professor of Psychology and Neuroscience, Duke Univ. (2000-present); Assistant Professor of Psychology, Duke Univ. (1993-2001)

Research and teaching specializations: Assessment of academic initiatives and student learning outcomes; psychology and neuroscience

Evaluation Experience: On-site review committee member, Southern Association of Colleges and Schools; Lead evaluator, Howard Hughes Medical Institute grants; Co-convenor, Duke Assessment Working Group.

Recent publications and presentations: with J. Hill, "Assessing the Assessment Tool: New Thinking About e-Portfolios." Presented at AAC&U regional assessment meeting (2013); with J. Hill, "Reconnecting with Students as Essential Stakeholders: Early Engagement and Communication Strategies." Workshop presented at AAC&U regional assessment meeting (2012); with D. Canelas and D. Hall, "Developing an Institution-wide Program for Undergraduates in the Gateway STEM Course Sequence." Presented at AAC&U STEM Learning Conference (2012); with L. Braskamp, M. Zoll, C. Glass and M. Engberg, "Using the Global Perspectives Inventory for Planning and Assessing Curricular and Co-curricular Experiences to Facilitate Global Learning." Workshop at the AAC&U's Annual Conference (2011); "Assessment at Duke: Strategies for Faculty Engagement." Presentation at third annual Teagle/Spencer Project Meeting, Duke Univ. (2011)

Distinctions: Board member, Cardea Fellows Program, Duke Univ. (current).

CHRISTOF GALLI

Title: Associate Librarian for the Middle East, Perkins Library, Duke Univ. (2004), untenured

Education: M.I.L.S., Univ. of California-Berkeley (1996); M.A., Univ. of California-Berkeley (1996)

Previous academic experience: Business/Government Documents Librarian, Branford P. Millar Library, Portland State Univ. (1997-98); Exchange Specialist, Univ. of California, Berkeley (1988-94)

Overseas experience: Syria; Egypt; Switzerland

Languages: German (native/bilingual), Arabic (professional), French (professional), Italian (limited working knowledge), Spanish (limited working knowledge); Persian (limited working knowledge); Turkish (elementary)

Percent of time dedicated to Middle East program: 100%

Recent publications: "Documenting Islam and the Middle East: Duke's Middle East and Islamica Collections," *Duke Univ. Libraries* 15:2 (Winter 2002); "Middle Eastern Libraries," in *International Dictionary of Library Histories*, ed. David H. Stam (Taylor & Francis, 2001), 111-115

Distinctions: Library Fellow, Franklin Humanities Institute, Duke Univ. (2005-6)

RACHEL ARIEL

Title, tenure status: Librarian for Hebraica/Judaica, Duke Univ. (2010), untenured

Education: M.A., Hebrew College, Boston, MA (2006); B.A., Hebrew Univ. of Jerusalem (1979)

Overseas experience: Israel (1986-94)

Languages: Modern Hebrew (native); Yiddish (native/bilingual); French (professional); German (professional)

Percent of time dedicated to Middle East courses: 60%

Recent publications and presentations: "The Personal Archive of Rabbi Abraham Joshua Heschel," Annual Conference of the Association of Jewish Libraries (2013); "Illustrating the Hebrew Bible: Creating an Exhibit from the Collections of the Duke Univ. Libraries," Annual Conference of the Association of Jewish Libraries (2012); Curator, "Illustrating the Hebrew Bible," Duke Libraries Exhibition (2010)

FOUZIA EL GARGOURI

Title: Order and Receipts Specialist for Arabic Language Materials, Duke Univ., untenured

Education: B.A. Hassan II Univ., Morocco

Previous Academic Experience: Director's Assistant, Casablanca American School; Upper School Secretary, Casablanca American School; Receptionist, Casablanca American School

Overseas experience: Morocco

Languages: Arabic (native), English (native/bilingual), French (native/bilingual), Spanish (limited working knowledge)

Percent of time dedicated to Middle East studies: 25%

Research and teaching specializations: Arabic Language

Distinctions: U.S. Department of State: Extra Mile Award

MOHAMMED HAMED

Title: Middle Eastern & African Studies Librarian; Asian Studies Department adjunct lecturer, UNC (2010), untenured

Education: MA, Library and Information Science Department, Cairo Univ. (2007)

Previous academic experience: Lead Library Assistant, Technical Services, Santa Monica College Library (2009-10); Cataloging Specialist, American Univ. in Cairo (1999-2008); Archivist, Gulf Strategic Studies Center, Cairo, Egypt (1998-99)

Overseas experience: Native of Egypt

Languages: Arabic (native), Persian (intermediate), Hebrew (limited working knowledge)

Percent of time dedicated to Middle East studies: 100% teaching Middle East courses; 60% library work related to Middle East courses

Relevant courses taught: Languages Across the Curriculum in Arabic (LAC/ARAB 308); Elementary Arabic (ARAB 101); Library instruction related to the Middle East

Research and teaching specializations: Library science; Middle East and Muslim civilizations

Distinctions: ALA conference grant from AMICAL (2008); participated in building four endowments for Persian Studies collections at UNC Libraries (2011-2013); program committee member, Persian Advisory Committee at UNC, Educating Librarians in the Middle East in the 21st century ELIME-21, Middle East Librarians Association, Africana Librarians Council (2010-Present); Consultancies, Global Islamic Studies program, Connecticut College (2012)

WINIFRED FORDHAM METZ

Title: Head of Media Resources Center & Film Librarian, UNC (2002), untenured

Education: Master in Library Sciences, UNC-Chapel Hill (2000)

Percent of time dedicated to Middle East program: 15%

Research and teaching specializations: Israeli Cinema, Iraqi Cinema, Iranian Cinema, Women's Studies, Muslim Studies, Jewish Studies, contemporary Iraq and the Israeli-Palestinian conflict, Documentary film.

Recent publications: "Against the Grain," *Media-Centered Column* – ongoing, 2012-2013; Documentary film reviews: "The Baby;" "The Record Breaker;" "We Always Lie to Strangers;" "Open Heart;" "Pablo's Winter;" and "Sofia's Last Ambulance" published in the *Full Frame International Documentary Film Festival Print Program & WebArchive*, 2013; Educational Film Reviews: "Photos of Angie" and "Going up the Stairs" "Position Among the Stars;" "The Eye of the Day;" "Shape of the Moon;" and "Elisha and the Cacao Trees" for *EMRO*, 2012-2013

DENISE SOUFI

Title: Middle Eastern Cataloger, UNC (2013), untenured

Education: MLIS, Rutgers Univ. (2010); Ph.D., Near Eastern Studies, Princeton Univ. (1997)

Previous academic experience: Islamic Manuscript Cataloger, Department of Rare Books and Special Collections, Princeton Univ. Library (2010); Special Collections Assistant, Department of Rare Books and Special Collections, Princeton Univ. Library (2009); Adjunct Professor, History Department, The College of New Jersey (1998).

Languages: Arabic (professional knowledge), Persian (working knowledge), French (working knowledge)

Percent of time dedicated to Middle East program: 100%

Research and teaching specializations: Library science; classical Islam

Recent publications: Poster presentation at LAUNC-CH Research Forum (2014)

NEIL BOLICK

Title: Associate Director, World View, UNC (2003), untenured

Education: Ph.D. Chinese Language & Literature (1994) Indiana Univ. at Bloomington

Overseas experience: People's Republic of China, Taiwan

Languages: Mandarin (professional proficiency), Japanese (limited working proficiency)
Spanish (elementary)

Percent of time dedicated to Middle East program: 15%

Relevant courses taught and presentations: World View Seminars, Symposia, Workshops, Residential Programs & Online Courses; Give Presentations to K-12 & Community College Educators & Administrators, Schools of Education, State Educational offices & Organizations, Civic Groups, and Students; Presentation topics Include Globalization & The Community College, Globalization & Our Schools, Internationalizing the Community College Curriculum, UNC & World View International Resources.

Distinctions: 2014 recipient of The Martha Fitch Trigonis Individual Award for International Education Excellence by The North Carolina Association of International Educators; Fulbright-Hays Doctoral Dissertation Research Grant, China and Taiwan (1989-1990); Pacific Cultural Foundation Grant for dissertation (1989-1990)

LORI REZZOUK

Title: Advisor for Access, Office of Study Abroad (2008)

Education: MEd, North Carolina State Univ. (expected spring 2015); BA in French and BS in French Education, Miami Univ. (2002)

Previous academic/work experience: ESL Teacher in Morocco (2005-2008), ESL Teacher in Djibouti (2005)

Overseas experience: Work and/or travel experience in the MENA region: Morocco, Turkey, Egypt, Azerbaijan, Djibouti, Yemen, Ethiopia

Languages: French (fluent), Darija (Moroccan Arabic), Tamazight (Berber)

Percent of time dedicated to Middle East program: 25%

Research: Work cooperatives in Morocco as conflict-prevention initiatives

RODNEY VARGAS

Title: Associate Director for Latin America, Middle East and Africa, Study Abroad Office

Education: MA, Univ. of Georgia, Athens (1995)

Languages: Spanish (native), French (intermediate)

Percentage of time devoted to Middle East program: 33%

Previous experience: Undergraduate Program Officer, Organization for Tropical Studies, Duke Univ. (2001-06); Environmental Education Coordinator, Organization for Tropical Studies, Duke Univ. (1994-2001)

Overseas experience: Egypt, Israel, Jordan, develop and/or evaluate study abroad programs

Distinctions: Member of the UNC Opening Access and Breaking Barriers to Global Opportunities Working Group; Founder, Green Passport Program for students going on Study Abroad Programs; Member, NAESA: Association of International Educators, Sustainability Working Group and Special Interest Group on Foreign Born International Educators; Member, Ecological Society of America and the Association of Tropical Biology

CONSORTIUM FACULTY

DUKE UNIVERSITY

ABDULLAH ANTEPLI

Title, tenure status: Chief Representative for Muslim Affairs (2014); Muslim Chaplain, Duke Univ. (2008); Adjunct Faculty of Islamic Studies, Duke Univ., untenured

Education: D.Min. Candidate, Hartford Seminary (2006); M.A. Islamic Studies and Muslim-Christian Relations, Hartford Seminary (2005)

Previous Academic Experience: Associate Director of Islamic Chaplaincy Program & Interfaith Relations, Hartford Seminary in Hartford (2005-2008); Visiting Scholar, MUIS Academy, Singapore (2007); Visiting Lecturer, Leeds Metropolitan Univ., U.K. (2006)

Overseas experience: Malaysia (2001-2003); Myanmar (1996-2001); Taiwan (1996); Turkey (1995-96)

Languages: Turkish (native), English (bilingual), Arabic (professional), Burmese (professional), German (professional), Bahasa Malayo (limited working proficiency)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Introduction to Islam (HISTREL 101), Jesus and Mary in Islam (HISTREL 201), Listening Together: Christians and Muslims Reading Scripture (PARISH 812), Local Islams (RELIGION 386)

Research and teaching specializations: Islam

Recent publications: *The Huffington Post* (online), biweekly columnist (2012-14); "An Inter-Faith View of Torture – A Muslim Perspective," *The Muslim World* 103 (2013), 204-8; "Never Again: A Muslim Visits the Nazi Death Camps," in *My Neighbor's Faith: Stories of Interreligious Encounter, Growth, and Transformation*, ed. Jennifer Howe Peace et al. (Orbis Books, 2012); "Muslim Jesus and Mary," *American Baptist Quarterly* 26 (2007), 298-312

Distinctions: Celie J. Terry Prize for Outstanding Academic Achievement and Excellence in Interfaith and Community Work, Hartford Seminary (2006)

ROBERT ASHTON

Title, tenure status: L. Palmer Fox Professor of Accounting, Fuqua School of Business, Duke Univ. (1986), tenured

Education: Ph.D., Univ. of Minnesota (1973), M.B.A. Florida State Univ. (1969)

Previous Academic Experience: Associate Professor, Professor, and Winspear Foundation Professor, New York Univ. (1980-86); Assistant Professor, Univ. of Texas at Austin (1973-78); Teaching Associate, Univ. of Minnesota (1970-73); Instructor, Univ. of Tennessee (1969-70)

Overseas experience: London (2001-2004); Argentina, Australia, Austria, Brazil, Canada, Chile, Denmark, Germany, Italy, People's Republic of China, Qatar, Singapore, Spain, Switzerland, Turkey, and United Arab Emirates

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Middle East GATE (Global Academic Travel Experience) (GATE 498.301)

Number of dissertations or theses supervised in past five years: 6

Research and teaching specializations: Management Accounting; Strategic Cost Management; Performance Measurement and Evaluation; Relation of Accounting Measures to Firm Strategy

Recent publications: with M.L. Roberts, "Effects of Dispositional Motivation on Knowledge and Performance in Tax Issue Identification and Research," *Journal of the American Taxation Association* 33 (2011), 25-50; "Quality, Timing, and Luck: Looking Back at Ashton (1974)," *Auditing: A Journal of Practice & Theory* 29 (2010), 3-13

Distinctions: Outstanding Behavioral Accounting Researcher Award of the American Accounting Association's Accounting, Behavior, and Organizations Section (First Recipient), 1995

LAIA BALCELLS

Title, tenure status: Assistant Professor of Political Science, Duke Univ. (2010), tenure-track

Education: Ph.D., Yale (2010)

Previous Academic Experience: Researcher, Institute for Economic Analysis, CSIC (Barcelona); Affiliated Professor at the Universitat Pompeu Fabra (UPF); Affiliated Professor and the Barcelona Graduate School of Economics (BGSE).

Overseas experience: Spain

Languages: Catalan/Spanish (native); English (native/bilingual); French (native/bilingual)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Nationalism & Ethnic Conflict (ICS 322), Politics in Violence (POLSCI 329), Civil Wars (POLSCI 659S)

Number of dissertations or theses supervised in the past 5 years: 5

Research and teaching specializations: Determinants of political violence and civil wars; Warfare dynamics during conflict; Redistribution and conflict.

Recent publications: "Political Violence: An Institutional Approach," *Handbook of Comparative Political Institutions*, ed. Jennifer Gandhi and Ruben Ruiz (Routledge, forthcoming); with Stathis N. Kalyvas, "Technology of Rebellion in the Syrian Civil War," *The Political Science of Syria's War*, ed. Marc Lynch (Project on Middle East Political Science, 2013); with Stathis N. Kalyvas, "Endgame in Syria?" *Foreign Policy* (2013); "Mass Schooling and Catalan Nationalism," *Nationalism and Ethnic Politics* 19 (2013), 467-86; "Rivalry and Revenge, Violence against Civilians in Conventional Civil Wars," *International Studies Quarterly* 54 (2010), 291-313.

Distinctions: APSA Luebbert Prize for Best Article in Comparative Politics, 2011

PHILIP BENNETT

Title, tenure status: Eugene C. Patterson Professor of the Practice of Journalism and Public Policy, Duke Univ. (2009), untenured

Education: B.A., Harvard Univ. (1981)

Overseas experience: Peru (1982-84), Nicaragua, El Salvador and Guatemala, Panama, Kosovo, Afghanistan, and Iraq

Languages: Spanish (professional)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Islam and the Media (PPS 196S.13), Journalism and War (PUBPOL 290S)

Number of dissertations or theses supervised in the past 5 years: 1

Research and teaching specializations: The news media and Islam, journalism ethics and national security secrecy, the future of journalism.

Recent Publications: "Truth Vigilantes: On Journalism and Transparency," in *Transparency in Politics and the Media*, ed. N. Bowles et al. (I.B. Tauris, 2013); "When a Crisis in Journalism Meets and Economy in Crisis," *History of Political Economy* 43 (2011), 375-78; "Retrato de un Pais en Crisis" (Portrait of a Country in Crisis), *El Pais Newspaper*, 2010; "Covering Islam," in *Faith, Politics and Press in Our Perilous Times*, ed. Stephen Burgard (Kendall Hunt, 2010).

Distinctions: Managing Editor, *Frontline* (2011-13); Chancellor's Distinguished Fellow Lecturer, Univ. of California, Irvine (2008)

AMAL BOUMAAZA

Title, tenure status: Instructor, Asian & Middle Eastern Studies, Duke Univ. (2012), untenured
Education: B.A., Cadi Ayyad Univ. (Morocco), M.A. Duke Univ. (expected, 2015)
Other Academic Experience: Instructor, Middlebury College (2013-present)
Languages: Arabic (native), English (native/bilingual)
Percent of time dedicated to Middle East courses: 100%
Relevant courses taught: Elementary Arabic (ARABIC 101/102), Intermediate Arabic (ARABIC 203/204)

HENRY STALLCUP BRANDS

Title, tenure status: Assistant Professor of Public Policy and History, Duke Univ. (2010), tenure-track
Education: Ph.D., Yale Univ. (2009); M.Phil. Yale Univ. (2008); M.A., Yale Univ. (2006)
Overseas Experience: Mexico, Canada, Germany, Guatemala, Nicaragua, Colombia, Venezuela, Argentina, Uruguay, Paraguay, and Chile
Previous Academic Experience: RAND Corporation Grand Strategy Advisory Board; Executive Board of the Triangle Institute for Security Studies
Languages: Spanish (professional), French (elementary), German (elementary)
Percent of time dedicated to Middle East courses: 25%
Relevant courses taught: Topics in History (HISTORY 390), American Grand Strategy (POLSCI 562S), Selected Public Policy Topics (PUBPOL 290)
Number of dissertations or theses supervised in the past 5 years: 5
Research and teaching specializations: U.S. Foreign Policy, U.S. Foreign Policy History, National Security and Defense, Diplomacy
Recent publications: *What Good is Grand Strategy? Power and Purpose in American Statecraft from Harry S Truman to George W. Bush* (Cornell Univ. Press, 2014); "Saddam, Israel, and the Bomb: Nuclear Alarmism Justified?" *International Security* 36 (2011), 133-66; "Conspiring Bastards: Saddam Hussein's Strategic View of the United States," *Diplomatic History* (June, 2012); "Saddam Hussein, the United States, and the Invasion of Iran: Was There a Green Light?" *Cold War History* 12 (2012), 319-43; "Why Did Saddam Invade Iran? New Evidence on Motives, Complexity, and the Israel Factor," *Journal of Military History* 75 (2011), 861-85
Distinctions: John Addison Porter Prize for Best Dissertation in the Humanities at Yale Univ.; Mary and Arthur Wright Prize for Best Dissertation in Non-U.S. or European History at Yale (2009)

AZEDDINE CHERGUI

Title, tenure status: Arabic Instructor, Department of Asian and Middle Eastern Studies, Duke Univ. (2007); Resident Advisor, International Patient Care Center, Duke Univ. Health System, untenured

Education: M.A., International Development Policy, Duke Univ. (2007); M.A., English Language and Literature, Mohammed Ben Abdellah Univ., Morocco (1988)

Overseas experience: Saudi Arabia (2008), Morocco

Languages: English (native/bilingual), Arabic (native/bilingual), French (native/bilingual), Italian (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary Arabic (ARABIC 101/102); Arabic Dialect through Music (ARABIC 295)

Research and teaching specializations: Arabic language and literature, Moroccan prison literature, creative cultural energy generated by the Arab Spring, youth movement's appropriation of the public sphere in the Middle East.

Recent publications: *The Jeddah Economic Forum: Final Report* (Arabic and English, 2008)

ELLEN F. DAVIS

Title, tenure status: Amos Ragan Kearns Distinguished Professor of Bible and Practical Theology, Duke Univ. (2001), tenured

Education: Ph.D. Yale Univ. (1987)

Previous Academic Experience: Visiting Fellow and Lecturer, Cambridge Univ. (2005-07); Founder and Co-Director of the Renk (Sudan) Visiting Teachers Program (2004); Professor, Virginia Theological Seminary (1996-2001); Associate Professor, Yale Divinity School (1991-1996)

Overseas experience: United Kingdom (2014, 2011, 2010), Israel (2013), Canada (2013), Sudan (2011, 2010), South Africa (2010)

Languages: Biblical Hebrew; Greek (New Testament); German (professional)

Percent of time dedicated to Middle East studies: 25%

Relevant courses taught: Narrative Characters: The Hebrew Bible, The New Testament, and The Qur'an (OLDTEST 872); Place and Space: In, Around and After the Hebrew Bible (OLDTEST 960)' Hebrew Syntax (RELIGION 999); Listening Together: Christians and Muslims Reading Scripture (PARISH 812)

Number of dissertations or theses supervised in the past 5 years: 9

Recent publications: *Reading Israel's Scriptures as Our Own: A Guidebook* (forthcoming 2015); *Prophecy and Contemporary Ministry, Interpretation Resources Series* (Westminster John Knox, forthcoming 2014); "Singing for the Peace of Jerusalem: Songs of Zion in the Twenty-First Century," in *The Bible and Spirituality: Exploratory Essays in Reading Scripture Spiritually*, ed. Gordon McConville (Wipf & Stock/Cascade, 2013), 75-94; "The Bible in the Life of the Sudanese Church," in *Anglican Approaches to the Bible*, ed. Clare Amos (SCM/Canterbury Press, 2012); "Commentary on Genesis 1," in *Science and Religion: Christian and Muslim Perspectives*, ed. David Marshall (Georgetown Univ. Press, 2012)

Distinctions: 2013 Doctor of Humane Letters, Virginia Theological Seminary; Member of the Leadership Team for "New Paths for Engaging Israel," an educational project of the Shalom Hartman Institute, Jerusalem, 2011-13 and Member of the Advisory Board, 2013-14; 2010 Scholar/Teacher of the Year, Duke Univ.; Convener and Chair of the Sudan/Lambeth Palace Roundtable for the Episcopal Church of Sudan, London, 2009.

NADIA EL-SHAARAWI

Title, tenure status: Global Migration Postdoctoral Fellow of Kenan Institute for Ethics, Duke Univ. (2011), untenured

Education: Ph.D., Anthropology, Case Western Reserve Univ. (2011), M.A., Public Health, Case Western Reserve Univ.; MSc, Medical Anthropology, Univ. of Oxford

Overseas experience: United Kingdom; Egypt

Languages: Arabic (professional)

Percent of time dedicated to Middle East courses: 75%

Relevant courses taught: Uprooted/Rerouted-Displacement & Global Health (CULANTH 290S)

Research and teaching specializations: Mental health; Medical and psychological anthropology; Forced migration and refugee policy and practice, especially in the Middle East and North Africa

Recent publications: *Living an Uncertain Future: An Ethnography of Displacement, Health, Psychosocial Well-being and the Search for Durable Solutions among Iraqi Refugees in Egypt*, Ph.D. Dissertation (2012); review of Sherine Hamdy, *Our Bodies Belong to God: Organ Transplants, Islam, and the Struggle for Human Dignity in Egypt* (Univ. of California Press, 2012) in 2014; "Refugee Health and Screening," *Encyclopedia of Immigrant Health*, ed. Sana Loue and Martha Sajatovic (Springer 2012):1272-6; review of Peter Wade, *Race, Ethnicity, and Nation: Perspectives from Kinship and Genetics*, in *Culture, Medicine and Psychiatry* 33 (2009).

JANET EWALD

Title, tenure status: Associate Professor of History, Duke Univ. (1983), tenured

Education: Ph.D., Univ. of Wisconsin-Madison (1982)

Previous academic experience: Assistant Professor of History, Duke Univ. (1983-90)

Overseas experience: England, France, Germany, Sweden, Turkey; Sudan (1976), Yemen (1995); Tunisia (1973)

Languages: Arabic (native/bilingual), French (limited working knowledge), Italian (limited working knowledge), German (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Middle Passages (AAAS 89S), History of Africa (HISTORY 204); Modern Africa Through Film (HISTORY 206);

Number of dissertations or theses supervised in past 5 years: 3

Research and teaching specializations: History of Africa

Recent publications: *Motley Crews: African and Indian Seafarers on English/British Vessels in the Eastern Trade, c. 1613-1900* (forthcoming); "African Bondsmen, Freedmen, and the Maritime Proletariats of the Northwestern Indian Ocean World, c. 1500-1900," in *Indian Ocean Slavery in the Age of Abolition*, ed. Robert Harms et al. (Yale Univ. Press, 2013), 200-222; "Bondsmen, Freedmen, and Maritime Industrial Transport, 1840-1900," *Slavery and Abolition* 31 (2010), 450-466; "Slave Trade: The Indian Ocean, c. 1750-1880," in *Oxford Encyclopedia of the Modern World*, ed. Peter N. Stearns (Oxford Univ. Press, 2008)

Distinctions: American Council for Learned Societies Fellowship (1988); Carter G. Woodson Institute Fellow, Univ. of Virginia (1985-86); Woodrow Wilson Center Fellow (1989); National Humanities Center Fellow (1993-94); American Institute for Yemeni Studies fellowship for research in Yemen (1995)

BENJAMIN GATLING

Title, tenure status: Thompson Writing Program Lecturing Fellow, Duke Univ. (2012), untenured

Education: Ph.D. Near Eastern Languages and Cultures, The Ohio State Univ. (2012)

Previous Academic Experience: Instructor, The Ohio State Univ. (2008-2010), Visiting Scholar, Univ. of North Carolina (2011-2012)

Overseas experience: Tajikistan (2011-2012); United Kingdom; Afghanistan (2003-2006)

Languages: Dari (professional); Tajiki (professional); Iranian Persian (professional); Russian (elementary); Uzbek (elementary); German (limited working knowledge);

Percent of time dedicated to Middle East courses: 75%

Relevant courses taught: Debating Islam (AMES 190FS/WRITING 101)

Research and teaching specializations: Islam in the United States; History of Islam; Persian culture, folklore, and mythology; Islam in Central America; Tajik Sufism.

Recent publications: with Manzura Juraeva, "Tradition, Stigma, and Inclusion: Overcoming Obstacles to Educational Access in Tajikistan," in *Learning to See Invisible Children: Inclusion of Children with Disabilities in Central Asia*, ed. Martyn Rouse (Central European Univ. Press, 2013); "The Guide after Rumi: Tradition and its Foil in Tajik Sufism," *Nova Religio* 17 (2013), 5-23; "Negotiations in Performance: The Storytelling Performance of Two Adolescent Afghan Narrators," *Folklore Forum* 40 (2010)

Distinctions: Don Yoder Prize in Folk Belief and Religious Folklife American Folklore Society (2012); Dan Crowley Memorial Prize for Best Student Paper, American Folklore Society (2009); Patrick B. Mullen Prize for Best Paper in Folklore at Ohio State Univ. (2008)

SHAI GINSBURG

Title, tenure status: Andrew W. Mellon Assistant Professor for Hebrew and Jewish Studies of Asian & Middle Eastern Studies and Director of Undergraduate Studies (2006), tenure-track

Education: Ph.D., Univ. of Michigan (2001)

Previous Academic Experience: Assistant Professor of Hebrew, Arizona State Univ. (2001-2006)

Overseas experience: Israel

Languages: Hebrew (native/bilingual), English (native/bilingual), German (native/bilingual)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Advanced Modern Hebrew (JEWISHST 407S); Israeli- Palestinian Conflict in Film (JEWISHST 206S); Screening the Holocaust (JEWISHST 266); Contemporary Israeli Cinema (JEWISHST 241); Jews and the End of Theory (JEWISHST 541S)

Research and teaching specializations: Hebrew Literature; Israeli Literature and Cinema; Jewish Nationalisms; Israeli Culture and Politics; Literary Criticism.

Recent publications: *Rhetoric and Nation: The Formation of Hebrew National Culture, 1880-1990* (Syracuse Univ. Press, 2014); with Brian Horowitz, *Bounded Mind and Soul: Russia and Israel, 1880-2010* (Slavica Publishers, 2013); "Internalizing Israeli Violence," *Souciant* (2013); "From Ziklag One Cannot See Khirbet Khizeh," *The Palestinian Nakba in Cinema and Literature* (Zochrot, 2012), 23-31 (in Hebrew); "The Physics of Being Jewish, or On Cats and Jews," *AJS (Association for Jewish Studies) Review* 35 (2011), 357-364

ERDAĞ GÖKNAR

Title, tenure status: Assistant Professor of Turkish, Duke Univ. (2004); co-director of Duke in Turkey; executive committee member, Duke-UNC Consortium for Middle East Studies; tenure-track

Education: Ph.D., Univ. of Washington (2004)

Languages: Turkish (native/bilingual), French (professional), Persian (professional), Spanish (professional), Uzbek (limited working knowledge), Ottoman (limited working knowledge)

Overseas experience: Turkey

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Orhan Pamuk and World Literature (LIT 276); Geopolitics & Globalization: From Bosnia to Afghanistan (SES 209FS); Contemporary Turkish Composition and Reading (TURKISH 301S)

Number of dissertations or theses supervised in past 5 years: 3

Research and teaching specializations: Late Ottoman and modern Turkish literature and cultural history; cultural production and representations of Turks and Muslims; translation.

Recent publications: "Reading Occupied Istanbul: Turkish Subject-Formation from Historical Trauma to Literary Trope" *Culture, Theory and Critique* (forthcoming in 2014); *Orhan Pamuk, Secularism and Blasphemy: The Politics of the Turkish Novel* (Routledge, 2013); "Secular Blasphemies: Orhan Pamuk and the Turkish Novel," *Novel: A Forum on Fiction* 45 (2012), 301-26; "Occulted Texts: Pamuk's Untranslated Novels," in *Global Perspectives on Orhan Pamuk*, ed. Mehnaz M. Afridi and David M. Buyze (Palgrave Macmillan, 2012); "Turkish-Islamic Feminism Confronts National Patriarchy: Halide Edib's Divided Self," *Journal of Middle East Women's Studies* 9 (2012), 32-57; "The Literary Modernity of Orhan Pamuk" (Znak, 2011) (in Polish translation)

Distinctions: Stanford Humanities Center Fellowship (2009-10); National Humanities Center Fellowship (2007-8); NEA Literature Fellowship for Translation Projects in Prose (2008); International IMPAC Dublin Literary Award for translation of Orhan Pamuk's *My Name is Red* into English (2003).

SHALOM GOLDMAN

Title, tenure status: Professor of Religion and Middle Eastern Studies, Duke Univ. (2006), tenured

Education: Ph.D., Hebrew and Biblical Studies, New York Univ. (1986)

Previous Academic Experience: Associate Professor in Hebrew and Middle Eastern Studies, Emory Univ. (1999-2005); Assistant Professor of Near Eastern Languages and Literatures, Ohio State Univ. (1996-97); Assistant Professor of Hebrew Studies, Dartmouth College (1988-96); Visiting Assistant Professor of Judaic Studies, Brown Univ. (1992)

Overseas experience: Israel (1999-2000)

Languages: Classical and Modern Hebrew (professional), Classical and Modern Arabic (professional), German (professional), French (professional), Aramaic (elementary), Ancient Egyptian (elementary)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Judaism (JEWISHST 140S); Messiahs & Messianic Movements (RELIGION 89S); Ugaritic Literature (RELIGION 999); Zionism: Jewish & Christian (RELIGION 999); Judaism, Christianity & Islam (RELIGION 999); Christian Zionism (RELIGION 999);

Number of dissertations or theses supervised in past 5 years: 4

Research and teaching specializations: Christian-Jewish Relations; Muslim-Jewish Relations; Bible and Qur'an; Christian Zionism

Recent publications: *Demon's Wager: Conversion, Apostasy, and Modern Jewish Identity* (Univ. of North Carolina Press, in progress); *Zeal for Zion: Christians, Jews and the Idea of the Promised Land* (Univ. of North Carolina Press, 2010); "Nissim Ezekiel: Exile at Home," *New Quest* 172 (2008), 1-26; "Christians and Zionism: A Review Essay," *American Jewish History* 93 (2007), 245-60; *God's Sacred Tongue: Hebrew and the American Imagination* (Univ. of North Carolina Press, 2004)

Distinctions: ECLC Curriculum Development Grant (2005, 2006), ICIS Research Grant (2004-5)

JOSEPH GRIECO

Title, tenure status: Professor, Political Science, Duke Univ. (1982), tenured

Education: Ph.D. Cornell Univ. (1982)

Overseas experience: Italy (1996-present)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Leaders, Nations, and War (POLSCI 664)

Number of dissertations or theses supervised in past 5 years: 1

Research and teaching specializations: Political Economy, India, Iran, Italy

Recent publications: with C. Gelpi and P. Feaver, "Let's Get a Second Opinion: International Institutions and American Public Support for War," *International Studies Quarterly* 55 (2011), 563-583; "Nuclear Weapons, State Bellicosity, and Prospects for a Northeast Asian Security Architecture," in *Cooperation in Northeast Asia: Architecture and Beyond* (Routledge, 2011); "Liberal International Theory and Imagining the End of the Cold War," *British Journal of International Relations* 11 (2009), 192-204; "Structural Realism and the Problem of Polarity and War," in *Power in World Politics* (Routledge, 2007)

Distinctions: International Affairs Fellowship, Council on Foreign Relations (1990-1991)

MUHAMMAD HABIB

Title, tenure status: Arabic Instructor, Department of Asian and Middle Eastern Studies, Duke Univ. (2008), untenured

Education: M.A., Al-Azhar Univ. (2008)

Previous Academic Experience: Lecturer, American Univ. in Cairo (2007-8); Instructor, Hedayet Arabic Language Institute (2007-8); Middlebury Arabic Summer School (2007)

Overseas experience: Egypt (1995-1996); Switzerland (2004); Germany (2004-5)

Languages: Arabic (native/bilingual), English (native/bilingual)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Intermediate Arabic (ARABIC 203/204); Media Arabic (ARABIC 281/283)

Research and teaching specializations: Arabic language and literature

Recent publications: Editor, *Tafsir al-Ahlam li Ibn Sirin* (Maktabat al-Adab, 2003); Editor, *Kitab Mughni al-Labib* (Maktabat al-Adab, 2003)

MALACHI HACOHEN

Title, tenure status: Fred W. Shaffer Associate Professor of History, Religion, and Political Science and Director, Center for European Studies, Duke Univ. (1993), tenured

Education: Ph.D., Columbia Univ. (1993)

Previous academic experience: Visiting Assistant Professor, Co-Chair of the History-Literature Program, Reed College (1989-93); Adjunct Lecturer, Cooper Union College (1986-88); Editorial Board, Contemporary Austrian Studies (2010-), Nexus (2011-), Jewish Historical Studies (2012-)

Languages: Hebrew (native/bilingual), German (professional), French (limited working knowledge)

Percent of time dedicated to Middle East courses: 33%

Relevant courses taught: Semitism-Anti-Semitism (HISTORY 164S); Jewish History, 1492 to the Present (HISTORY 251)

Number of dissertations or theses supervised in past five years: 5

Research and teaching specializations: Jewish emancipation and the dilemmas of multiculturalism and ethnonationalism; Jewish history

Recent publications: *Jacob and Esau Between Nation and Empire: A Jewish European History* (Cambridge Univ. Press, forthcoming in 2014); "Berlin and Popper Between Nation and Empire: Diaspora, Cosmopolitanism, and Jewish Life," *Jewish Historical Studies* 44 (2012), 51-74; "Typology and the Holocaust: Erich Auerbach and Judeo-Christian Europe," *Religions* 3 (2012), 600-645; "Congress for Cultural Freedom," *Encyclopedia of Jewish History and Culture*, 2 (2012), 22-28 (in German)

Distinctions: Principal Investigator, "Jews & Muslims: Histories, Diasporas, and the Meaning of the European," Andrew Mellon Foundation (2013-14); Residential Fellow, Center for Advanced Studies in the Behavioral Sciences (Stanford), 2006-7; ACLS Frederick Burkhardt Residential Fellowship, National Humanities Center (2003-4); Victor Adler Staatspreis (Austrian State Prize), History of Social Movements for *Karl Popper: The Formative Years, 1902-1945* (2003).

BRUCE HALL

Title, tenure status: Associate Professor of History, Duke Univ. (2008), tenured

Education: Ph.D., Univ. of Illinois at Urbana-Champaign (2005)

Previous academic experience: Univ. of Buffalo (SUNY) (2006-8); Mellon Postdoctoral Fellow, Dept. of History, Johns Hopkins Univ. (2005-2007)

Overseas experience: Mali (2008-9, 2006, 2001-2002, 1999), Senegal (2008, 2001, 1992), Algeria (2008), Niger (2007), Morocco (2005), Egypt (1998-99, 1995-96); Ghana (2009)

Languages: French (native/bilingual), Arabic (professional), Songhay (professional)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: Humanitarianism in Africa (AAAS 271)

Number of dissertations or theses supervised in past five years: 2

Research and teaching specializations: History of Muslim West Africa and the Sahara Desert

Recent publications: *A History of Race in Muslim West Africa, 1600-1960* (New York: Cambridge Univ. Press, 2011); "How Slaves Used Islam: The Letters of Enslaved Muslim Commercial Agents in the Nineteenth-Century Niger Bend and Central Sahara," *Journal of African History* 52 (2011), 279-97; "Arguing Sovereignty in Songhay," *Afriques: Débats, méthodes et terrains d'histoire* 4 (2013), 1-17; with Yacine Daddi Addoun, "The Arabic Letters of the Ghadames Slaves in the Niger Bend, 1860-1900," in *African Slavery/African Voices*, ed. Alice Bellagamba, Sandra Greene, Carolyn Brown and Martin Klein (Cambridge Univ. Press 2013), 485-500; with Baz Lecocq, Gregory Mann, Bruce Whitehouse, Dida Badi, Lotte Pelckmans, Nadia Belalimat, and Wolfram Lacher, "One Hippopotamus and Eight Blind Analysts: A Multivocal Analysis of the 2012 Political Crisis in the Divided Republic of Mali," *Review of African Political Economy* 40 (2013), 343-57

Distinctions: Martin A. Klein Award, best book in African History, American Historical Association (2013); Social Science Research Council Book Fellowship (2007-2008)

MONA HASSAN

Title, tenure status: Assistant Professor of Islamic Studies and History, Department of Religious Studies, Duke Univ. (2009), tenure-track

Education: Ph.D., Princeton Univ., Near Eastern Studies (2009)

Overseas experience: Turkey (2008-9)

Languages: Arabic (native/bilingual), Turkish (native/bilingual), Ottoman Turkish (professional), French (working knowledge), Spanish (elementary)

Percent of time dedicated to Middle East courses: 75%

Relevant courses taught: Cross Cultural Encounters (CULANTH 190FS); Introduction to Islamic Civilizations I (CULANTH 256); Muslim Women across the Ages (RELIGION 165FS); Muslim Societies in Global Perspective (RELIGION 192A); Islam in the Americas (RELIGION 384S); Religion & Global Politics (RELIGION 999)

Number of dissertations or theses supervised in the past 5 years: 12

Research and teaching specializations: Islam in Africa; Muslim women.

Recent publications: "Relations, Narrations, and Judgments: The Scholarly Networks and Contributions of an Early Female Muslim Jurist" (in progress); *Longing for the Lost Caliphate: A History of Emotions and Religious Imaginaries Across Time* (in progress); "Reshaping Religious Authority in Contemporary Turkey," in *Women, Leadership, and Mosques: Changes in Contemporary Islamic Authority*, ed. Masooda Bano and Hilary Kalmbach (Brill, 2012), 85-103; "Women Preaching for the Secular State: Official Female Preachers (Bayan Vaizler) in Contemporary Turkey," *International Journal of Middle East Studies* 43 (2011), 451-473

Distinctions: Franklin Humanities Institute Book Manuscript Workshop (2014); Visiting Fellow, "Gender, Religion, and Law in Muslim Societies," Center for the Study of Social Difference, Columbia Univ. (2013-14); American Council of Learned Societies Fellowship (2013); Social Science Research Council Postdoctoral Fellowship for Transregional Research (2012-13)

FRANCES HASSO

Title, tenure status: Associate Professor of Women's Studies, International Comparative Studies, and Sociology, Duke Univ. (2011); Director, International Comparative Studies Program, tenured

Education: Ph.D., Univ. of Michigan, Sociology (1995)

Previous Academic Experience: Associate Professor, Oberlin College (2005-2010); Rockefeller Resident Fellow, Univ. of California, Riverside (2004); Assistant Professor, Oberlin College (2000-2004); Assistant Professor, Antioch College (1998-2000); Lecturer, Univ. of Michigan, Ann Arbor (1997-1998)

Overseas experience: Tunisia (2013); England (2013); Jordan, Bahrain, Egypt, UAE (2008)

Languages: Arabic (native/bilingual), French (working knowledge), Spanish (working knowledge)

Percent of time dedicated to Middle East courses: 75%

Relevant courses taught: Critical Genealogies of the Middle East (AMES 740S); Comparative Approaches to Global Issues (CULANTH 195); Gender/Sexuality in the Middle East (WOMANST 49S); Interdisciplinary Debates (WOMENST 960S)

Number of dissertations or theses supervised in the past 5 years: 4

Research and teaching specializations: Sexual and marital subjectivities and practices among Sunni Muslims; Gender politics in the Middle East; Transnational studies

Recent publications: "Bargaining with the Devil: States and Intimate Life." *Journal of Middle East Women's Studies* 10 (2014), 107-134; *Consuming Desires: Family Crisis and the State in the Middle East* (Stanford Univ. Press, 2011)

Distinctions: Managing Editor, *Journal of Middle East Women's Studies* (2014-7); Duke Arts & Sciences Committee on Faculty Research Grant for new book project: "'Civil' and 'Space' as Fields of Meaning and Practice in Pre- and Post-Revolutionary Egypt" (2013)

ENGSENG HO

Title, tenure status: Professor of Cultural Anthropology and History, Duke Univ. (2008), tenured

Education: Ph.D., Univ. of Chicago (2000)

Previous Academic Experience: Assistant to Professor of Anthropology, Harvard (2000-2007)

Overseas experience: Turkey (2013), Macau (2013), Germany (2011, 2013), Netherlands (2012), Japan (2012), Saudi Arabia (2006, 2008, 2009), India (2005); Yemen (1993); Malaysia, Indonesia, Singapore (1984 to present)

Languages: Arabic (native/bilingual), Malay (native/bilingual), Chinese (native/bilingual)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: The Indian Ocean (CULANTH 399); Capstone Seminar: Imperialism and Islam (CULANTH 416S); Anthropology and History (CULANTH 572S)

Number of dissertations or theses supervised in the past 5 years: 15

Research and teaching specializations: International and transcultural dimensions of Islamic societies, and their relations to western empires; research sites tend to be around the Indian Ocean, in Arabia, South Asia and Southeast Asia.

Recent publications: "Foreigners and Mediators in the Constitution of Malay Sovereignty," *Current Anthropology* 55 (2014), 146-67; *The Graves of Tarim: Genealogy and Mobility Across the Indian Ocean* (Univ. of California Press, 2006)

Distinctions: Fellowship, Transregional Institute, Near Eastern Studies, Princeton Univ. (2012-13); Fellowship, Nantes Institute for Advanced Study, France, (2013-14); Inaugural Global Asia Scholar, Leiden Univ., (2012). Invited Lectures: Nalanda Univ., Rajgir, India (2014); Asia Endowment Inaugural Seminar, National Univ. of Singapore, Singapore (2014); SSRC Inter-Asia IV Conference, Turkey (2013); Univ. of Macau (2013); China and the Muslim World Conference, UC Berkeley (2013); Institute of Religious and Cultural Studies, Indonesia (2012); Keynote, Jarir Conference, Saudi Arabia (2011); Scaliger Inst. and Center for the Study of Islam, Leiden Univ. (2011); Center for South Asian and Indian Ocean Studies, Tufts Univ. (2011); College of Islamic Studies, Prince of Songkhla Univ., Thailand (2010); Columbia Univ. (2010)

DONALD L. HOROWITZ

Title, tenure status: James B. Duke Professor of Law and Political Science, Duke Univ. (1981), emeritus

Education: Ph.D., Harvard Univ. (1968)

Previous academic experience: Professorial Lecturer, Harvard Univ. (1976-81)

Overseas experience: Malaysia (1984, 1991); United Kingdom (1988, 2001); New Zealand (1995-96)

Languages: French (professional)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Comparative Constitutional Design (LAW 724)

Number of dissertations or theses supervised in past five years: 3

Research and teaching specializations: Arbitration; Constitution-making; Law and politics in Asia.

Recent publications: "Ethnic Power Sharing: Three Big Problems," *Journal of Democracy* 25 (2014), 5-20; *Constitutional Change and Democracy in Indonesia* (Cambridge Univ. Press, 2013); "Writing the New Rules of the Game," *Wilson Quarterly* 35 (2011), 52-54; "Getting to No: Obstacles on the Road to Peace in the Middle East," *The American Interest* 6 (2010), 50-58

Distinctions: Siemens Prize Fellow, American Academy in Berlin (2013); Senior Fellow, International Forum for Democratic Studies at the National Endowment for Democracy (2013); Jennings Randolph Senior Fellow, U.S. Institute of Peace (2011-2012); Reagan-Fascell Fellow, National Endowment for Democracy (2011-2012); Fellow, Woodrow Wilson Center (2010-2011); Honorary doctoral degree, Vrije Universiteit Brussel (2011); President of the American Society for Political and Legal Philosophy (2007-2010)

MAHA HOUSSAMI

Title, tenure status: Arabic Instructor, Duke Univ. (2011), untenured

Education: M.A., American Univ. of Beirut, Education (2005)

Previous Academic Experience: Arabic Instructor, Univ. of Notre Dame; Arabic Instructor, American Univ. of Beirut-Lebanon

Overseas experience: Lebanon (2013, 2012, 2011, 2010)

Languages: Arabic (native speaker); French (native/bilingual); English (native/bilingual); Farsi (elementary)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Levantine Arabic (ARABIC 287); Advanced Arabic (ARABIC 305, 306); Independent Study in Arabic (ARABIC 391); Topics in Arabic/Issues in Arabic Language and Literature (ARABIC 407/408)

Research and teaching specializations: Arabic language, culture, and literature; community-based language initiatives

Distinctions: Betsy Alden Outstanding Service-Learning Award, Duke Univ. (2014); Founder, Dardasha at Duke, a community-based language exchange initiative pairing Duke students with Iraqi & Sudanese refugee families (2013-present); recognized for Excellence in Teaching at Duke Univ. (2012-13); INJAZ Faculty Advisor, a Duke student organization supporting native Arabic speakers in NC (2012-2014); ACTFL Oral Proficiency tester (2013); Advisor, Duke's Arab Students' Organization (2012-13)

MARY HOVSEPIAN

Title, tenure status: Assistant Professor of the Practice of Sociology, Duke Univ. (2005), untenured

Education: Ph.D., Univ. of Wisconsin-Madison (2004)

Overseas experience: West Bank, Gaza, East Jerusalem (1995-96)

Languages: Arabic (native/bilingual), French (professional), Armenian (elementary)

Percent of time dedicated to Middle East courses: 75%

Relevant courses taught: Nation, Region, and Global Economies (SOCIOL 345); Gender, Labor, & Globalization (SOCI 482S); Sex, Gender, and Society (SOCIOL 218)

Number of dissertations or theses supervised in the past 5 years: 2

Research and teaching specializations: Sociology of the Middle East; Gender; Development and Social Change; Third World Development; Economic Change; Palestinian society

Recent publications: "Desecularization of the Palestinian Imagination," *American Behavioral Scientist* 20 (2012), 1-15; "Israeli Fashion and Palestinian Labor During the Intifada," in *Globalization and America*, ed. Angela Hattery et al. (Rowman & Littlefield, 2008), 199-213; "Intifada" and "Palestinians", in *International Encyclopedia of the Social Sciences*, ed. William A. Darity, 2nd edition (The Gale Group, Inc./ Macmillan Reference USA, 2007); *Sewing Other People's Clothes: Gender, Nation, and Subcontracting Across the Border between the Palestinian Territories and Israel* (book manuscript in preparation)

JAYNE HUCKERBY

Title, tenure status: Associate Clinical Professor of Law; Director, Duke Human Rights Clinic, Duke (2013), tenured

Education: LL.M., New York Univ. School of Law (2004)

Previous Academic Experience: International Human Rights Clinic and Global Justice Clinic, New York Univ.; United Nations Entity for Gender Equality and the Empowerment of Women

Overseas experience: Kenya (2009); Nepal (2009, 2008); Turkey (2008); Tanzania (2010, 2008); Yemen (2008, 2007); England (2007); Thailand (2010, 2006-7); Switzerland (2009, 2008, 2007, 2004-5); Australia

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: International Human Rights Clinic (LAW 437); International Human Rights Advocacy Seminar (LAW 537)

Research and teaching specializations: Women and Conflict Prevention; Gender equality and Constitutional Reform in post-Arab Spring countries; International Human Rights Law, Gender in International and Human Rights Law, International Law and Cross-Border Movement, Gender, Human Rights, and National Security, Rights Enforcement, Public International Law

Recent publications: Co-edited with Margaret L. Satterthwaite, *Gender, National Security, and Counter-Terrorism: Human Rights Perspectives* (Routledge, 2013); "Introduction" and "Unpacking the Trafficking-Terror Nexus," in *Gender National Security, and Counter-Terrorism: Human Rights Perspectives*, ed. Margaret L. Satterthwaite and Jayne C. Huckerby (Routledge, 2013); "Endless Questions," in *The Guantanamo Lawyers: Inside a Prison, Outside the Law*, ed. Mark P. Denbeaux and Jonathan Hafetz (New York Univ. Press, 2011), 384-6; with April Gu "Beyond Borders: Exploring Links Between Trafficking, Globalisation, and Security" (GAATW Working Papers Series, 2010)

ABDUL-SATTAR JAWAD (AL-MAMOURI)

Title, tenure status: Visiting Professor of Comparative Literature and Middle East Studies (Scholars at Risk Program), Duke Univ. (2006), untenured

Education: Ph.D., London Univ. (1984)

Previous academic experience: Visiting Professor, Harvard Univ. (2007-8); Dean, College of Arts, Al-Mustansiriyya Univ., Baghdad, Iraq (2005); Chair, Dept. of English, Baghdad Univ. (2000-4)

Overseas experience: Iraq, Saudi Arabia, Jordan

Languages: Classical Arabic (native/bilingual), Iraqi Arabic (native/bilingual), English (native/bilingual)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Understanding the Middle East (AMES 205); Syrian and Iraqi Cultures and Revolutions (AMES 222S); Mystical Literature (AMES 322); Modern Arabic Literature (AMES 423S); Arabian Nights and the West (AMES 482); Classical Arabic Language & Literature (ARABIC 489/789); Asian and Middle East Studies (AMES 503)

Number of dissertations or theses supervised in past five years: 1

Research and teaching specializations: Arabic Language; Modern Arabic Literature; Shakespeare; Arab Journalism; T.S. Eliot; Mystical Literature and Sufism; Comparative Literature

Recent publications: *T.S. Eliot in Baghdad, A Study in Eliot's Influence on the Iraqi and Arab Free Verse Movement* (Edwin Mellen Press, 2014); *News Writing*, in Arabic (Amman, 2000); *Leaves to the Wind*, in Arabic (literary criticism) (Baghdad, 1990); co-editor, *Encyclopedia of Arab Press*, 5 vols., in Arabic (Tunis, 1990).

Distinctions: Scholars at Risk fellowship (2006-); Secretary General, Iraq Writers' Union (1988-90); Editor, *Baghdad Mirror* (English-language weekly, 2004); Editor, *al-Siyada* (daily newspaper, Baghdad, 2003); Editor, *al-Adib al-Mua'sir* (literary journal)

BRUCE JENTLESON

Title, tenure status: Professor of Public Policy and Political Science, Duke Univ., (2000), tenured

Education: Ph.D., Policy Studies, Cornell Univ. (1983)

Previous Academic Experience: Senior Advisor (Consultant), State Department Policy Planning Staff (2009 – 2011); Professor of Political Science, Univ. of California/Davis (1983-1995); Associate Director, Cornell-in-Washington Program (1988-1999)

Overseas experience: UAE, Jordan, West Bank, and Israel (2014); Australia (2013); Singapore (2013); Israel (2013); China (2013); UAE (2012); Canada, China, England, France, Germany, Greece, Italy, the Netherlands, Spain, South Korea and Switzerland.

Languages: Spanish (professional)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Political Analysis for Public Policy-Making (POLSCI 310); Globalization and Public Policy (POLSCI 358); Contemporary US Foreign Policy (POLSCI 670S)

Number of dissertations or theses supervised in the past 5 years: 7

Research and teaching specializations: Conflict prevention and peacekeeping; Global Governance; Globalization; International security; Middle East politics; U.S. Foreign policy; United Nations and other international institutions

Recent publications: “Strategic Recalibration: Framework for a 21st Century National Security Strategy,” *The Washington Quarterly* (Winter 2014); *American Foreign Policy: The Dynamics of Choice in the 21st Century* (W.W. Norton, 2013); with Dr. Andrew Exum “Amidst the Revolutions: U.S. Strategy in a Changing Middle East,” *Center for a New American Security* (2012); “Global Governance in a Copernican World,” *Global Governance* 18 (2012), 133-48

Distinctions: Distinguished Scholar with the Woodrow Wilson International Center for Scholars (2014), Co-Principal Investigator for the Duke-American Univ.-UC Berkeley “Bridging the Gap” Carnegie initiative (2012-4, 2014-6)

MARC JEULAND

Title, tenure status: Assistant Professor of Public Policy, Global Health, Environment, and Civil and Environmental Engineering, Duke Univ. (2010), tenure-track

Education: Ph.D., Environmental Sciences and Engineering, Minor in Economics, Univ. of North Carolina-Chapel Hill, (2009).

Previous Academic Experience: Consultant, World Bank: Eastern Nile Scoping Study and Strategic Economic Planning Study (2006-present) and Middle East and North Africa (MENA) Region Wastewater Reuse Study, (2007)

Overseas experience: Jordan (2012-14); Malaysia (2013), Costa Rica (2012), Egypt (2007), India (2009-11), Mali, (2001-2004), Switzerland (2004)

Languages: French (native/bilingual), Bambara (professional) and German (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Water, Cooperation, and Conflict (PUBPOL 580S.01)

Number of dissertations or theses supervised in the past 5 years: 28

Research and teaching specializations: Economic planning in the eastern Nile river basin, rural sanitation in Egypt, and wastewater reuse in the Middle East and Northern Africa; Environment and energy; Environmental law; Regulation and policy; Health policy; Global Health.

Recent publications: with Dale Whittington, “Water Resources Planning under Climate Change: Assessing the Robustness of Real Options for the Blue Nile,” *Water Resources Research* 50 (2014), 2086-2107; “The Long-Term Dynamics of Mortality Benefits from Improved Water and Sanitation in Less Developed Countries,” *PloS one* 8:10 (2013)

Distinctions: US Agency for International Development, CMM Program, Key Investigator: “Responses to Uncertainty about Climate and Water Availability: Evidence from Ethiopia”(2012-); Duke – IIMU Collaboration Grant, “Complementary Investments in Environmental Health,” (2013-)

MOHSEN KADIVAR

Title, tenure status: Visiting Research Professor, Department of Religious Studies, Duke Univ. (2009), untenured

Education: Ph.D., Tarbiat Modarres Univ., Tehran, Iran (1999); Ijzat ol-Ijtihad (Independent Legal Reasoning), Qom Theological Seminary, Iran (1997)

Previous Academic Experience: Global Ethics Fellow of Carnegie Council, New York, (2012-2014); Associate Professor, Department of Islamic Philosophy, Iranian Institute of Philosophy, Tehran, (2008-2011); Visiting Professor, Univ. of Virginia (2008-9)

Overseas experience: Iran, Norway, Australia, Malaysia, Turkey, Germany and Great Britain

Languages: Persian (native/bilingual), English (native/bilingual), Arabic (native/bilingual)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: History and Culture of Iran (HISTORY 248); Understanding the Quran (RELIGION 370S); Muslim Philosophy and Theology (RELIGION 374S); Religion and Politics in Post-Revolutionary Iran (RELIGION 377S); Muslim Ethics and Islamic Law (RELIGION 388S); Quranic Studies (RELIGION 999); Islamic Theology (RELIGION 999); Muslim Classical Ethics (RELIGION 999); Religion and Politics (RELIGION 999); Persian Reading (RELIGION 999)

Number of dissertations or theses supervised in the past 5 years: 6

Research and teaching specializations: Modern Qur'anic Studies, Classical Islamic Philosophy, Islamic Legal & Ethical Theories, Islamic Political Thought, Human Rights and Democracy in Islam, Classical and Modern Shi'a Theology

Recent publications: "The Innovative Philosophical Ideas of Sage Agha Ali Modarres Tehrani," in *The Philosophy of Persia in the Qajar Period*, ed. Reza Pourjavadi (2013), in Persian; "Badaye' al-Hikam of Sage Agha Ali Modarres Tehrani," in S. H. Nasr & M. Aminrazavi, eds., *An Anthology of Philosophy in Persia*, Vol. 4 (I.B. Tauris, 2013); "Routinizing the Iranian Revolution," in Jeffrey T. Kenney & Ebrahim Moosa, eds., *Modern Islam Textbook* (Routledge, 2013); "Revisiting Women's Rights in Islam: 'Egalitarian Justice' in Lieu of 'Meritocratic Justice,'" in Ziba Mir-Hosseini et al., eds., *Gender and Equality in Muslim Family Law* (I.B. Tauris, 2013)

Distinctions: Nannerl Keohane Duke-UNC Visiting Professorship (2014-15)

RANJANA KHANNA

Title, tenure status: Professor of English, Literature, and Women's Studies and Margaret Taylor Smith Director of Women's Studies, Duke Univ. (2000), tenured

Education: Ph.D., Univ. of York (1993)

Overseas experience: United Kingdom (1990-2009), France (1990-2009), Algeria (2003)

Languages: French (professional), Hindi (limited working knowledge), German (elementary), Italian (elementary)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Honors Independent Study: Political Asylum: Children/Women (WOMENST 293); Transnational Feminism (WOMENST 369S)

Number of dissertations or theses supervised in the past 5 years: 14

Research and teaching specializations: Psychoanalytic, feminist, and postcolonial theory; special interest in Franco-Algeria

Recent publications: "The Lumpenproletariat, the Subaltern, the Mental Asylum," *South Atlantic Quarterly* 112 (2013), 129-43; "Touching, Unbelonging, and the Absence of Affect," *Feminist Theory* 13 (2012), 213-32; "Racial France, or the Melancholic Alterity of Postcolonial Studies," *Public Culture*, 23 (2011), 191-9; "Hope, Demand and the Perpetual," in *Unconscious Dominions: Psychoanalysis, Colonial Trauma, and Global Sovereignties*, ed. Warwick Anderson, Deborah Jenson, and Richard C. Keller (Duke Univ. Press, 2010); "Unbelonging: In Motion," *Differences*, 21 (2010), 109-123

ALEXANDER KIRSHNER

Title, tenure status: Assistant Professor, Duke Univ. (2012), tenure-track

Education: Ph.D. Political Science, Yale Univ. (2011)

Previous Academic Experience: Global Postdoctoral Fellow, Abu Dhabi (2011-2012); Lecturer, Yale Univ. (2009-2011); Teaching Assistant, Yale Univ. (2006-2007)

Overseas experience: UAE (2011-12), United Kingdom, France, Germany, Israel (2000-01)

Languages: French (professional)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: The Ethics of War: Self-Defense, Humanitarian Intervention, Terrorism, and Law (POLSCI 277D); Dissent, Disobedience and Revolution (POLSCI 574S); Democracy and Constitution (POLSCI 678S)

Research and teaching specializations: Democratic theory; Comparative and American constitutional law; History of legitimate opposition; Democratic ethics under authoritarianism; current research explores the intellectual history and practice of legitimate opposition and the competition between religious parties in contemporary Egypt and Tunisia

Recent publications: *A Theory of Militant Democracy: The Ethics of Combating Political Extremism* (Yale Univ. Press, 2014); *Political Representation*, Editor and Introduction Author (Cambridge Univ. Press, 2012); with Ian Shapiro, Susan Stokes, and Elisabeth Wood. "Proceduralism and Popular Threats to Democracy," *Journal of Political Philosophy* 18 (2010), 405-24

Distinctions: ACLS/Mellon New Faculty Fellowship (declined), 2012; dissertation awarded Univ. Distinction, Yale Univ., 2011; Post-Doctoral Fellowship, New York Univ., 2011-2012

HAROLD KOENIG

Title, tenure status: Professor of Psychiatry & Behavioral Sciences; Associate Professor of Medicine; Director, Center for Spirituality, Theology and Health (1992), tenured.

Education: M.D., Univ. of California, San Francisco (1982)

Previous Academic Experience: Distinguished Adjunct Professor King Abdulaziz Univ., Jeddah, Saudi Arabia (2011); Certification in Geriatric Medicine, Biometry, Psychiatry, Geropsychiatry Fellow, Duke Univ. Medical Center (1986-1992)

Overseas experience: Saudi Arabic and the Middle East

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Research Course on Religion, Spirituality, and Health (2014)

Research and teaching specializations: Religion, spirituality and health; Religion, spirituality and aging; Depression in the medically ill elderly; Ethical issues in geriatric psychiatry (euthanasia, assisted-suicide).

Recent publications: with Elham Azimi Nekoo et al., "Psychometric Properties of the Iranian Version of the Female Sexual Distress Scale Revised in Women," *The Journal of Sexual Medicine* 11 (2014), 995-1004; with Mohsen Saffari et al., "Psychometric Properties of the Persian Version of the Duke Univ. Religion Index (DUREL): A Study on Muslims," *Journal of Religion and Health* 52 (2013), 631-41

Distinctions: 2013 Best Doctor in North Carolina; Gary Collins Award, American Association of Christian Counselors, (2013); Best Doctors in America, (2009-2013, 2005-2006); Oskar Pfister Award, American Psychiatric Association, (2012); John Templeton Foundation Grants (2011-14) and (2010-11); Advisory Board member, World Psychiatric Association Section on Religion and Psychiatry, Muslim World Affairs

CLAUDIA KOONZ

Title, tenure status: Professor Emeritus of History, Duke Univ. (1988), tenured

Education: Ph.D., Rutgers Univ. (1969)

Previous academic experience: Associate Professor, The College of the Holy Cross (1972-80)

Languages: German (native/bilingual), French (native/bilingual), Italian (elementary)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Refuge Camp Security (ENVIRON 190FS); Christian Encounters with Muslims and Jews (HIST 105S); Genocide in the Twentieth Century (HIST 188A)

Research and teaching specializations: Ethnic identity formation as manifested in experts', politicians', and feminists' responses to women wearing Muslim headscarves public spaces; *Contemporary Islamophobia*; *Nazi racial politics*; *Genocide*.

Recent publications: *Mothers in the Fatherland: Women, the Family and Nazi Politics* (Routledge, 2013); "France vs. Muslim Women's Dress," *News & Observer*, 2011; "Hijab: A Word that Moves," in *Words in Motion*, ed. Carol Gluck and Ana Lowenhaupt Tsing (Duke Univ. Press, 2009), 174-98

Number of dissertations or theses supervised in past five years: 3

Distinctions: Virginia Humanities Foundation (declined), (2006); John Simon Guggenheim Foundation fellowship (2005)

BRUCE KUNIHOLM

Title, tenure status: Professor of Public Policy and History, Duke Univ. (1975), tenured

Education: Ph.D., Duke Univ. (1976)

Previous academic experience: Inaugural Dean of the Sanford School of Public Policy, Duke Univ. (2009-2013); Vice Provost for Academic and International Affairs (1996-2001).

Overseas experience: Iran (1961, 1963); Turkey (1966, 1995-96, 2002)

Languages: Turkish (professional), Persian (limited working knowledge), German (professional)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: United States Policy in the Middle East (PUBPOL 257S)

Research and teaching specializations: *Middle East Policy*, *International Security Studies*, diplomatic history and U.S. foreign policy in the Near and Middle East

Number of dissertations or theses supervised in past five years: 3

Recent publications: *The United States and Turkey* (in progress); "Britain and Turkey in the Middle East: Politics and Influence in the Early Cold War Era," *Britain & The World 2* (2010), 368-70; "Thinking about the Future: Turkey, the United States and the World," in *Turkish-American Relations: Past, Present and Future*, ed. Mustafa Aydin and Cagri Erhan (Routledge, 2004), 213-29; "9/11, The 'Great Game' and the 'Vision Thing': The Need for (and Elements of) a More Comprehensive Bush Doctrine," in *History and September 11*, ed. Joanne Meyerowitz (Temple Univ. Press, 2003), 191-210.

Distinctions: Trinity College Distinguished Teaching Award, Duke Univ. (1989); Stuart L. Bernath Memorial Book Prize, Society for Historians of American Foreign Relations (1981); Recipient of fellowships from the Council on Foreign Relations, National Endowment for the Humanities, Woodrow Wilson International Center for Scholars, the Fulbright Foundation, and the Norwegian Nobel Institute.

TIMUR KURAN

Title, tenure status: Professor of Economics and Political Science, Gorter Professor in Islamic Studies, Duke Univ. (2007), tenured

Education: Ph.D., Stanford Univ. (1982)

Previous Academic Experience: Member, Advisory Council, Religion, Politics, and Globalization Program, Univ. of California, Berkeley (2012-present); Member, World Economic Forum's Global Agenda Council on the Arab World (2011-2012); Director, Association for Analytic Learning on Islam and Muslim Societies (2012-present); Member, Executive Committee, Turkish Studies Association (2009-present)

Overseas experience: Turkey, Tunisia, Egypt, Malaysia

Languages: Turkish (native/bilingual), French (professional)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Economic History and Modernization of the Islamic Middle East (ECON 306/556); Development of Civilization (ECON 315S); Islam and the State: Political Economy of Governance in the Middle East (ECON 326)

Number of dissertations or theses supervised in the past 5 years: 7

Research and teaching specializations: Economic History of the Middle East, Political History of the Middle East, Modern Islamism

Recent publications: With Anantdeep Singh, "Economic Modernization Late British India: Hindu-Muslim Differences," *Economic Development and Cultural Change* 61 (2013), 503-38; "The Political Consequences of Islam's Economic Legacy," *Philosophy and Social Criticism* 39 (2013), 345-405; with Scott Lustig, "Judicial Biases in Ottoman Istanbul: Islamic Justice and Its Compatibility with Modern Economic Life," *Journal of Law and Economics* (2012); *The Long Divergence: How Islamic Law Held Back the Middle East* (Princeton Univ. Press, 2011)

Distinctions: Founder and president, Association for Analytic Learning about Islam and Muslim Societies (2010-); Religious Freedom in the Islamic World, Georgetown Univ., 2014; Earhart Foundation, "Middle East Credit Markets on the Eve of Legal Modernization," 2012-13; TEPAV, (Economic Policy Research Foundation of Turkey), "Social and Economic Life in Eighteenth-Century Istanbul," 2011-12

BRUCE B. LAWRENCE

Title, tenure status: Nancy and Jeffrey Marcus Humanities Professor of Religion (1971), emeritus

Education: Ph.D., Yale Univ. (1972)

Previous academic experience: Chair, Department of Religion, Duke Univ. (1996-2002)

Overseas experience: North Africa, Middle East, South Asia and Southeast Asia

Languages: Arabic (native/bilingual), Persian (native/bilingual), Urdu (limited working knowledge)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Islamic Civilization (RELI 146); Islamic Mysticism (RELI 152B); The Qur'an over Time (RELI 154FCS); Osama bin Laden in Focus (RELI 185S.1); Citizenship in the Middle East (RELI 194B.3); Religious Minorities at Risk (RELI 195S.1); Muslim Networks (AMES 254S/RELI 278); Islam and Modernism (RELI 283)

Number of dissertations or theses supervised in the past 5 years: 6

Research and teaching specializations: Institutional Sufism, Abrahamic pluralism, minority citizenship

Recent publications: "All Distinctions are Political - The Fuzzy Logic of M.F. Husain," *Common Knowledge* 92 (2013), 269-74; editor, *Prophecy and Power: Muhammad and the Qur'an in the Light of Comparison* (Equinox, 2012); "The Cosmopolitan Canopy of East Maritime SE Asia: Minority Citizenship in the Phil-Indo Archipelago," *Comparative Islamic Studies* 7 (2012), 67-104; "Osama Bin Laden: The Man and the Myth," in C. Strozier, ed. *The Leader* (Springer, 2011), 119-34; "The Late Shaikh Osama bin Laden: A Religious Profile of al Qaeda's Deceased Poster Child," *Muslim World* 101 (2011), 374-89

BAHAR LEVENTOĞLU

Title, tenure status: Associate Professor of Political Science & Economics, Director of Undergraduate Studies, Duke Univ. (2013), tenured

Education: Ph.D. Formal Theory, Comparative Politics, Methods, Univ. of Rochester, (2001)

Previous Academic Experience: Associate Editor, Research & Politics, (2013-); Wilf Family Department of Politics Visiting Scholar, New York Univ., (2009); Assistant Professor, Department of Political Science, State Univ. of New York at Stony Brook (2001-2006)

Overseas experience: Turkey, United Kingdom

Languages: Turkish (native/native/bilingual)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Empirical and Theoretical Approaches to Security, Peace and Conflict (POLSCI 724), Workshop in Security, Peace, and Conflict (POLSCI 773/774), Introduction to Deductive & Analytical Approaches to Political Phenomena (POLSCI 631L)

Number of dissertations or theses supervised in the past 5 years: 16

Research and teaching specializations: Bargaining models; Role of Public Commitments in International Bargaining; Rationalist Explanations of War; Civil War; Political Economy of Regime Transitions; Use of Economic Sanctions. Conflict Resolution, Political Economy, Applied Game Theory

Recent publications: "Social Mobility, Middle Class and Political Transitions," *Journal of Conflict Resolution* (forthcoming); with Ahmer Tarar, "Limited Audience Costs in International Crises," *Journal of Conflict Resolution* 57 (2014), 1065-89; with David Epstein and Sharyn O'Halloran, "Minorities and Democratization," *Economics and Politics* 24 (2012), 259-78

Distinctions: Organizer, Security, Peace and Conflict Workshop, Duke Univ. (2012-13, 2013-14). Invited Lectures: Networks and Institutions, Bilkent Univ., Turkey, (2012); Northwestern Univ. (2011); Comparative Politics Seminar, Univ. of Oxford (2011). National Science Foundation Research Grant for "Public Commitment in International Relations" (2005-2007).

LAURA S. LIEBER

Title, tenure status: Associate Professor of Late Ancient Judaism, and Director, Center for Late Ancient Studies, Duke Univ. (2008), tenured

Education: Ph.D., Univ. of Chicago (2003)

Previous Academic Experience: Assistant Professor of Classics and Religion, Middlebury College (2003-8); Lecturer in Hebrew Bible, Univ. of Chicago Divinity School (2001-3)

Languages: Hebrew (Biblical, Rabbinic, and Modern) (native/bilingual), Aramaic (professional), French (professional), German (professional), Dutch (professional), Ugaritic, Akkadian, Phoenician, Moabite

Percent of time dedicated to Middle East Studies: 100%

Relevant courses taught: Messiahs & Messianic Movements (RELIGION 89S); Food in Jewish Tradition (RELIGION 89S); Judaism Through Film (RELIG 141); Biblical Ethics (ETHICS 330); Jewish Ethics (ETHICS 341); Contemporary Judaism (JEWISHST 345); Hebrew Biblical Commentaries (JEWISHST 610)

Number of dissertations or theses supervised in the past 5 years: 12

Research and teaching specializations: Literatures of the Byzantine synagogue; Liturgical poetry; History of Jewish biblical interpretation; Ancient and medieval Hebrew poetry; Jewish liturgy.

Recent publications: "The Play's the Thing: The Theatricality of Jewish Aramaic Poetry from Late Antiquity," *Jewish Quarterly Review* (forthcoming); "Dew of Rest: The World of Nature in Qallir's *Gevurot shel Tal*," in *Menachem Schmelzer Festschrift*, ed. Debra Blank (Brill, 2011), 167-83; *Yannai on Genesis: An Invitation to Piyyut* (Hebrew Union College Press, 2010)

Distinctions: 1st Vice President, Jewish Heritage Foundation of North Carolina (2011-present), Chair, Majors and Honors Committee (Religion Department) (2009-present); Littauer Foundation Publication Grant (2008); Memorial Foundation for Jewish Culture fellowship (2007-8)

MBAYE LO

Title, tenure status: Assistant Professor of the Practice in Arabic, Duke Univ. (2005), untenured
Education: Ph.D., Maxine Goodman Levin College of Urban Affairs, Cleveland State Univ. (2006); M.A. in Teaching Arabic as a Second Language, Khartoum International Institute for Arabic Language (1996)

Previous Academic Experience: ACTFL Oral Proficiency Interview tester; Lecturer in Arabic Studies, Kent State Univ. (2001-5); Visiting Assistant Professor of Arabic Language, Cleveland State Univ. (2005-6); Arabic Instructor, International Univ. of Africa, Khartoum, Sudan

Overseas experience: Senegal, Sudan; Yemen, Egypt (2007- present), Morocco (2012-)

Languages: Arabic (native/bilingual), Wolof (native/bilingual), French (native/bilingual)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Elementary Arabic (ARABIC 101/102); Intermediate Arabic (203); Al Qaeda's Terrorism: Roots, Responses and Ramifications (AMES 220S/502S); Classical Arabic Language and Literature (ARABIC 489/789)

Recent publications: "The Role of Religion and Religious Teachings in Al-Qaeda," in *Religion and Terrorism: The Use of Violence in Abrahamic Monotheism*, ed. Veronica Ward and Richard Sherlock (Lexington Books, 2013); with Andi Frkovich, "Challenging Authority in Cyberspace: Evaluating Al Jazeera Arabic Writers," *Journal of Religion and Popular Culture* 25 (2013), 388-402; *Reforming Higher Education in Africa* (International Univ. of Africa Press, 2011); *Amrika: al-Islam wa al-Sudan: Qiraat fi Ghayahib al-Fikr al-Siyasi al-Hadith* (Arab and African Research Center & Khartoum, 2011); *Civil Society-Based Governance in Africa: Theories and Practices: A Case Study of Senegal* (Society Studies Center, 2010)

Distinctions: DukeEngage Program Director Award (2011); Distinguished Undergraduate Teaching Award, Duke Univ. (2008, 2009); Graduate Student of the Year, International Univ. of Africa, Khartoum (2005); Board Member of National Council for Accreditation of Teacher Education; Advisory Board Member, *The Journal of Traditions and Beliefs*

MICHELE LONGINO

Title, tenure status: Professor, Romance Studies, Duke Univ. (1989), tenured

Education: Ph.D., Univ. of Michigan (1984)

Previous Academic Experience: Visiting Professor, Venice International Univ. (2010); Visiting Professor, EDUCO, Paris (1999-2000, 2005-06, 2011-12); Visiting Lecturer, May 2003, Ecole des Hautes Etudes en Sciences Sociales, Paris (2003); Assistant Professor, Rice Univ. (1984-1988)

Overseas experience: France, Italy (2010, 2000), Australia (2010)

Languages: French (native/bilingual), Italian

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Advanced Seminar in Medieval and Renaissance Studies/Travel Narratives in the Mediterranean (FRENCH 590S)

Number of dissertations or theses supervised in the past 5 years: 1

Research and teaching specializations: Travel writing in France, Turkey, and European Union

Recent publications: "Constantinople: The Telling and the Taking," *L'Esprit créateur* 53 (2013), 124-38; "Le voyageur, les eunuques et le sérail: l'oculaire par procuration," *Littératures classiques* 3 (2013), 261-73

Distinctions: Florence Gould Foundation, Funding for the 2014 NASSCFL (North American Society for Seventeenth-century French Literature) Conference, 2012; Bellagio Center (Rockefeller Foundation) Residence Fellowship, 2012; Camargo Foundation Residence Fellowship, 2011; Chevalier dans l'Ordre des Palmes académiques, République française, Ministère de l'Éducation, named in 2008, decorated in 2013

ABDESLAM MAGHRAOUI

Title, tenure status: Associate Professor of the Practice in Political Science, Duke Univ. (2007); executive committee member, Duke-UNC Consortium for Middle East Studies, untenured

Education: Ph.D., Princeton (1991)

Previous Academic Experience: Lecturer, Princeton Univ. (2007); Visiting Research Fellow at the Institute for Transregional Study of the Contemporary Middle East, North Africa, and Central Asia, Princeton Univ. (2001-2001); Visiting Assistant Professor, Georgetown Univ. (2001); Visiting Professor, Univ. of Michigan (1992).

Overseas experience: Morocco, France, Egypt, Gulf countries

Languages: English (native/bilingual), Arabic (native/bilingual), French (native/bilingual)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Politics and Popular Culture (POLSCI 89S); Introduction to Middle East Politics (POLSCI 118); The Arab Springs Revolutions (POLSCI 222); U.S. Policy in the Middle East (POLSCI 352S); Senior Seminar: War & Ethics Across Cultures (POLSCI 497S); Senior Seminar: Authoritarian Institutions in the Middle East (POLSCI 497S)

Research and teaching specializations: Political Islam; Democratization; Religious reforms, liberalism.

Recent publications: "The Perverse Effect of 'Good Governance': Lessons from Morocco," *Middle East Policy* 19 (2012), 49-65; "The King's Islamists," in *The Islamists Are Coming: Who They Really Are*, ed. Robin Wright (Woodrow Wilson International Center for Scholars and the U.S. Institute of Peace, 2012); with Lorena Murillo S., "El "Buen Gobierno" En Marruecos: ¿Herramienta para el Poder Absoluto o Técnica para Luchar Contra la Corrupción?" *Foro Internacional* (2012), 434-59

Distinctions: The American Institute for Maghreb Studies (AIMS) Research Grant (2012); Duke Univ. Faculty Research Grant (2012); Duke Endowment/Political Science Dept: Summer Research Initiative (2012); Duke-UNC Middle East Consortium Faculty Travel Grant for fieldwork in Morocco. (2011). Policy work: Department of State: The Office of Middle East and North Africa Analysis. Prospects for Conflicts in the Middle East: Egypt and Libya (2011); Department of State: The Office of Middle East and North Africa Analysis, Foreign Perceptions Board Experts (2010).

DAVID MARSHALL

Title, tenure status: Associate Professor of the Practice of Christian-Muslim Relations, Duke Univ. (2013), tenured

Education: Ph.D. Islamic Studies, Univ. of Birmingham, 1996

Previous Academic Experience: Research fellow, Georgetown Univ., Univ. of Edinburgh, Oxford Univ., and Notre Dame, London

Overseas experience: United Kingdom, Kenya

Languages: German (native/bilingual/bilingual)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: Introduction to Islam and Christian-Muslim Relations (PAR 813); The Qur'an; An Introduction in the Context of Christian-Muslim Encounter (PAR 816)

Research and teaching specializations: Comparative studies in Christianity and Islam; Christian/Muslim relations; Anglican history and tradition

Recent publications: "Roman Catholic Approaches to the Qur'an since Vatican II," *Islam and Christian-Muslim Relations* 25 (2014), 89-100; "Muhammad in Contemporary Christian Theological Reflection," *Islam and Christian-Muslim Relations* 24 (2013), 161-72; *Tradition and Modernity: Christian and Muslim Perspectives* (Georgetown Univ. Press, 2013); "Intelligence, Humility and Confidence: An Agenda for Christian Engagement with Islam," in *Christian Lives Given to the Study of Islam*, ed. Christopher Hewer and Christian Troll (Fordham Univ. Press, 2012)

Distinctions: Director of the Anglican Episcopal House of Studies; Ordained priest in the Church of England; Chaplain to the Archbishop of Canterbury (2000-2005)

LAURIE McINTOSH

Title, tenure status: Assistant Professor, Cultural Anthropology, Duke Univ. (2010), tenure-track

Education: Ph.D., Harvard Univ., 2009

Previous Academic Experience: Postdoctoral fellow and visiting lecturer, Princeton Univ., 2009-10.

Overseas experience: Norway; Europe; Canada

Languages: Norwegian (native/bilingual/bilingual)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Global Migration and Ethics (CULANTH 216S); Culture & Politics in Contemp. Europe: Citizenship, Migration and National Belonging (CULANTH 265)

Research and teaching specializations: Immigration and issues of gender, citizenship, multiculturalism, and race; immigration in Norway/Europe; asylum seekers in Southern Europe; public policy

Recent publications: "Impossible Presence: Race, Nation and the Cultural Politics of 'Being Norwegian,'" *Ethnic and Racial Studies* (forthcoming); "Before and After: Terror, Extremism and the Not-So-New Norway," *African and Black Diaspora: An International Journal* 7 (2014), 70-80; *Interlopers, Immigrants and Others Difference and Ambivalence in the 'New' Norway* (Harvard Univ. Press, 2009)

ELLEN MCLARNEY

Title, tenure status: Andrew W. Mellon Assistant Professor of Arabic, Duke Univ. (2003), executive committee member, Duke-UNC Consortium for Middle East Studies, tenure-track

Education: Ph.D., Columbia Univ. (2004)

Previous Academic Experience: Stanford Humanities Fellow (2005-7); Lecturer in Near Eastern Studies, Univ. of California, Berkeley (2003)

Overseas experience: Morocco (1993-95, 2013); Egypt (1998-99, 2007, 2013); Tunisia (2000-1); Jerusalem (1999)

Languages: Arabic (native/bilingual), Spanish (native/bilingual), French (native/bilingual)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Egypt: Mother of the World (AMES 225); The Arab Spring Revolutions (AMES 229); Islamic Awakening: Revival and Reform (AMES 325); Literary Islam (AMES 328S); Islamic Media (AMES 329S); Revolution: The Arab World (AMES 429); Human Rights in Islam (450S)

Number of dissertations or theses supervised in the past 5 years: 8

Research and teaching specializations: Arabic Language, Culture, and Literature; Modern Islamic Thought; Feminist Theologies

Recent publications: *Writing Revival: Women in Egypt's Islamic Awakening* (Princeton Univ. Press, 2014); "Women's Rights in the Egyptian Constitution: (Neo)Liberalism's Family Values" *Jadaliyya*, May 22, 2013; "American Freedom and Islamic Fascism: Ideology in the Hall of Mirrors," *Theory and Event* 14 (2011); "The Islamic Public Sphere and the Discipline of Adab," *International Journal of Middle Eastern Studies* 42 (2011), 429-49; "Private is Political: Women and Family in Intellectual Islam," *Feminist Theory* 11 (2010), 129-48; with Banu Gökarıksel, "Muslim Women, Consumer Capitalism, and the Islamic Culture Industry," *Journal of Middle East Women's Studies* 6 (2010), 1-18

Distinctions: Mellon Foundation Grant, International & Area Studies, Duke Univ. (2013-14); Mellon Foundation Grant, Emerging Humanities Networks, Duke Univ. (2013-14); National Humanities Center (2011-12); Kenan Institute for Ethics, Duke Univ. (2011-12); Josiah Charles Trent Memorial Foundation Grant, Duke Univ. (2011); Duke Human Rights Center Grant (2011)

CAROL MEYERS

Title, tenure status: Mary Grace Wilson Professor of Religion, Duke Univ. (1976), tenured

Education: Ph.D., Near Eastern and Judaic Studies, Brandeis Univ. (1975)

Previous Academic Experience: Lecturer, Univ. of North Carolina (1975-77)

Overseas experience: Israel (1963-present), Jordan, Syria, and Turkey

Languages: Hebrew (native/bilingual)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Old Testament/Hebrew Bible (RELI 145); Women in Biblical Tradition (RELI 109); Archaeology and Art of the Biblical World (RELI 175); Archaeology and Politics of the Holy Land (RELI 195S); Gender and Hebrew Bible (RELI 399.1); Readings in Judaica (RELI 310); Holy Land Archaeology (REL 399-07)

Research and teaching specializations: Archaeology of the Middle East; social history of Ancient Israel; Gender in Ancient Near East

Number of dissertations or theses supervised in the past 5 years: 2

Recent publications: Co-editor with Eric Meyers, *The Pottery from Ancient Sepphoris* (Eisenbrauns, 2013); *Rediscovering Eve: Ancient Israelite Women in Context* (Oxford Univ. Press, 2012); co-editor with Eric Meyers, *Archaeology, Bible, Politics and the Media* (Eisenbrauns, 2012); "The Function of Feasts: Socio-Political Aspects of Religious Events," in *Social Theory and the Study of Israelite Religion: Essays in Retrospect and Prospect*, ed. Saul Olyan (Brill: 2012), 141-168

Distinctions: Consultant, Core Media Group, cable television series on little-known Bible stories (2013); Deans' Commendation for Teaching Excellence at Duke (2013, 2010); Editorial advisory board, *Journal of Ancient Judaism*; Editorial Board, "Bible Odyssey: Exploring Places, People & Passages" web project, Society of Biblical Literature (2011-); Award for Outstanding Service in Mentoring, Society of Biblical Literature (2008)

ERIC MEYERS

Title, tenure status: Bernice and Morton Lerner Professor of Religious Studies, Duke Univ. (1969); Director, Jewish Studies, tenured

Education: Ph.D., Harvard Univ. (1969)

Previous Academic Experience: Resident Fellow, American Academy at Rome (1995-96); Martin Buber Visiting Professor, Johan Wolfgang Goethe-Universität, Frankfurt am Main (1995);

Overseas experience: Israel (1969-present); all Middle East countries except Iraq and Iran

Languages: Hebrew (native/bilingual), German (native/bilingual)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Classical Judaism (RELI 133); Contemporary Jewish Thought (RELI 136); Archaeology and Politics of the Holy Land (RELI 185S); Religious Identity in Jerusalem (RELI 194B.2); Dead Sea Scrolls (RELI 202.1); Rabbinic Hebrew (RELI 609); Readings in Judaica (RELI 310); Old Testament Seminar (RELI 350); Architecture of Israeli History & Politics (RELI 399.14)

Research and teaching specializations: Ancient Near East, Bible and Archeology, Jewish History, Modern Middle East Politics, Zionism; Contemporary Jewish Thought

Number of dissertations or theses supervised in the past 5 years: 5

Recent publications: Co-editor with Carol Meyers, *The Pottery from Ancient Sepphoris* (Eisenbrauns, 2013); co-editor with Carol Meyers, *Archaeology, Bible, Politics and the Media* (Eisenbrauns, 2012); with Mark A. Chancey, *Alexander to Constantine: Archaeology of the Land of the Bible*, Vol. 3 (Yale Univ. Press 2012); with Armin Lange et al., *Light Against Darkness: Dualism in Ancient Mediterranean Religion and the Contemporary World* (Vandenhoeck & Ruprecht 2011)

Distinctions: Phi Beta Kappa, Dartmouth College (2011); Delegate, American Council of Learned Societies; President, Jewish Heritage Foundation of North Carolina (2011); Lifetime Achievement Award, Tel Hai College and Kinneret College with the Upper Galilee Regional Council in Israel (2009)

YLANA MILLER

Title, tenure status: Visiting Associate Professor of History, Duke Univ. (1984), untenured
Education: Ph.D., Univ. of California, Berkeley (1975); MSW, Hunter College School of Social Works, 1983; MA, Univ of California, Berkeley (1968); BA, Univ. of Chicago (1965).
Previous Academic Experience: Clinical Instructor at Smith College (1987-88); Assistant Professor of History, Rutgers Univ. (1975-81)
Overseas experience: Israel (1972, 1976, 1985, 1993, 1997, 2005, 2008); South Africa (2006)
Languages: Hebrew (native/bilingual), Arabic (limited working knowledge), Russian (professional)
Percent of time dedicated to Middle East studies: 100%
Relevant courses taught: U.S. & the Middle East (HIST 105CS); The Modern Middle East (HIST 214); Capstone Seminar: Palestine and the Arab-Israeli Conflict (HIST 427S); History of Zionism and the State of Israel (HIST 195ES)
Research and teaching specializations: Middle East history and politics; Construction of Jewish Community; Palestine Mandate Israel, 1948-67
Recent publications: Review of Mordechai Bar-On, *Moshe Dayan: Israel's Controversial Hero*, in *Historian* 76 (2014), 97-99; review of Uri Ram, *Israeli Nationalism: Social Conflicts and the Politics of Knowledge*, in *International Journal of Middle East Studies* 44 (2012), 362-64; "Jabotinsky, Vladimir Ze'ev," in *Encyclopedia of the Israeli-Palestinian Conflict*, Vol. 2, ed. Cheryl Rubenberg (Lynne Rienner, 2010), 719-22
Distinctions: Course development grant, Duke Univ. (2006)

EBRAHIM MOOSA

Title, tenure status: Professor of Religious and Islamic Studies, Duke Univ. (2001), tenured
Education: Ph.D., Univ. of Cape Town (1995)
Previous Academic Experience: Lecturer in Religious Studies, Univ. of Cape Town, South Africa (1989-98); Lecturer in Religious Studies, Stanford Univ. (1998-2001)
Overseas experience: Middle East and South Asia
Languages: Arabic (native/bilingual), Afrikaans (native/bilingual), Urdu (native/bilingual), Persian (elementary), Xhosa (limited working knowledge)
Percent of time dedicated to Middle East studies: 100%
Relevant courses taught: Muslim Ethics and Islamic Law: Issues & Debates (RELI 388S); Islam (RELI 160); Modernity of Religion (RELI 914); Religion and the Public Life (XTIANTHE 840);
Number of dissertations or theses supervised in the past 5 years: 8
Research and teaching specializations: Islamic law, Muslim Ethics, Moral Studies, Critical Islamic Thought
Recent publications: *What is a Madrasa?* (UNC Press, forthcoming); co-editor with Jeffrey T. Kenney, *Islam in the Modern World* (Routledge, 2014); with Sherali Tareen, "Revival and Reform," in *The Princeton Encyclopedia of Islamic Political Thought*, ed. Gerhard Bowering et al. (Princeton Univ. Press, 2013), 462-70; "Children's Rights in Modern Islamic and International Law: Changes in Muslim Moral Imaginaries," in *Children, Adults, and Shared Responsibilities: Jewish, Christian and Muslim Perspectives*, ed. Marcia Bunge (Cambridge Univ. Press, 2012), 292-330; Public Blog "Dihliz: The Spaces In-Between," <http://ebrahimmoosa.com>
Distinctions: Member, Contending Modernities Working Project on Science and the Human Person, Univ. of Notre Dame (2012-); Associate Editor, *Journal of the American Academy of Religion* (2011-); at invitation of King Muhammad VI delivered Dourous Hassaniyya lecture, Rez, Morocco (2007); Best First Book in the History of Religions, American Academy of Religion (2006); Carnegie Scholars Award (2005); Ford Foundation grants (1999-2002, 2004, 2005)

NEGAR MOTTAHEDEH

Title, tenure status: Associate Professor of Literature and Women's Studies Duke Univ. (2002), tenured

Education: Ph.D., Univ. of Minnesota (1998)

Previous academic experience: Visiting Assistant Professor, Ohio Wesleyan Univ. (1999-2001)

Overseas experience: Netherlands (2009), Israel (2008), Canada (2009), Univ. of Seville (2006), China and Australia (2004)

Languages: French (native/bilingual), Norwegian Bokmål and Nynorsk (native/bilingual), Modern Persian (native/bilingual), Arabic (professional), German (professional), Spanish (professional)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Social Movements and Social Media (LIT 320S); Third Cinema (LIT 613S); Theories of the Image (LIT 612S); The #Selfie (LIT 615S)

Number of dissertations or thesis committees supervised in past five years: 10

Research and teaching specializations: *Comparative World Cinemas, Middle Eastern Studies*

Recent publications: *'Abdu'l-Baha's Journey West: The Course of Human Solidarity* (Palgrave Macmillan, 2013); with Sara Saljoughi, "Rethinking Gender in Contemporary Iranian Art and Cinema," *Iranian Studies* 45 (2012), 499-502; "Allah-o-Akhbar," *ArteEast Quarterly C+: The Iran Issue* (2012); "Green is the New Green: Social Media and the Post Election Crisis in Iran 2009," *New Politics* 8 (2010); "Karbala Drag Kings and Queens," in *Eternal Performance: Ta'ziyeh and Other Shiite Rituals*, ed. Peter J. Chelkowski (Seagull Books, 2010), 149-69; *Displaced Allegories: Post-Revolutionary Iranian Cinema* (Duke Univ. Press, 2008); *Representing the Unrepresentable: Historical Images of National Reform from the Qajars to the Islamic Republic of Iran* (Syracuse Univ. Press, 2008)

Distinctions: Board member, *Anthropology of the Contemporary Middle East and Central Eurasia* (2012-present); Grant (Co-PI), "Muslim Publics," Mellon Emerging Humanities Networks, Duke Univ. (2013-14); Grant (PI), Josiah Charles Trent Memorial Foundation, 2010-11; Latifeh Yarshater Award, Persian Heritage Foundation (2008); Persian Heritage Foundation Book Award (2007-8); Associate Editor, *Comparative Studies of South Asia, Africa, and the Middle East* (2002-present)

FATTANEH NAEYMI-RAD

Title, tenure status: Persian Instructor, Duke Univ. (2004), untenured

Education: B.A. Tehran Univ. (1967)

Previous Academic Experience: North Carolina State Univ. (2001-2004); UNC-Chapel Hill (2003)

Languages: Persian (native/bilingual); Arabic (elementary), French (elementary)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary Persian (PERSIAN 101, 102); Intermediate Persian (PERSIAN 203)

Research and teaching specializations: Persian language instruction; East Asian language teaching

DAVID NEED

Title, tenure status: Visiting Instructor in Religion (1999), untenured

Education: Ph.D., Univ. of Virginia (2004)

Previous Academic Experience: Instructor in Philosophy and Religion, North Carolina State Univ. (1997-2003); Lecturer in Religious Studies, James Madison Univ. (1994); Instructor in 2nd Year Tibetan Language Course, Univ. of Virginia (1991-92)

Overseas experience: India (1994)

Languages: French (professional), Sanskrit (professional), Tibetan (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Poetry, Desire and Religion (RELI 275S); Rabbinic Hebrew (RELI 609)

Research and teaching specializations: Poetry, imagination, language, and religion; Intersections between modern and contemporary poetry and the world's religions

Recent publications: "Spontaneity, Immediacy, and Difference: Philosophy, Being in Time, and Creativity in the Aesthetics of Jack Kerouac, Charles Olson, and John Cage," in *The Philosophy of the Beats*, ed. Sharin Elkholy (Univ. Press of Kentucky, 2012); "From Offshore St. Mark," *Talisman* (2010), 142-63; "Guillevic's The Sea and Other Poems" *Talisman* (2010), 122-23; "On Zhang Er's 'So Translating Rivers and Cities,'" *Talisman* (2010), 117-18

TIMOTHY WARD NICHOLS

Title, tenure status: Research Fellow and Visiting Associate Professor of the Practice, Sanford School of Public Policy (2013), untenured

Education: MBA, North Carolina State Univ. (2010); M.A., Univ. of South Florida (2000); B.A., Univ. of Virginia (1989)

Overseas experience: Iraq, Afghanistan, East Africa

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: National Security Decision Making (PUBPOL 504S); Intelligence for National Security (PUBPOL 507S)

Research and teaching specializations: National security, homeland security, counterterrorism policy, ethics.

Distinctions: Regional Affairs Officer, East Africa; Bronze Star (x2); Defense Meritorious Service Medal (x3)

MELVIN PETERS

Title, tenure status: Professor of Religion, Duke Univ. (1983), tenured

Education: Ph.D, Univ. of Toronto, 1975

Previous academic experience: Assistant to Associate Professor, Cleveland State Univ. (1976-83); Visiting Associate Professor, Oberlin College (1982); Assistant Prof, Atlantic Union College (1975-76)

Languages: Hebrew (native/bilingual), Biblical Hebrew (professional), Greek (native/bilingual), Coptic (professional), Syriac/Aramaic (professional), French (professional), German (professional)

Relevant courses taught: Old Testament/Hebrew Bible (RELI 145); Religion and Race (RELI 276S); Prophecy and Prophets (RELI 232S); Hebrew Prose (RELI 207); Hebrew Poetry (RELI 208); The Septuagint (RELI 709); Rapid Reading of Hebrew (RELI 399.1)

Percent of time dedicated to Middle East courses: 33%

Research and teaching specializations: Hebrew Bible; Biblical Languages (Hebrew; Greek; Coptic)

Number of dissertations or theses supervised in past five years: 3

Recent publications: Editor, *XIV Congress of the International Organization for Septuagint and Cognate Studies* (Helsinki, Finland, 2014); "Translating a Translation: Some Final Reflections on the Production of the New English Translation of Greek Deuteronomy," in *Translation Is Required: The Septuagint in Retrospect and Prospect*, ed. Robert J. V. Hiebert (Septuagint and Cognate Studies, Atlanta, Georgia: Society of Biblical Literature, 2010)

Distinctions: Series Editor, Society of Biblical Literature Septuagint and Cognate Studies Monographs, (1999-); Advisory Board Member, *TC* (Textual Criticism) (1996-)

SHELLI PLESSER

Title, tenure status: Instructor in Hebrew, Duke Univ. (1999), untenured

Education: M.A., Boston Univ. (1991)

Previous academic experience: ESL Instructor, Rehovot, Israel (1995-96); Instructor, Modern Hebrew, Yale Univ. (1991-93)

Overseas experience: Israel (1998), United Kingdom (1982)

Languages: Hebrew (native/bilingual), English (native/bilingual), Yiddish (elementary)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary Modern Hebrew (HEBR 101, 102); Intermediate Modern Hebrew (HEBR 203, 204); Advanced Modern Hebrew (HEBR 305S, 306S)

Research and teaching specializations: The communicative performance of languages; Language development; Language acquisition

Distinctions: Acting Hebrew Program coordinator at Duke; Hebrew materials adviser to Duke Univ. Library; headed Hebrew Table, Freeman Center for Jewish Life, Duke Univ.

LINCOLN PRATSON

Title: Truman and Nellie Semans/Alex Brown and Sons Professor of Earth and Ocean Sciences, Chairman, Earth & Ocean Sciences, Nicholas School of the Environment, Duke Univ. (1998), tenured

Education: Ph.D., Columbia Univ. (1993)

Previous Academic Experience: Research Associate Scientist II, INSTAAR, and Instructor in Geology, Univ. of Colorado (1996-98); Adjunct Associate Research Scientist, Lamont-Doherty Earth Observatory (1996-2000); Visiting Scientist, NATO Undersea Research Centre (2004-5)

Overseas experience: Russia, Germany, British Columbia, Italy, Spain, Italy, France, the UK, Spain, Russia, and New Zealand.

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Energy & Environment (ENV 330); World Trade in Energy Resources (ENV 590)

Research and teaching specializations: Energy systems; carbon capture & storage; water use in power generation; energy resource supplies, demand & environmental impacts; sedimentary geology & stratigraphy.

Recent publications: with David Amblas et al., "Transient Erosion in the Valencia Trough Turbidite Systems, NW Mediterranean Basin," *Geomorphology* 130 (2011), 173-84; with Gary Gereffi, Ghada Ahmed, and Ajmal Abdulsamad, "A Global Value Chain Analysis of Food Security and Food Staples for Major Energy-Exporting Nations in the Middle East and North Africa," White Paper, *Duke Center on Globalization, Governance & Competitiveness* (2011)

Number of dissertations or theses supervised in the past 5 years: 6

Distinctions: Truman and Nellie Semans/Alex Brown & Sons Bass Chair (2011-16, awarded for excellence in teaching and research); Aldo Leopold Leadership Fellow (2011-12); Stanford Univ.'s Woods Institute for the Environment, (2011). PI, Global Value Chains Initiative (MENA), Rockefeller Foundation grant, Duke Center on Globalization, Governance & Competitiveness

JEN'NAN READ

Title, tenure status: Associate Professor of Sociology, Duke Univ. (2008), tenured; Associate Director for Special Initiatives, Duke Islamic Studies Center (2011-2013)

Education: Ph.D., Univ. of Texas at Austin (2001); M.A. Univ. of Texas at Austin (1997); B.A., Midwestern State Univ., TX (1995)

Previous Academic Experience: Associate Professor of Sociology, Univ. of California, Irvine (2007-2008); Assistant Professor of Sociology, Univ. of California, Irvine (2003-2007); Postdoctoral Fellow, Rice Univ. Dept. of Sociology and James Baker Institute for Public Policy (2001-2003).

Overseas experience: Qatar (2013-present);

Languages: Arabic (native/bilingual); French (professional)

Percent of time dedicated to Middle East studies: 75%

Relevant courses taught: Muslims in the West: Middle East Diasporas (SOCIO 177FS); Social Determinants of U.S. Health Disparities (SOCIO 361); Gender and Health (SOCIO 227S)

Research and teaching specializations: Arab and Muslim integration; gender and ethnic inequality; social determinants of health

Recent publications: with Louise Cankar, "Arab Americans and Gender," in *Biopsychosocial Perspectives on Arab Americans* (Springer US, 2014), 89-105; "In Search of Sociological Congruence," *Social Currents* 1 (2014), 44-50; with Megan M. Reynolds, "Gender Differences in Immigrant Health: The Case of Mexican and Middle Eastern Immigrants," *Journal of Health and Social Behavior* 53 (2012), 99-123; "Measuring Ethnicity with US Census Data: Implications for Mexicans and Arabs," *Population Research and Policy Review* 32 (2013), 611-31

Distinctions: Principal Investigator, "Our Shared Futures Program" (British Council, 2012-13); Principal Investigator, "Religion Newswriters Association Annual Meeting Preconference on U.S. Muslims" (Social Science Research Council, 2010-11); Associate Editor, *American Sociological Review* (2009-12)

MEREDITH RIEDEL

Title, tenure status: Assistant Professor of History of Christianity, Duke Univ. Divinity School (2012), tenure-track

Education: D.Phil., Univ. of Oxford, (2010)

Overseas experience: United Kingdom (2010-11)

Languages: Modern Hebrew (native/bilingual); French (native/bilingual) and German (native/bilingual); Professional: Greek, Spanish, Italian, Russian; Ancient: Classical Syriac, Byzantine/Koine Greek, Biblical Hebrew and Aramaic, Medieval Latin, Classical Arabic

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: History of the Crusades (CHURHST 751); Byzantium and Islam: Eastern Perspectives (CHURHST 818); History and Theology of Byzantine Iconography (CHURHST 920)

Number of dissertations or theses supervised in the past 5 years: 2

Research and teaching specializations: Byzantium and Islam; War, politics and religion in medieval Byzantine empire; Orthodox Christian interactions with Islam, Latin Christianity, Judaism and faith traditions of the Mediterranean world.

Recent publications: *Unexpected Emperor: How Leo VI Transformed Byzantine Law, Faith and War* (Cambridge Univ. Press, forthcoming); "Syriac Sources for Byzantinists: An Introduction and Overview," *Byzantinische Zeitschrift* 105 (2012), 775-801

Distinctions: Wabash Center Summer Fellowship (2014); Wabash Center Workshop for Pre-Tenure Theological Faculty (2013-14)

DAVID SCHANZER

Title, tenure status: Associate Professor of the Practice for Public Policy, Sanford School of Public Policy, Duke Univ. (2005), untenured; Director, Triangle Center of Terrorism and Homeland Security; Adjunct Professor of Public Policy, UNC-Chapel Hill

Education: J.D. cum laude, Harvard Law School (1989)

Previous academic experience: Teaching Fellow, Department of Government, Harvard Univ. (1988); Lecturer in Political Science, Princeton Univ. (1991); Adjunct Professor in Political Science, American Univ. (1992-93)

Overseas experience: China, 2007

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: 9/11: Causes, Response, & Strategy (PUBPOL 544), also offered as MOOC through Coursera (Fall 2013); Counterterrorism Law & Policy (PUBPOL 245.1)

Research and teaching specializations: National security and defense, emergency preparedness, homeland security, privacy and civil liberties, terrorism & bioterrorism, Middle East policy

Recent publications: "No Easy Day: Government Roadblocks and the Unsolvable Problem of Political Violence: A Response to Mark Sageman's 'The Stagnation in Terrorism Research,'" *Terrorism and Political Violence* (forthcoming); with Charles Kurzman and Ebrahim Moosa, "Muslim American Terrorism Since 9/11: Why So Rare?" *The Muslim World* 101 (2011), 464-483; with Charles Kurzman and Ebrahim Moosa, "Anti-Terror Lessons of Muslim-Americans," *National Institute of Justice* (2010)

Distinctions: Invited Symposium Participant: New American Foundation/Open Society Institute-Homeland Security, Counterterrorism & Strategic Resilience (2010); Institute of Homeland Security Solutions-Workshop on Internet Radicalization (2009); Panel Member, Homeland Security Presidential Transition Initiative, Center for American Progress/Third Way (2008), Member, N.C. Consortium for the National Bio-Agrodefense Facility (2008)

SUZANNE SHANAHAN

Title, tenure status: Associate Research Professor, Sociology (2009 – present); Chair, Trinity College of Arts & Sciences Curriculum Committee; Director, Refugee Resettlement Project; Associate Director, Kenan Institute for Ethics, Duke Univ. (2009 – present); Acting Director, Kenan Institute for Ethics (2012-13); untenured

Education: Ph.D., Stanford Univ. (1996)

Overseas experience: Ireland

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Refugees, Rights and Resettlement (Ethics 199FS); Field Ethics (Ethics 290S); DukeImmerse: Uprooted/Rerouted (2013-14).

Research and teaching specializations: Refugee settlement in Jordan; Comparing the effects of immigration on racial violence in the United States and Europe; Ethical crisis across business, higher education, military and religious organizations; Corporate social responsibility in Brazil, India, South Africa and Thailand.

Recent publications: with Susan Olzak, “Prisoners and Paupers: The Impact of Group Threat on Incarceration in Nineteenth Century American Cities,” *American Sociological Review* (forthcoming); with Deborah Barrett and Charles Kurzman, “For Export Only: Diffusion Professionals and Population Policy,” *Social Forces* 88 (2010), 1183-1207

Distinctions: Dean’s Distinguished Service Award (2009); Robert B. Cox Distinguished Teaching Award (2005)

DAVID SIEGEL

Title, tenure status: Associate Professor of Political Science, Duke Univ. (2013), tenured

Education: Ph.D. Political Science, Stanford Univ. (2006)

Previous Academic Experience: Associate Professor of Political Science, Florida State Univ. (2012-13); Assistant Professor of Political Science, Florida State Univ. (2006-12)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Introduction to Terrorism (POLSCI 232)

Research and teaching specializations: Collective action and the problem of aggregation; Political violence and terrorism; Social networks; Elections and electoral institutions; Identity formation; Computational modeling; Game theory; Positive political theory.

Number of dissertations or theses supervised in the past 5 years:

Recent publications: with Will H. Moore, *A Mathematics Course for Political and Social Research* (Princeton Univ. Press, 2013); “Social Networks and the Mass Media,” *American Political Science Review* 107 (2013), 786-805; “Will You Accept the Government’s Friend Request? Social Networks and Privacy Concerns,” *PLoS ONE* 8:11 (2013); with Ben Gaskins and Matt Golder, “Religious Participation, Social Conservatism, and Human Development,” *Journal of Politics* 75 (2013), 1125-41; with Jacob N. Shapiro, “Moral Hazard, Discipline, and the Management of Terrorist Organizations,” *World Politics* 64 (2012), 39-78; “Non-Disruptive Tactics of Suppression Are Superior in Countering Terrorism, Insurgency, and Financial Panics,” *PLoS ONE* 6:4 (2011)

Distinctions: Political Ties Award, (2010-2012); Jaedicke Merit Award, Stanford Univ., (2002); White Prize (for excellence in teaching), Harvard Univ., (2000); Certificates of Distinction in Teaching, Harvard Univ., (1996, 1997, 1999); Allen Goodrich Shenstone Prize, Princeton Univ., (1996)

STEPHEN SMITH

Title, tenure status: Professor of the Practice, African & African American Studies, Duke Univ. (2010), untenured

Education: Univ. of Paris

Previous Academic Experience: Africa editor of *Le Monde*; contributor, *London Review of Books*

Overseas experience: West and Central Africa; France

Languages: French (native/bilingual); German (professional)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Conflict Analysis in Africa; Hollywood and Africa; War in Africa; Introduction to African Studies; and War and Public Health in Africa

Research and teaching specializations: African and African-American Studies; Communications, Journalism and Media; Conflict analysis and international law; Global health

Recent publications: with Antoine Glaser, *Voyage en Postcolonie: Le Nouveau Monde franco-africain*, (Grasset, 2010); *Sarko en Afrique* (Plon, 2008); with Gèraldine Faes. *Noirs et Français!* (Panama, 2008); *Atlas de l'Afrique: Un continent jeune, révolté, marginalisé* (Autrement, 2005); with Antoine Glaser, *Comment la France a perdu l'Afrique*, (Clamann-Lévy, 2005)

REBECCA STEIN

Title, tenure status: Nicholas J. and Theresa M. Leonardy Associate Professor of Cultural Anthropology, Director of Graduate Studies, Duke Univ. (2003), tenured

Education: Ph.D., Stanford Univ. (1999)

Previous Academic Experience: Assistant Professor, Univ. of Minnesota (2002-3); Lowenstein Visiting Professor in Law and Jurisprudence, Amherst College (2001-2); Lecturer in Anthropology, Univ. of California, Berkeley (2000-1); Postdoctoral Fellow in Popular Culture, Stanford Univ. (1999-2000)

Overseas experience: Research in Israel, West Bank, Jordan, Sinai (1994, 1995-96, 1998, 2004, 2008)

Languages: Hebrew (native/bilingual), French (professional)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Representing the Middle East (CULANTH 132); Palestine, Israel, and the Arab-Israeli Conflict (CULANTH 155); Middle East in Popular Culture (CULANTH 417S); Cultures of New Media (CULANTH 434S); Anthropology of Space (CULANTH 191BS); Culture, Power, History (CULANTH 525S); Media and Anthropology (CULANTH 890S)

Research and teaching specializations: Middle East and Israel Studies; Space, Place, and Culture; Postcolonial Theory; Popular Culture and New Media; Cultural and Social Theory; Tourism and Travel; Gender and Sexuality Studies

Recent publications: "Inside Israel's Twitter War Room: History of a Social Media Arsenal," *Middle East Report* (2012); "Impossible Witness: Israeli Visuality, Palestinian Testimony, and the Gaza War," *Journal for Cultural Research* 16 (2012), 135-53; "An All-Consuming Occupation," *Middle East Report Online* (2012); "StateTube: Anthropological Reflections on Social Media and the Israeli State," *Anthropological Quarterly* 85 (2012), 893-916; "Explosive: Scenes from Israel's Gay Occupation," *GLQ: A Journal of Lesbian and Gay Studies* 16 (2010), 517-36; with Adi Kuntsman, "Digital Suspicion, Politics, and the Middle East," *Critical Inquiry Online* (2011); with Adi Kuntsman, "Another War Zone: Social Media in the Israeli-Palestinian Conflict," *Middle East Report Online* (2010); "Israeli Routes Through Nakba Landscapes," *Jerusalem Quarterly* 43 (2010), 6-17; *Itineraries in Conflict: Israelis, Palestinians, and the Political Lives of Tourism* (Duke Univ. Press, 2008)

Distinctions: Bass Distinguished Chair, Duke Univ., (2013); Teaching Award: Among top 5% of all undergraduate instructors at Duke Univ., (2012); Faculty Fellow, Franklin Humanities Seminar, Duke Univ. (2007-8); Palestinian American Research Center Fellowship (2006-7); Trent Foundation Fellowship, Duke Univ. (2006-7)

MUSTAFA TUNA

Title, tenure status: Assistant Professor of Russian and Central Eurasian History and Culture, Duke Univ. (2009), tenure-track

Education: Ph.D., Princeton Univ. (2009)

Previous Academic Experience: Instructor at Kazan State Univ., Tatarstan, Russian Federation (2001-2)

Overseas experience: Turkey (-1998); Tatarstan (2001-2); Russia (2003); Turkey (2004, 2008-2009); Egypt (2005)

Languages: Turkish (native/bilingual), Russian, Tatar, Uzbek (professional), Arabic (elementary)

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Turkey: Muslim and Modern (SES 179FCS); Journey to Eurasia (SES 184S); Islam in Central Eurasia (SES 185)

Research and Teaching Specializations: Turkic and Muslim peoples of the Russian Empire, the Soviet Union, the late Ottoman Empire, and the Republic of Turkey; Islam and modernity

Recent publications: "Western Literature on the History of Kazan Tatars between the Eighteenth and Early Twentieth Centuries," *Il'dus Zagidullin ed. Istoriia Tatar s drevneishikh vremen*, vol. 6 (Institut istoriim. Sh. Mardzhani, forthcoming); "Madrasa Reform as a Secularizing Process: A View from the Late Russian Empire," *Comparative Studies in Society and History* 53 (2011), 540-70; "Rusya Müslümanlarının Modernite ile Karşılılaşması" (The Encounter of Russia's Muslims with Modernity, in *Avrasya Konuşmaları* (Eurasian Conversations), ed. Sevinç Alkan Özcan (Küre Yayınları, 2010), 111-42

Distinctions: Institute for International and Regional Studies Grant (2007-8), Rollins Merit Prize (2004-6), Center for the Study of Religion Award (2005-6); Davis Merit Prize (2002-4), Princeton Univ.; Fulbright Scholarship, Indiana Univ. (1999-2001)

LUCAS VAN ROMPAY

Title, tenure status: Professor of Eastern Christianity, Duke Univ. (2000), tenured

Education: Ph.D., Oriental Philology and History, Catholic Univ. of Louvain, Belgium

Previous Academic Experience: Lecturer to Prof. of Aramaic Language and Literature, Univ. of Leiden (1977-2000); Institute for Advanced Studies, Hebrew Univ. (1991)

Overseas experience: Belgium, the Netherlands, Syria

Languages: Dutch (native/bilingual), Latin (professional), Greek (professional), Aramaic (professional), Hebrew (professional), Russian (limited working knowledge), Syriac (professional), Ethiopic (professional)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: Jews and Christians (RELI 49S); Syriac (RELI 216); Syriac Christianity in Late/Ancient Context (RELI 399.02/19); Arab Christians in the Middle East and the United States (RELI 185.4); Aramaic (RELI 304)

Research and teaching specializations: Cultural history of the Middle East in late antiquity and early Islamic period; Christian minorities in the Middle East; art history of Syriac and Coptic Christianity

Number of dissertations or theses supervised in the past 5 years: 3

Recent publications: with S.P. Brock, *Catalogue of the Syriac Manuscripts and Fragments in the Library of Deir al-Surian (Egypt)* (Peeters, 2011); with F. Petit, and J.J.S. Weitenberg, *Eusèbe d'Émèse. Commentaire de la Genèse* (Peeters, 2011); co-editor with S. Brock, A.M. Butts, and G.A. Kiraz, *Gorgias Encyclopedic Dictionary of the Syriac Heritage* (Gorgias Press, 2011);

Distinctions: Elected an honorary member of the Canadian Society of Syriac Studies, Toronto (2011); elected a member of the Accademia Ambrosiana, Classe di studi sul Vicino Oriente, Sezione di studi siriaci, Milan (2012); elected patron of Levantine Foundation, London (2006); elected foreign member of Humanities and Social Sciences Division, Royal Netherlands Academy of Arts and Sciences (2003)

AVNER VENGOSH

Title, tenure status: Associate Professor of Earth and Ocean Sciences, Nicholas School of the Environment, Duke Univ. (2005), tenured
Education: Ph.D., Australian National Univ., Australia (1990)
Previous Academic Experience: Visiting Professor, Stanford Univ. (2004-5); Professor, Ben Gurion Univ. (1999-2005); Senior Lecturer, Hydrological Service Research Department, Jerusalem (1991-99)
Overseas experience: Turkey, West Bank, Gaza, Jordan, Morocco, Ethiopia, Jordan and Israel
Languages: Hebrew (native/bilingual), English (professional)
Percent of time dedicated to Middle East studies: 25%
Relevant courses taught: International Water Resources (ENV/EOS 527); Israel Experience: Environment, Science, Technology and Innovation (ENERGY 406)
Number of dissertations or theses supervised in the past 5 years: 10
Research and teaching specializations: Water resources in the Middle East and Northern Africa
Recent publications: with N.R. Warner, Z. Lgourna, L. Bouchaou, S. Boutaleb, T. Tagma, and M. Hsaissoune, "Integration of Geochemical and Isotopic Tracers for Elucidating Water Sources and Salinization of Shallow Aquifers in the Sub-Saharan Drâa Basin, Morocco," *Applied Geochemistry* 34 (2013), 140-51; with J. Sowers and E.S. Weinthal, "Climate Change, Water Resources, and the Politics of Adaptation in the Middle East and North Africa," *Climatic Change* 104 (2011), 599-627
Distinctions: 2011 International Association of Geochemistry (IAGC) Fellowship. Grants: EAGER: Novel geochemical approach for Environmental Risk Assessment of Stray Gas Contamination, National Science Foundation, (2013-15); Processes controlling groundwater quality and impacts on human health in the Main Ethiopian Rift, Duke Global Health Institute, (2010-11). Associate Editor for the international journal *Applied Geochemistry* (2007-present)

ERIKA WEINTHAL

Title, tenure status: Associate Professor of Environmental Policy, Nicholas School of the Environment, Duke Univ. (2005), tenured
Education: Ph.D., Columbia Univ. (1998)
Previous Academic Experience: Tel Aviv Univ. (1998-2005)
Overseas experience: Central Asia and the Middle East (1994-2005); Middle East and Eastern Mediterranean (1998-2005)
Languages: Hebrew (native/bilingual), Russian (professional)
Percent of time dedicated to Middle East courses: 25%
Relevant courses taught: Environment and Conflict: The Role of the Environment in Conflict and Peacebuilding (ENVIRON 216S); Global Environmental Politics (ENVIRON 826); Refugee Camp Security (ENVIRON 190FS);
Number of dissertations or theses supervised in the past 5 years: 5
Research and teaching specializations: global environmental politics and natural resource policies with a particular emphasis on water and energy; water politics in conflict regions (the Gaza Strip)
Recent publications: co-editor with J. Troell and M. Nakayama, *Water and Post-Conflict Peacebuilding* (Routledge, 2014); with K. O'Neill et al., "Methods and Global Environmental Governance," *Annual Review of Environment & Resources* 38 (2013), 441-71; with P. Faeth, "How Access to Clean Water Prevents Conflict," *Solutions* 3:1 (2012); with J. Sowers and A. Vengosh, "Climate Change, Water Resources, and the Politics of Adaptation in the Middle East and North Africa," *Climatic Change* 104 (2011), 599-627; with N. Zawahri and J. Sowers, "The Politics of Assessment: Water and Sanitation MDGs in the Middle East," *Development & Change* 42 (2011), 1153-78; *Oil Is Not a Curse: Ownership Structure and Institutions in Soviet Successor States* (Cambridge Univ. Press, 2010)
Distinctions: Grants: US Agency for International Development (2012-14). National Science Foundation, (2011-13)

ANNABEL WHARTON

Title, tenure status: William B. Hamilton Professor of Art History, Duke Univ. (1979), tenured

Education: Ph.D., Courtauld Institute, Univ. of London (1975)

Previous Academic Experience: Vincent Scully Visiting Professor at the Yale School of Architecture (2014)

Overseas experience: Turkey (2014);

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Jerusalem (ARTHIST 713S); Pilgrimage and Tourism (VMS 336)

Research and teaching specializations: Tourism in Jerusalem, Early Christian and Byzantine art and architecture, modern Architecture.

Recent publications: *Architectural Agents: The Delusional, Abusive, Addictive Lives of Buildings* (Univ. of Minnesota Press, 2014); "Jerusalem's Zions," *Material Religion: The Journal of Objects, Art and Belief* 9 (2013), 218-42; "The Tribune Tower: Spolia as Despoliation," in *Reuse, Value, Erasure: Critical Views on Spolia and Appropriation in Art and Architecture from Constantine to Sherrie Levine*, ed, R. Brilliant and D. Kinney (Ashgate, 2012); with A. Amiri, "Home in Jerusalem: the American Colony and Palestinian Suburban Architecture," *Post Medieval Archaeology* 45 (2011); "Jerusalem in Varallo: From Truth to Fiction," in *Imaginary Cities: Fictions of Space in the Early Modern World*, ed. C. Houghton and D. Purdy (Penn State Press, 2009).

Distinctions: Faculty member/creator of the Duke-UNC Architectural History Consortium, 2012.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SHAHLA ADEL

Title, tenure status: Persian language and Persian studies lecturer, UNC (2011), untenured

Education: Ph.D., Univ. of Texas at Austin (2009)

Languages: Persian (native)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Introduction to Iranian Culture (ASIA 122); Introduction to Iranian Cinema (ASIA 224); Persian language classes (PRSN 101-102, 203-204)

Research and teaching specializations: Iranian cultures; cultures and languages across the curriculum, foreign language pedagogy, technology in the foreign language classroom, and second language acquisition.

Recent publications: "Teaching Culture in Persian as a Foreign Language Classroom," in *Iranian Language and Culture: Essays in Honor of Mohammad Ghanoonparvar*, ed. M. Khorrami & B. Aghaei (Mazda Publishers, Inc., forthcoming); "Promoting Perceptions of Persian Culture through Iranian Cinema," presented at the 14th Annual Texas Foreign Language Education Conference; "Blending the Boundaries in the Age of Globalization: Trends, Challenges and Innovations in Language Education," February 22nd and 23rd, 2013 at the Univ. of Texas at Austin; "Learners' Perceptions of Persian Culture Through Film," presented at Southeast Conference of the Association for Asian Studies, Univ. of North Carolina at Wilmington, Wilmington, NC, January 18-20, 2013.

NEEL AHUJA

Title, tenure status: Assistant Professor of English and Comparative Literature, UNC (2009), tenure-track

Education: Ph.D., Univ. of California, San Diego (2008)

Overseas experience: research in India (2011), Antigua (2010), Trinidad (2009), UK (2009)

Languages: Hindi-Urdu (limited working knowledge), Spanish (limited working knowledge)

Percent of time dedicated to Middle East courses: 33%

Relevant courses taught: The New Wars (ENGL 489); Literature of 9/11 (ENGL 72); Gender, Sexuality, and South Asian Diasporas (ENGL 365); Postcolonial Methods (ENGL 762)

Research and teaching specializations: Critical security studies; environment and species; postcolonial theory; South Asia; Caribbean

Recent publications: "Abu Zubaydah and the Caterpillar," *Social Text* 29 (2011), 127-49; "Unmodeling Minorities: The Sikh Temple Massacre and the Question of Security," *Sikh Formations* 8 (2012), 309-12

Distinctions: UNC Institute for the Arts and Humanities Faculty Fellowship (2012)

UROOJ AMJAD

Title, tenure status: Postdoctoral Research Associate, The Water Institute UNC-Chapel Hill (2011), untenured

Education: Ph.D., Univ. of London (2011)

Previous academic experience: Guest lecturer at UNC (2012-present)

Overseas experience: Independent Consultant for *Union for the Mediterranean Secretariat* in Barcelona (2011); Researcher in London (2002-2006)

Languages: Spanish (basic knowledge); Arabic (basic knowledge); Urdu (basic knowledge)

Recent publications: with Benjamin Mason Meier, Georgia Lyn Kayser, and Jamie Bartram, "Implementing an Evolving Human Right Through Water Sanitation and Policy," *Water Policy* 15 (2013), 116-33; with Benjamin Mason Meier, Georgia Lyn Kayser, and Jamie Bartram, "Examining the Practice of Developing Human Rights Indicators to Facilitate Accountability for the Human Right to Water and Sanitation," *Journal of Human Rights Practice* 6 (2013), 159-81; "Integrated Recommendations: Information Flows on Water Issues in the Mediterranean Region," *Union for the Mediterranean, Division for Environment and Water. Barcelona, Spain* (2011).

Distinctions: Research Fellowship at the Global Research Institute UNC-CH (2012)

GLAIRE ANDERSON

Title, tenure status: Associate Professor of Art History, UNC (2006), tenured

Education: Ph.D., MIT (2005)

Previous academic experience: Lecturer, Dartmouth College (2004), Brandeis Univ. and Boston Architectural College (2005-6)

Overseas experience: Research in Spain (2003, 2008, 2010-2013), Tunisia (2007), Morocco (2008), Syria, Jordan, and Israel (2009)

Languages: Classical Arabic (professional), Spanish (proficient), French (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Introduction to Art and Architecture of Islamic Lands (8th-16th Centuries CE) (ART 154); Islamic Art in the Age of the Caliphs (ART 241); The City as Monument in Medieval Islamic Lands (ART 450); Islamic Palaces, Gardens, and Court Culture (8th-16th c.) (ART 458); Art & Society in Medieval Islamic Spain and North Africa (ART 561); Seminar in Islamic Art (ART 956)

Research and teaching specializations: Early and medieval Islamic art, architecture, and urbanism; pre-modern villas, gardens, and court cultures; medieval Spain; medieval Islamic west

Recent publications: *The Islamic Villa in Early Medieval Iberia: Aristocratic Estates and Court Culture in Umayyad Córdoba* (Ashgate, 2013); "Concubines, Eunuchs and Patronage in Early Islamic Córdoba," in *Reassessing the Roles of Women as "Makers" of Medieval Art and Architecture*, ed. Therese Martin (Brill Academic Publishers, 2012), 633-670; "Islamic Spaces and Diplomacy in Constantinople (10th-13th c.)," *Medieval Encounters* 15 (2009), 86-113; co-editor with Mariam Rosser-Owen, *Revisiting al-Andalus: Perspectives on Art and Material Culture of Islamic Iberia* (Brill, 2007); "The Architecture of the Suburban Estate (*munya*) in Umayyad Cordoba," in *ibid.*, 53-79

Distinctions: Research Team, European Research Council Starting Grant Project based at CSIC Madrid (2010-2014); American Council of Learned Societies Fellow (2009-10); College Art Association Professional Development Fellowship (2004-6); Historians of Islamic Art Fellowship (2002-3)

LORRAINE V. ARAGON

Title, tenure status: Adjunct Associate Professor of Anthropology, UNC (2002), untenured

Education: Ph.D., Univ. of Illinois (1992)

Previous Academic Experience: Visiting Assistant-Associate Professor, East Carolina Univ. (1992-2002)

Overseas experience: Research in Indonesia (1979, 1984, 1986-89, 1993, 1996, 1999, 2000-2007); Singapore (1987, 2004); Malaysia (2004); Netherlands (1986, 1987, 2004)

Languages: Indonesian/Malay (professional), Uma (limited working knowledge), French (limited working knowledge), Dutch (limited working knowledge), German (limited working knowledge), Latin (limited working knowledge), Spanish (elementary)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Anthropology and Religion (RELI 142); Popular Culture in Modern Southeast Asia (ASIA 252); Culture and Power in Southeast Asia (ASIA 429)

Research and teaching specializations: Religion and cosmologies; arts and material culture; minorities and states; identity; migration and diasporas; global connections; language use; violent conflict and resolutions; colonialism

Recent publications: "Copyrighting Culture for the Nation? Intangible Property Nationalism and the Regional Arts of Indonesia," *International Journal of Cultural Property* 19 (2012), 269-312; "Development Strategies, Religious Relations, and Communal Violence in Central Sulawesi, Indonesia: A Cautionary Tale," in *Development Strategies, Identities, and Violence in Asia*, ed. William Ascher and Natalia Mirovitskaya (Palgrave MacMillan, 2011); "Living without Please or Thanks in Indonesia: Cultural Translations of Reciprocity and Respect," in *Everyday Life in Southeast Asia*, ed. Kathleen Adams and Kate Gillogly (Indiana Univ. Press, 2011), 14-26; "Where Commons Meet Commerce: Circulation and Sequestration Strategies in Indonesian Arts Economies," *Anthropology of Work Review* 32 (2011), 63-76

Number of dissertations or theses supervised in the past five years: 1

Distinctions: National Endowment for the Humanities Summer Stipend (2008); Royal Dutch Institute for Anthropology and Linguistics fellowship (2004); MacArthur Foundation grant (2003)

YAAKOV ARIEL

Title, tenure status: Professor of Religious Studies, UNC (1994), tenured

Education: Ph.D., Divinity School, Univ. of Chicago (1986)

Previous academic experience: Lecturer and Post-Doctoral Fellow, Hebrew Univ. of Jerusalem (1986-94); Senior Lecturer, Hebrew Union College (1992-94)

Overseas experience: Hebrew Univ. of Jerusalem (1986-94); Haifa Univ. (1991-92); Hebrew Union College, Jerusalem (1991-92)

Languages: Hebrew (native/bilingual)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Religion in Modern Israel (RELI 343); Gender and Sexuality in Contemporary Judaism (RELI 069)

Research and teaching specializations: Jewish-Christian Relationship; Protestantism and the Jews; New Jewish religious movements; Christianity and Israel

Recent publications: *An Unusual Relationship: Evangelical Christians and Jews* (New York Univ. Press, 2013); "Israel in Contemporary Evangelical Christian Millennial Thought," *Numen* 59 (2012), 456-85; "A Different Kind of Dialogue? Messianic Judaism and Jewish Christian Relations," *CrossCurrents* 243 (2012), 318-27; "L'Espoir messianique: l'influence de la foi millenariste sur la politique americaine au moyen orient," *Revue Lisa* 9 (2011), 302325; "Paradigm Shift: New Religious Movements and Quests for Meaning and Community in Contemporary Israel," *Nova Religio* 13 (2010), 4-21; "Radical Movements in Contemporary Judaism in Israel: From Progressive to Catastrophic Millennialism," in *Oxford Handbook on Millennialism*, ed. Catherine Wessinger (Oxford Univ. Press, 2010)

CEMIL AYDIN

Title, tenure status: Associate Professor of History, UNC (2012), tenured

Education: Ph.D., Harvard Univ. (2002)

Previous academic experience: Academy Scholar, Harvard Academy for International and Area Studies (2002-2004); Assistant Professor of History, Univ. of North Carolina at Charlotte (2004-2009); Princeton Univ., Near Eastern Studies Department, Post-Doctoral Fellow (2007-2008); Associate Professor of History, George Mason Univ. (2009-2011)

Overseas experience: Research in Japan (1997-1999, 2000, 2001), France (2006), Egypt (1997), India (1998), Turkey (2005, 2007, 2008, 2012, 2013)

Languages: Turkish (native), Japanese (professional), Arabic (professional)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: A History of the Ottoman Empire (HIST 284); History of Muslim Societies (HIST 139); Global Intellectual History of Muslim Societies (HIST 890)

Research and teaching specializations: Intellectual and International History of Muslim Societies

Recent publications: with Burhanettin Duran, "Competing Occidentalisms of the Modern Islamist Thought," *The Muslim World* 103 (2013), 479-500; "Pan-Nationalism," in *The Oxford Handbook of History of Nationalism*, ed. John Breuilly (Cambridge Univ. Press, 2013), 672-93; "Globalizing the Intellectual History of the Idea of the 'Muslim World,'" in *Global Intellectual History*, ed. Samuel Moyn and Andrew Sartori (Columbia Univ. Press, 2013), 159-86; *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought* (Columbia Univ. Press, 2007)

Number of dissertations or theses supervised in past five years: 3

Distinctions: Humanities outreach grants from the National Endowment for Humanities (2009-2011). Research grants from Princeton Univ. Near Eastern Studies (2007-2008), Harvard Academy for International and Area Studies (2002-2004), Toyota Foundation (1999-2000), Japanese Education Ministry (1997-1999), Mellon Foundation (1995 Summer); editorial board member, *MERIP* (2010-present); Japan Focus (2008-Present; Top Young Historians List, History News Network (HNN), December 2007

FARIDA BADR

Title, tenure status: Arabic lecturer, UNC (2010), untenured

Education: M.A., Cairo Univ. (2008)

Previous academic experience: Arabic lecturer at Middlebury College, CA (2012); Coordinator of the Arabic summer immersion program at UNC (2012); Arabic, media and translation lecturer at the Arabic Language Institute, School of Continuing Education, and Center for Arabic Study Abroad at the American Univ. in Cairo (2006-2010)

Languages: Arabic (native)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary, Intermediate, and Advanced Arabic (ARAB 101-102, 203-204, 305-306)

Recent publications: "Common Writing Mistakes for Native Arabic Speakers on Facebook," National Conference on Less Commonly Taught Languages, Chicago, IL, Spring 2014; "Creating and Evaluating a Summer Arabic Immersion Program at UNC," National Conference on Less Commonly Taught Languages, Chicago, IL, Spring 2013; "Non-Arabic Words in Egyptian Proverbs," First International Congress on Arabic & English Applied Linguistics and Rhetoric & Writing Challenges in Teaching Language and Rhetoric, American Univ. in Cairo, 2009

Distinctions: Ford Foundation fellowship award for outstanding graduates in Egypt (2005); teacher of the year award at private schools (2000)

CHRISTOPHER BAIL

Title, tenure status: Assistant Professor of Sociology, UNC (2013), tenure-track

Education: Ph.D. Harvard Univ. (2011)

Previous academic experience: Postdoctoral Fellow, Univ. of Michigan (2011-2013)

Overseas Experience: Paris (2005-2006), Amsterdam (2005-2006), London (2007-2008),

Languages: French

Research and teaching specializations: Political and cultural sociology; organizations; mixed methodologies

Recent publications: *Terrified: How Anti-Muslim Organizations Became Mainstream* (Princeton Univ. Press, forthcoming in 2014); "The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam Since the September 11th Attacks," *American Sociological Review* 77 (2012), 855-79; "The Configuration of Symbolic Boundaries against Immigrants in Europe." *American Sociological Review* 73 (2008), 37-59

Distinctions: Best article award, American Sociological Association's sections on Political Sociology on Communication and Information Technology, 2013; grants and fellowships from the National Science Foundation (2009, 2014), Google (2013), and Radcliffe Institute for Advanced Study (2010, declined)

NAVIN BAPAT

Title, tenure status: Associate Professor of Political Science, UNC (2007), tenured

Education: Ph.D., Rice Univ. (2004)

Previous academic experience: Assistant Prof. of Political Science, UNC (2007-2012), Assistant Professor of Political Science, Pennsylvania State Univ. (2004-7)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Seminar on Terrorism (POLI 444)

Research and teaching specializations: Terrorism and international relations

Recent publications: with Bo Ram Kwon, "When are Sanctions Effective? A Bargaining and Enforcement Framework," *International Organization* (forthcoming); with Yoshiharu Kobayashi, Tobias Heinrich, and T. Clifton Morgan, "Determinants of Sanctions Effectiveness: Sensitivity Analysis Using New Data." *International Interactions* 39 (2013), 79-98; with Kanisha Bond, "Alliances between Militant Groups," *British Journal of Political Science* 42 (2012), 793-824; "Understanding State Sponsorship of Militant Groups," *British Journal of Political Science* 42 (2012), 1-29; "Terrorism, Democratization, and U.S. Foreign Policy," *Public Choice* 149 (2011): 315-35; "Transnational Terrorism, U.S. Military Aid, and the Incentive to Misrepresent," *Journal of Peace Research* 48 (2011), 303-18; "A Game Theoretic Analysis of the Afghan Surge," *Foreign Policy Analysis* 6 (2010), 217-36; with T. Clifton Morgan, "Multilateral versus Unilateral Sanctions Reconsidered: A Test Using New Data," *International Studies Quarterly* 53 (2009), 1075-94; with T. Clifton Morgan and Valentin Krustev, "The Threat and Imposition of Sanctions, 1971-2000," *Conflict Management and Peace Science* 26 (2009), 92-110; with Daniel Ertley, Chansonette Hall, and Mark Lancaster, "Perfect Allies? The Case of Iraq and al-Qaeda," *International Studies Perspectives* 8 (2007), 272-86; "The Internationalization of Terrorist Campaigns," *Conflict Management and Peace Science* 24 (2007), 265-80; "State Bargaining in Transnational Terrorist Events," *International Studies Quarterly* 50 (2006), 213-29

Distinctions: National Science Foundation research grants (2009, 2010); Councilor, Peace Science Society International; Organizer, Conflict Processes Section, American Political Science Association Annual Meeting (2010); IBM Junior Faculty Award, UNC (2008); John Gardner Award for Best Dissertation in the Social Sciences, Rice Univ. (2004)

EMILY BURRILL

Title, tenure status: Assistant Professor of Women's Studies, UNC (2008), tenure-track

Education: Ph.D., Stanford Univ. (2007)

Previous academic experience: Assistant Professor, Department of History, Univ. of Kentucky (2007-2008); Lecturer, Department of History, Stanford Univ. (2006)

Overseas experience: Studied at L'Université Cheikh Anta Diop, Dakar, Sénégal (1996)

Languages: French (native/bilingual), Wolof (professional), Bamanankan/Bambara (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Women and the Law in Africa and the Middle East (WMST 289); Women and Islam in Africa (WMST 290); Gender and Imperialism (WMST 293)

Research and teaching specializations: Gender and imperialism, African gender history, and women and the law in modern Africa and the Middle East; marriage practices in Mali

Recent publications: Co-editor with Richard Roberts and Elizabeth Thornberry, *Domestic Violence and the Law in Africa* (Ohio Univ. Press, forthcoming); "'Wives of Circumstance': Slave Emancipation, Vulnerability and Gender in Late Nineteenth Century Senegal," *Slavery and Abolition* 29 (2008), 49-64; "Disputing Wife Abuse: Tribunal Narratives of the Corporal Punishment of Wives in Colonial Sikasso, 1930s," *Cahiers d'Etudes Africaines* 47 (2007), 603-22.

Distinctions: Mellon Foundation Dissertation Fellowship (2006-7); History Department Prize for Best Graduate Student Designed and Taught Undergraduate Seminar, Stanford Univ. (2006)

JOHN CALDWELL

Title, tenure status: Lecturer in Asian Studies, UNC (2009), untenured

Education: M.B.A, Yale Univ. (1991)

Previous academic experience: Outreach Coordinator, N.C. Center for South Asia Studies (1996-2009); Project Manager, "Darvazeh: A Door Into Urdu," U.S. Department of Education Grant (1999-2009).

Overseas experience: Annual research and teaching trips to India and Pakistan (1992-2009)

Languages: Hindi (near-native fluency), Urdu (near-native fluency), French (working knowledge), Russian (working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary, Intermediate, and Advanced Hindi-Urdu (HNUR 101-102, 203-204, 305-306), Urdu Script (HNUR 221)

Research and teaching specialization: Comparative musicology; South Asia's performing arts, culture, music, film, and literature; language pedagogy.

Recent publications: "Virtual Vinaya: Indian Music Pedagogy in the Triangle Region of North Carolina," International Association for the Study of Popular Music Conference, Chapel Hill, NC, March 14, 2014; "Race in Bollywood," Conference on Dalit Literature and Historiography, Jamia Millia Islamia Univ., New Delhi, December 18-20, 2013; review of Tejaswani Ganti, *Producing Bollywood*, in *The Southeast Review of Asian Studies* 35 (2013); "Teaching Toba Tek Singh," Conference on Sa'adat Hasan Manto: Life and Art, Maler Kotlah, Punjab, India, June 6, 2012

Distinctions: Co-host of "Geet Bazaar," weekly two-hour South Asian music radio program, WKNC 88.1 FM (2001-present)

KHALID CHAHHOU

Title, tenure status: Arabic lecturer, UNC (2011), untenured

Education: MA, City Univ. of New York (2011)

Previous academic experience: Director and Curriculum Committee Coordinator of Al-Ihssan School (2009-2011), Arabic & Spanish Visiting Lecturer at Durham Technical Community College (2008-2011)

Overseas experience: Morocco, Spain

Languages: Arabic (native), Spanish, French

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary and Intermediate Arabic (ARAB 101-102, 203-204)

BART EHRMAN

Title, tenure status: James A. Gray Distinguished Professor of Religious Studies, UNC (1988), tenured

Education: Ph.D., Princeton Theological Seminary (1985)

Previous academic experience: Lecturer, Rutgers Univ. (1984-88)

Overseas experience: Lectures delivered at Oxford for the Biblical Archaeology Society (1999, 2003, 2004); study-tour leader to the Holy Land (2000); TV and radio documentary work for the *BBC*

Languages: *French (professional), German (professional), Greek (professional), Latin (professional), Coptic (limited working knowledge), Hebrew (elementary)*

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Introduction to New Testament Literature (RELI 104); Jesus in Myth, Tradition, and History (RELI 207); The Birth of Christianity (RELI 208); The Messiah and the Apocalypse (RELI 608); Jesus in Scholarship and Film (RELI 070); The Birth of Christianity (RELI 208)

Research and teaching specializations: New Testament; early Christianity

Recent publications: *How Jesus Became God: The Exaltation of a Jewish Preacher from Galilee* (HarperOne, 2014); with Zlatko Pleše, *The Other Gospels: Accounts of Jesus from Outside the New Testament* (Oxford Univ. Press, 2013); *The Bible: A Historical Introduction* (Oxford Univ. Press, 2013); *Forgery and Counterforgery: The Use of Literary Deceit in Early Christian Polemics* (Oxford Univ. Press, 2013); *Did Jesus Exist?* (HarperOne, 2012); *Jesus, Interrupted: Revealing the Hidden Contradictions in the Bible (And Why We Don't Know About Them)* (HarperOne, 2009)

Number of dissertations or theses supervised in past five years: 6

Distinctions: Co-Editor-in-Chief, *Vigiliae Christianae: A Review of Early Christian Life and Language* (2007-); Area Editor (Christianity), *Encyclopedia of Ancient History* (2007-); featured on The Daily Show, The Colbert Report, CNN, BBC, History Channel, National Geographic, Discovery Channel, BBC, NBC Dateline, Inside Edition, A&E, The Diane Rehm Show, Fresh Air with Terry Gross (five times); three books on *The New York Times* best-seller list (2006, 2008, 2009)

DORIA EL KERDANY

Title, tenure status: Lecturer in Arabic, UNC (2009), untenured

Education: M.A., American Univ. in Cairo, Teaching Arabic for Non-Arabic Speakers (2007)

Previous academic experience: Arabic Instructor, American Univ. in Cairo (2003-9)

Overseas experience: Native of Egypt; England, Germany, Austria, Greece, Syria, Yemen, Lebanon, Switzerland, India

Languages: Arabic (native/bilingual), English, German (elementary), French (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Intermediate and Advanced Arabic (ARAB 203-204, 305-306)

Recent publications: *Rimal Na'emah* (Fine Quicksand, 2011)

SEYED EMADI

Title, tenure status: Assistant Professor of Operations Management, UNC (2013), tenure-track

Education: Ph.D. in Operations Management, Northwestern Univ. (2013), M.Sc. in Electrical Engineering-Sharif Univ. of Technology, Tehran, Iran (2004), B.Sc. in Electrical Engineering-Sharif Univ. of Technology, Tehran, Iran (2001)

Previous academic experience: Research and teaching assistant at Northwestern Univ. (2008-2013)

Overseas experience: Research Assistant at Sharif Univ. of Technology, Tehran, Iran (2001-2004), CEO of Iran Transformer Research Institute, Tehran, Iran (2005-2008)

Languages: Persian (Native), English (fluent), Arabic (Limited working knowledge), Japanese (Limited working knowledge)

Percent of time dedicated to Middle East partnerships: 20%

Research and teaching specializations: Operations Management, Business Analytics, Customer Behavior, Optimization, Computational Economics

Recent publications: with Z. Aksin, B. Ata, and C. Su, "Structural Estimation of Callers' Delay Sensitivity in Call Centers," *Management Science* 50 (2013), 2727-46; with Z. Aksin, B. Ata and C. Su "Impact of Delay Announcements in Call Centers: An Empirical Approach," *Operations Research* (forthcoming)

Distinctions: Kellogg School of Management Graduate Fellowship, 2008-2013; ranked 1st, Electrical Power Engineering Program at Sharif Univ. of Technology, Tehran, Iran, 2001; ranked 7th (among approximately 500,000 entrants) in the Nationwide Univ. Entrance Exam in Iran, 1997; awarded Silver Medal, National Mathematics Olympiad, 1995

DOMINIQUE FISHER

Title, tenure status: Professor of French, UNC (1990), tenured

Education: Ph.D., Univ. of California, Berkeley (1987)

Previous academic experience: Assistant Prof., Johns Hopkins Univ. (1987-90)

Overseas experience: Europe, Polynesia, Africa

Languages: French (native/bilingual)

Percent of time dedicated to Middle East courses: 35%

Relevant courses taught: Francophone Studies (FREN 615); Framing Identities (FREN 617); Quebec Transcultural (FR 683); Francophone literature and Film (FR 375).

Research and teaching specializations: Literary and cultural theory; transnational Studies; Francophone studies, specializing in the Maghreb, Lebanon and immigration literatures from Québec

Number of dissertations or theses supervised in past five years: 10

Recent publications: "Interdisciplinary Approaches to Teaching 'Documentary genres' in Assia Djebar's *La Femme sans Sépulture* and *La Disparition de la Langue française*," in *Approaches to Teaching the Works of Assia Djebar*, ed. Anne Donnadey (Modern Language Association, forthcoming in 2014);

"Détours, nouvelles polyphonies, le cas de *Seuls* de Wajdi Mouawad," in *Parodies, pastiches, réécritures. La question des modèles dans les littératures francophones*, ed. Cecile van Den Avenne (Publications de l'École Normale Supérieure, 2013), 51-60; "Incendies: De Denis Villeneuve à Wajdi Mouawad ou comment figurer la cruauté," *Québec Studies* 54 (2012/2013), 89-102; "L'esthétique et la politique du réel dans la littérature contemporaine," in *Art et Politique: La représentation en jeu*, ed. Lucille Beaudry, Caroline Ferrer, and Jean-Christian Plau (Presses de l'Université du Québec, 2011), 59-74; "Territoires et frontières du hors dans *Le Bonheur à la queue glissante*," *Nouvelles Francographies* 2 (2010), 25-32;

"Transculturalité et délocalisation dans *Les Aurores Montréalaises* de Monique Proulx," in *Le Québec à l'aube du nouveau millénaire*, ed. Marie-Christine Weidmann Koop (Presses de l'Université du Québec, 2008), 308-15; *Écrire l'Urgence: Assia Djebar et Tahar Djaout* (L'Harmattan, 2007)

EMMA FLATT

Title, tenure status: Assistant Professor of History, UNC (2012), tenure-track

Education: Ph.D., Univ. of London (2008)

Overseas experience: UK, India

Languages: Italian, Persian, French, Hindi

Percent of time dedicated to Middle East courses: 75%

Relevant courses taught: History of Culture Hindus and Muslims: South Asia to 1750 (HIST 135), Gender in South Asia (HIST 292), The Mughal World: 1526-1707 (HIST 490), Sultans, Generals, Concubines and Domestic: Slavery in South Asian History (HIST 490)

Research and teaching specializations: Mentalities and practices in the courtly societies of the Indo-Islamicate Deccani Sultanates of South India

Recent publications: Co-editor with Daud Ali, *Garden and Landscape Practices in Precolonial India: Histories from the Deccan* (Routledge, 2011); "The Authorship and Significance of the *Nujūm al-'Ulūm*: A Sixteenth-Century Astrological Encyclopaedia from Bijapur," *Journal of the American Oriental Society* 131 (2011), 223-44; "Young Manliness: Ethical Culture in the Gymnasiums of the Medieval Deccan," in *Ethical Life in South Asia*, ed. Anand Pandian and Daud Ali (Indiana Univ. Press, 2010), 153-73

Distinctions: Fellow of the Royal Asiatic Society; Member of the Falak Sufi Memorial Prize Committee; Scoloudi Publishing Subvention award (2009); Irene Scoloudi fellowship (2007-8); Arts and Humanities Research Council doctoral scholarship (2004-2007)

TIM FLOOD

Title, tenure status: Adjunct Assistant Professor of Management and Corporate Communication, Kenan-Flagler School of Business, UNC (2004), untenured

Education: Ph.D., Univ. of North Carolina at Greensboro (2002)

Previous academic experience: Instructor, High Point Univ. (2001-2); Adjunct Assistant Professor, North Carolina A&T State Univ. (2002-4); Assistant Professor, East Stroudsburg Univ. (2003-4)

Overseas experience: Faculty Lead for Business Program Senior Immersion Electives in Turkey, Egypt and India, MBA Global Immersion Electives in Morocco and the United Arab Emirates

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Business in the Middle East (BUSI 205); Global Immersion Electives in Egypt, Morocco, Turkey, and the United Arab Emirates (MBA 870.5)

Research and teaching specializations: Presentation skills, business writing, global communication, and American culture and business practices

Recent publications: *MBA Fundamentals Business Writing* (Kaplan Publishing, 2008) (Arabic translation from Dar al Farouk for Cultural Investments, 2010)

Distinctions: Consultant to the International Finance Corporation's Middle East & North Africa group, the Egyptian Institute of Directors, and the Egyptian Ministry of Investment; CIBER Globalization and Interculturalization Initiative Grant, UNC (2007)

JENNIFER GATES-FOSTER

Title, tenure status: Assistant Professor of Classics and Archaeology, UNC (2012), tenure-track

Education: Ph.D., Univ. of Michigan, Ann Arbor (2005)

Previous academic experience: Finley Research Fellow, Darwin College, Cambridge (2005-07); Research Fellow, Center for Hellenic Studies, Harvard Univ. (2011-12) Assistant Professor of Classics, Univ. of Texas at Austin 2007-12

Overseas experience: research in Israel (1999-2000, 2013-14), Egypt (2000, 2001, 2003, 2005, 2014), U.K. (2005-2007), Syria (2006)

Languages: French (professional), German (professional), Arabic (limited working knowledge), Ancient Greek, Latin (professional)

Percent of time dedicated to Middle East courses: 15%

Relevant courses taught: Archaeology of Ancient Egypt (CLAR 242); Graeco-Roman Egypt, Who Owns the Past? Ancient Empires (CLAR 120); Achaemenid Empire

Research and teaching specializations: Classical Archaeology, Egypt, Near East, Persian Empire

Recent publications: "Achaemenids, Royal Power and Persian Ethnicity," in *A Companion to Ethnicity in the Ancient Mediterranean*, ed. J. McInerney (Wiley-Blackwell, forthcoming in 2014); "The Eastern Desert in the Ptolemaic Period: A Developing Picture," in *The Peoples of the Eastern Desert*, ed. H. Barnard and K. Duistermaat (Cotsen Institute of Archaeology, Univ. of California Press, 2012), 190-203; "Pottery" and "The Eastern Desert" in *The Oxford Handbook of Roman Egypt*, ed. C. Riggs (Oxford Univ. Press, 2012), 648-63 and 736-47; "The Well-Remembered Path: Roadways and Cultural Memory in Ptolemaic and Roman Egypt," in *Highways, Byways and Road Systems in the Pre-Modern World*, ed. S. Alcock, J. Bodel, and R. Talbert (Wiley-Blackwell, 2012), 202-221.

Number of dissertations or theses supervised in past five years: 2

Distinctions: Getty Seminar Fellow, Arts of Rome's Provinces, J. Paul Getty Museum, 2010-2013; Special Research Grant, Univ. of Texas at Austin, 2012; Loeb Classical Library Foundation Research Grant, 2011-12

PIKA GHOSH

Title, tenure status: Associate Professor of Art History, UNC (1999), tenured

Education: Ph.D., Univ. of Pennsylvania (1999)

Overseas experience: Regular travel to India and Bangladesh

Languages: Bengali (native/bilingual), German (working knowledge), Hindi (professional), Sanskrit (professional), French (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Introduction to South Asian Art (ART 153); Art of Early and Medieval India (ART 266); Mughal Art in South Asia (ART 273); Art and Visual Culture of South Asia (ART 456); South Asian Art (ART 955)

Research and teaching specializations: South Asian architecture, sculpture, and painting; Islamic art; Bengal folk art

Recent publications: "Rags as Riches: Kanthas in the Lives of Bengali Women," in *Kantha: The Embroidered Quilts of Bengal*, ed. Darielle Mason (Yale Univ. Press, 2010); "Swayed by Love: Dance in the Vaishnava Temple Imagery of Bengal," in *Dance Matters: Performing India on Local and Global Stages*, ed. Pallabi Chakravorty, Nilanjana Gupta (Taylor and Francis, 2010); "Krishna's Dance and Devotional Practice in the Temple Courtyards of Seventeenth-Century Bengal," in *Performing Ecstasy: The Poetics and Politics of Religion in India*, ed. Pallabi Chakravorty and Scott Alan Kugle (Manohar, 2009), 50-85 and 24 plates; *Temple to Love: Architecture and Devotion in Seventeenth-Century Bengal* (Indiana Univ. Press, 2005)

Number of dissertations or theses supervised in past five years: 1

Distinctions: Alfred H. Barr Prize for Museum Scholarship, College Art Association, 2011 for exhibition catalogue, *Kantha: The Embroidered Quilts of Bengal from the Jill and Sheldon Bonowitz Collection and the Stella Kramrisch Collection of the Philadelphia Museum of Art*; Edward C. Dimock Prize in Indian Humanities, American Institute of Indian Studies (2005)

BANU GÖKARIKSEL

Title, tenure status: Associate Professor of Geography, UNC (2005), tenured

Education: Ph.D., Univ. of Washington (2003)

Previous academic experience: Visiting Scholar, Duke Univ. (2003); Visiting Assistant Professor, UNC (2004)

Overseas experience: Annual fieldwork in Turkey since 1995; Jakarta (2000-1)

Languages: Modern Turkish (native/bilingual)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Space, Identity and Power in the Middle East (GEOG 059); Gender in the Middle East (GEOG 447); Transnational Geographies of Muslim Societies (GEOG 448); Diversity and Conformity in Muslim Societies (HIST 890.2)

Research and teaching specializations: Globalization, modernity, and transnational economic and cultural formations, particularly in Muslim cities and societies; gender and feminism; Muslim fashions

Recent publications: with Anna Secor, "The Veil, Desire, and the Gaze: Turning the Inside Out," *Signs: Journal of Women in Culture and Society* (forthcoming in 2014); with Anna Secor, "Islam on the Catwalk," in *The Changing World Religion Map*, ed. Stan Brunn (forthcoming in 2014); with Anna Secor, "Transnational Networks of Veiling-Fashion between Turkey and Western Europe," in *Islamic Fashion and Anti-Fashion*, ed. Annelies Moors and Emma Tarlo (Bloomsbury Academic, 2013), 157-67; with Anna Secor, "You Can't Know How They Are Inside: The Ambivalence of Veiling and Discourses of the Other in Turkey," in *Religion and Place: Landscape, Politics, and Piety*, ed. Peter Hopkins, Lily Kong, and Elizabeth Olson (Springer, 2013), 95-114

Distinctions: Co-editor of the *Journal of Middle East Women's Studies* (2014-17); Principal Investigator with Sarah Shields, Andrew W. Mellon Foundation Sawyer Seminar (2008-10); National Science Foundation Research Grant (2007-10, 2014-2015)

MUSTAFA GÜLTEKIN

Title, tenure status: Associate Professor of Finance, UNC Kenan-Flagler Business School (1990), tenured

Education: Ph.D., New York Univ. (1984)

Previous academic experience: Dean of College of Administrative Sciences and Economics, Koç Univ., Istanbul, Turkey (1995-97); Navy Reserve Officers' School (1976)

Overseas Experience: Visiting Scholar at Kansalis Foundation for Financial Research (taught an intensive Ph.D. course), Finland (1992-93, 1996); consultant on the development of Management Simulations Programs for French companies, Egypt (1984, 1985)

Languages: Turkish (native/bilingual), German (limited working knowledge), Spanish (limited working knowledge)

Percent of time dedicated to the Middle East program: 25%

Research and teaching specializations: The flow of information across securities and countries; assessment of return-generating models; the impact of increased debt by U.S. corporations on economic stability; overreaction in securities markets; risk management; Islamic banking

Recent publications: with John Guerard and Ganlin Xu, "Investing with Momentum: The Past, Present, and Future," *The Journal of Investing* 21 (2012), 68-80.

DONALD HAGGIS

Title, tenure status: Professor of Classical Archaeology, UNC (1993), tenured

Education: Ph.D., Univ. of Minnesota (1992)

Previous academic experience: Assistant Professor of Classics Macalester College

Overseas experience: Archaeological excavations and surveys in the Aegean region, 1982-present

Languages: Modern/demotic Greek (professional), Latin and ancient Greek (reading knowledge), French and German (elementary)

Percent of time dedicated to Middle East courses: 33%

Relevant courses taught: Art in the Ancient City (CLAR 050), Ancient Cities (CLAR 120); Archaeology of Egypt (CLAS 242)

Research and teaching specializations: Greek archaeology, Aegean prehistory, early state societies

Recent publications: Co-editor with C. Antonaccio, *Classical Archaeology in Context: Theory and Practice in Excavation in the Greek World* (Walter de Gruyter, 2013); with L. V. Watrous, K. Nowicki, N. Vogeikoff-Brogan, and M. Schultz, *An Archaeological Survey of the Gournia Landscape: A Regional History of the Mirabello Bay, Crete, in Antiquity, Prehistory Monographs* (INSTAP Academic Press, 2012); co-editor with N. Terrenato, *State Formation in Greece and Rome: Questioning the Neoevolutionist Paradigm* (Oxbow, 2011)

Number of dissertations or theses supervised in past five years: 8

Distinctions: Best Practices in Site Preservation Award; Archaeological Institute of America (2012); Distinguished Alumnus Award, Wayne State Univ. (2009); Board of Directors, Institute for Aegean Prehistory Study Center for East Crete (1994-); research grants from the National Endowment for the Humanities, Collaborative Research Grant (2013-15); Wenner-Gren Foundation for Anthropological Research (2013); National Geographic Society, Committee for Research and Exploration (2013); Institute for Aegean Prehistory (2013); Gladys Kriebel Delmas Foundation (2013); Shelby White-Leon Levy Program for Archaeological Publications (2011-12); American Philosophical Society (2010); National Science Foundation (2005-8); National Endowment for the Humanities (2002-9); National Geographic Society (2002, 2004); Loeb Classical Library Foundation (2003-5, 2010); Wenner-Gren Foundation for Anthropological Research (1990, 2002); Institute for Aegean Prehistory (1999-2006, 2010); Curtiss T. Brennan and Mary G. Brennan Foundation (1999); Archaeological Institute of America (1991-92); American School of Classical Studies at Athens (1990-91); Fulbright Collaborative Research Program (1989-90)

ZEINA HALABI

Title, tenure status: Assistant Professor of Arabic, UNC (2012), tenure-track

Education: Ph.D., Univ. of Texas at Austin (2011)

Previous academic experience: Postdoctoral Fellow, "Europe in the Middle East-The Middle East in Europe," Forum Transregionale Studien, Berlin, Germany (2012-13)

Languages: Arabic (native), French (professional), Spanish (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Arab Modernity and Its Discontents (ARAB 468); Dissident Voices in Arabic Literature and Culture (ARAB 443); Intermediate Arabic (ARAB 305-306)

Research and teaching specializations: Mourning, Memory, Modernity, Music, Cinema, Literature, Arab World, Middle East

Recent publications: "Selections from Nazira Zeineddine's *al-Sufūr wa-l-hijāb*," translated with miriam cooke in *The Arab Renaissance: Thought, Literature, Culture*, ed. Tarek El-Ariss (2013); "The Unbearable Heaviness of Being: The Suicide of the Intellectual in Rabih Jaber's *Ralph Rizkallah Through the Looking Glass*," *Journal of Arabic Literature* 44 (2013), 53-82.

JULIANE HAMMER

Title, tenure status: Associate Professor of Religious Studies and Kenan Rifai Scholar of Islamic Studies, UNC (2013), tenured

Education: Ph.D., Humboldt Univ., Berlin, Germany (2001)

Previous academic experience: Assistant Professor and Kenan Rifai Fellow in Islamic Studies, Department of Religious Studies, Univ. of North Carolina, Chapel Hill (2011 – 2013); Assistant Professor, Islamic Studies, Department of Religious Studies, George Mason Univ. (2009 – 2011);

Overseas experience: Research in Palestine (1995-96, 1998-99), Lebanon (2001), Jordan (1993, 1995, 1997), Turkey (2005, 2008, 2012, 2013)

Languages: German (native), Arabic (professional), Persian (professional), Turkish (comprehension), Russian (comprehension)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: Women/Gender/Islam (RELI 185); Sufism (RELI 581); Re-Introducing Islam (RELI 064)

Research and teaching specializations: Gender and sexuality in Muslim societies and communities, American Islam

Number of dissertations or theses supervised in past five years: 8

Recent publications: Co-editor with Omid Safi, *The Cambridge Companion to American Islam*, (Cambridge Univ. Press, 2013); co-editor with Riem Spielhaus of special issue on "Muslim Women and the Challenge of Authority," *Muslim World* 103:3 (2013); "Gendering Islamophobia: (Muslim) Women's Bodies and American Politics," *Bulletin for the Study of Religion* 42 (2013), 29-36; "Men are Protectors of Women: American Muslim Negotiations of Domestic Violence, Marriage, and Feminism," in *Feminism, Law, and Religion*, ed. Marie Failinger, Lisa Schiltz, and Susan Stabile (Ashgate, 2013), 237-56; "Center Stage: Muslim Women and Islamophobia," in *Islamophobia in America*, ed. Carl Ernst (Palgrave, 2013), 107-44; *American Muslim Women, Religious Authority, and Activism* (Univ. of Texas Press, 2012); co-editor with Kecia Ali and Laury Silvers, *A Jihad for Justice: Honoring the Work and Life of Amina Wadud* (e-book, 2012); "Activism as Embodied Tafsir: Negotiating Women's Authority, Leadership and Space in North America," in *Women, Leadership, and Mosques: Changes in Contemporary Islamic Authority*, ed. Hilary Kalmbach and Masooda Bano (Brill, 2011), 457-480; co-editor with Cemil Aydın, special issue on "Muslims and Media," *Contemporary Islam* 4:1 (2010); *Palestinians Born in Exile: Diaspora and the Search for a Homeland* (Univ. of Texas Press, 2005)

Distinctions: Co-chair, Islam Section, American Academy of Religion (2013-)

ADEL HANNA

Title, tenure status: Research Professor and Director, Center for Environmental Modeling for Policy Development, UNC (2003), untenured

Education: Ph.D., Colorado State Univ. (1982)

Previous academic experience: Manager, Environmental Research, MCNC Environmental Modeling Center, Research Triangle Park, N.C. (1992-2002); Research Manager, Computer Sciences Corporation, Research Triangle Park, N.C. (1990-92); Research Meteorologist, Research Triangle Institute, Research Triangle Park, N.C. (1985-90); Scientist, Science Systems and Applications, Inc., Lanham, Md. (1983-85)

Overseas experience: "Indoor Air, Health, and Nutrition" study in the United Arab Emirates (2008-)

Languages: Egyptian Arabic (professional)

Percent of time dedicated to Middle East partnerships: 25%

Research and teaching specializations: Air quality modeling and analyses; meteorological modeling and analyses; global and regional climate variability and change

Number of dissertations or theses supervised in past five years: 8

Recent publications: with K B. Yeatts, A. Xiu, Z. Zhu, R. L. Smith, N. N. Davis, K. D. Talgo, G. Arora, P. J. Robinson, Q. Meng, and J. P. Pinto, "Associations between Ozone and Morbidity using the Spatial Synoptic Classification System," *Environmental Health*, 10:49 (2011); with R. Mathur, K. Alapaty, J. Pinto, A. Ramadan, and M. Elmessiry, "A Modeling Study of Pollution Episodes over Industrial Regions in North Africa," *Proceedings of the Symposium on Atmospheric Chemistry, 79th AMS Annual Meeting* (1999), 70-71

Distinctions: US-EPA Certificate of Appreciation for leadership on outreach and training on air quality modeling around the world (2011); EPA Certificate of Appreciation for contributions and science leadership leading to the completion to the Models-3 Community Multiscale Air Quality system (1999)

NASSER ISLEEM

Title, tenure status: Senior Lecturer in Arabic, UNC (2003), untenured

Education: Master of Education, Strayer Univ. (2006)

Previous academic experience: Director of Ar-Risala Private School, Gaza Strip (1985-87); director and manager of Al-Iman School, Raleigh, N.C. (1992-2002); director and owner of Triangle Language Mastery Center, Cary, N.C. (2001-4); Visiting Arabic Instructor at Duke Univ. and Meredith College (2003-); co-director, Arabic Academy, Cary, N.C. (2007-8), Arabic Instructor at Durham Tech Community College (2010-2013)

Overseas experience: Native of the Gaza Strip; Egypt, UAE

Languages: Egyptian Arabic (native/bilingual), Modern Standard Arabic (native/bilingual), South Levantine Arabic (native/bilingual)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Introductory and Intermediate Arabic (ARAB 101-102, 203-204), Advanced Arabic at Duke Univ. (2003-2012)

Research and teaching specializations: Education management; teaching Arabic for non-Arabic speakers; translation of books, articles and documents

Recent publications: *Emirati Arabic, Ramsah* (Kuttab Publishing Co., forthcoming 2014); *Kalima Wa Nagham* (forthcoming in 2014); *Colloquial Palestinian Arabic*, with DVD (Alucen Learning, 2010); *Popular Proverbs: An Entrance to the Palestinian Culture* (Alucen Learning, 2009); with Zainab Alwani and Mbarek Sryfi, *Perspectives: Arabic Language and Culture in Film* (Alucen Learning, 2009)

Distinctions: Undergraduate Teaching Award, UNC (2006); presentations to Univ., community college, and K-12 instructors on "Incorporating Culture in the Foreign Language" (2006) and "Pedagogical Uses of Proverbs in the Arabic Language Classroom" (2010), Southeast Regional Middle East and Islamic Studies Seminar; Golden Fleece award winner, UNC (2011), Tanner Award for teaching, UNC (2012)

AZIZ JABER

Title, tenure status: Arabic lecturer, UNC (2013), untenured

Education: M.A., Yarmouk Univ. (2008)

Previous academic experience: Teaching assistant in UNC's Arabic Program (2012); faculty member, Department of English Language and Literature, Yarmouk Univ., Jordan (2008-2010)

Overseas experience: Jordan

Languages: Arabic (native)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary and Intermediate Arabic (ARAB 101-102, 203-204)

PRISCILLA LAYNE

Title, tenure status: Assistant professor of German, UNC (2011), tenure-track

Education: Ph.D., Univ. of California, Berkeley (2011)

Previous academic experience: Assistant Professor, UNC (2011); Graduate Student Instructor, Univ. of California Berkeley (2006-2010)

Overseas experience: research in Germany (2001-2002, 2003-2005, 2012)

Languages: German (professional), Dutch (limited working knowledge), Turkish (limited working knowledge)

Percent of time dedicated to Middle East courses: 10%

Research and teaching specializations: 20th and 21st century German culture, Turkish German culture

Recent publications: "One Like No Other? Blaxploitation in the Performance of Afro-German Rapper Lisi," *Journal for Popular Music* 25 (2013), 198-221; with Kristin Dickinson and Robin Ellis, "Linguistic Rebellion in Feridun Zaimoglu's Koppstoff," in *Contemporary German Culture: Feridun Zaimoglu*, ed. Tom Cheesman and Karin E. Yesilada (Univ. of Wales Press, 2012); co-editor with Melissa Etzler, *Rebellion and Revolution: Defiance in German Language, History and Art* (Cambridge Scholars Publishing, 2010).

Distinctions: Susan Sontag Prize for Translation (2008); Study Foundation of the Berlin Parliament (2004); Fulbright teaching fellowship in Germany (2003-2004)

JOSEPH LAM

Title, tenure status: Lecturer in Religious Studies, UNC (2011), untenured

Education: Ph.D., Univ. of Chicago (2012)

Previous academic experience: Associate Lecturer, Univ. of Wisconsin-Madison (2010-11)

Overseas experience: Research in France (2009)

Languages: Modern: Chinese-Cantonese (native fluency), German, French, Arabic, Hebrew (reading knowledge, basic conversation); Ancient: Hebrew (Inscriptional, Biblical, Rabbinic), Aramaic (Inscriptional, Imperial, Biblical, Targumic, Syriac), Ugaritic, Phoenician-Punic, other Northwest Semitic dialects, Greek (Classical, Koine), Latin, Akkadian, Sumerian, Hittite, Hurrian, Old South Arabian

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Culture of the Ancient Near East (RELI 117), Classical Hebrew I/II (RELI 211/212)

Research and teaching specializations: Biblical Hebrew, Ancient Near East, Semitic languages

Recent publications: "Psalm 2 and the Disinheritance of Earthly Rulers: New Light from the Ugaritic Legal Text RS 94.2168," *Vetus Testamentum* (forthcoming in 2014); with Dennis Pardee, "Diachrony in Ugaritic," in *Diachrony in Biblical Hebrew*, ed. Cynthia Miller-Naudé and Ziony Zevit (Eisenbrauns, 2012), 407-431; "A Reassessment of the Alphabetic Hurrian Text RS 1.004 (KTU 1.42): A Ritual Anointing of Deities?" *Journal of Ancient Near Eastern Religions* 11 (2011), 148-169.

Distinctions: Program Co-Chair, SBL Ugaritic Studies and Northwest Semitic Epigraphy Section (2013-present)

DAVID LAMBERT

Title, tenure status: Assistant Professor, Dept. of Religious Studies, UNC (2010), tenure-track

Education: Ph.D, Harvard Univ.

Previous academic experience: Assistant Professor, Univ. of Texas at Austin (2009-2010); Visiting Assistant Professor, Emory Univ. (2007-2009); Post-doc Fellow, Yale Univ. (2004-2007)

Languages: Hebrew

Percent of time dedicated to Middle East courses: 75%

Relevant courses taught: Introduction to the Hebrew Bible/Old Testament (RELI 103), Seminar in Religion and Literature: The Bible and its Translation (RELI 525), What are the Holy Scriptures? The Formation of the Hebrew Canon (RELI/JWST 602)

Research and teaching specializations: Abrahamic scriptures

Recent publications: "Was the Dead Sea Sect a Penitential Movement?" in *The Oxford Handbook of the Dead Sea Scrolls*, ed. John J. Collins and Timothy H. Lim (Oxford Univ. Press, 2010), 501-513.

Distinctions: Faculty liaison to the advisory board for the Carolina Center for the Study of the Middle East and Muslim Civilizations

JODI MAGNESS

Title, tenure status: Kenan Distinguished Professor of Early Judaism, Religious Studies (2002), tenured
Education: Ph.D., Univ. of Pennsylvania (1989)

Previous academic experience: Mellon Postdoctoral Fellow in Syro-Palestinian Archaeology, Brown Univ. (1990-92); Assistant to Associate Professor of Classical and Near Eastern Archaeology, Tufts Univ. (1992-2002)

Overseas experience: More than 20 excavations in Israel, including co-directing excavations at Masada (1995); co-directed excavations at Yotvata, Israel (2003-2007); currently directing excavations at Huqoq (2011-present)

Languages: Hebrew (native/bilingual); French, German, Greek, and Spanish (professional); Classical Arabic and Latin (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Archaeology of Qumran (RELI 063); Archaeology of Palestine in the New Testament Period (RELI 110); Dead Sea Scrolls (RELI 503); Ancient Synagogues (RELI 512); Early Judaism (RELI 106)

Research and teaching specializations: Classical and Near Eastern archaeology, especially archaeology of Palestine; early Judaism

Number of dissertations or theses supervised in past five years: 4

Recent publications: *The Archaeology of the Holy Land from the Destruction of Solomon's Temple to the Muslim Conquest* (Cambridge Univ., 2012); Co-edited with A. Maeir and L. H. Schiffman, "Go Out and Study the Land" (*Judges 18:2: Archaeological, Historical and Textual Studies in Honor of Hanan Eshel* (Brill, 2012); *Stone and Dung, Oil and Spit: Jewish Daily Life in the Time of Jesus* (Grand Rapids, MI: Eerdmans, 2011);

Distinctions: Chapman Family Faculty Fellow at the Institute for the Arts and Humanities at UNC-Chapel Hill (2010); Archaeological Institute of America Award for Excellence in Undergraduate Teaching (2008); Fellowship at Institute for Advanced Study (2007-8); Irene Levi-Sala Book Prize, Ben Gurion Univ. (2006); Fulbright Fellowship in Israel (2005)

EVYATAR MARIENBERG

Title, tenure status: Assistant Professor and E.J. and Sara Evans Fellow of Jewish History and Culture (2009), tenure-track

Education: Ph.D., Ecole des Hautes Etudes en Sciences Sociales, France (2002)

Previous Academic Experience: Visiting Fellow, Bernard Revel Graduate School of Yeshiva University, New York; Lecturer, Department of Jewish Studies, McGill University in Montreal; Scholar-in-Residence, Paideia Institute in Stockholm; Postdoctoral Fellow, Tel-Aviv University; Carey Postdoctoral Fellow, University of Notre Dame

Overseas experience: Israel, France, Canada

Languages: Hebrew (native), French (fluent), limited proficiency in German, Italian, Latin, and Greek

Percent of time dedicated to Middle East studies: 100%

Relevant courses taught: Classical Jewish Text (RELI 108); Sexuality in Judaism (RELI 450); Jewish Legal Literature (RELI 566)

Number of dissertations or theses supervised in the past 5 years: 3

Recent publications: *An Introduction to the Contemporary Catholic Church* (Routledge, forthcoming 2014); "Canaanites' in Medieval Jewish Households," in *The Gift of the Land and the Fate of the Canaanites in the History of Jewish Thought, from Antiquity to the Modern Period*, ed. Katell Berthelot and Marc Hirshman (Oxford Univ. Press, 2013); *Catholicism Now: An Introduction to the Contemporary Catholic Church* (Hebrew) (Carmel Publishing House, 2010)

Distinctions: Fellow, Frankel Center for Judaic Studies, University of Michigan (2014)

TIMOTHY MARR

Title, tenure status: Bowman and Gordon Gray Distinguished Term Associate Professor of American Studies, UNC (2000), tenured

Education: Ph.D., American Studies, Yale Univ. (1998)

Overseas experience: Teacher, Lahore, Pakistan (1987-90); Fulbright Lecturer, Cyprus (2007); Visiting Professor, Univ. of the Philippines (2013)

Languages: French (limited working knowledge)

Percent of time dedicated to the Middle East program: 10%

Research and teaching specializations: Transnational American Studies; Cosmopolitanism; U. S. Orientalism; American Engagement in Muslim Lands, with a present focus on the Moros in the southern Philippines and Maritime Southeast Asia

Number of dissertations and thesis supervised in the past five years: 6

Recent publications: Introduction to Peter Markoe, *The Algerine Spy in Pennsylvania (1787)*, (Westholme, 2008); “Drying Up the Euphrates’: Muslims, Millennialism, and Early American Missionary Enterprise,” in *U.S.-Middle East: Historical Encounters: A Critical Survey*, ed. Abbas Amanat and Magnus T. Bernhardsson (Univ. Press of Florida, 2007), 60-76; *The Cultural Roots of American Islamicism* (Cambridge Univ. Press, 2006) (Arabic translation by Palestinian poet Tahseen Al-Khateeb published by Kalima and the Abu Dhabi Authority for Culture and Heritage [ADACH] in 2012)

Distinctions: NEH Fellow, National Humanities Center (2013-2014); Chapman Family Fellow, Institute of Arts and Humanities (2009), Tanner Award for Excellence in Undergraduate Teaching, UNC (2006)

DON NONINI

Title, tenure status: Professor of Anthropology, UNC (1987), tenured

Education: Ph.D., Stanford Univ. (1983)

Previous academic experience: Assistant Professor of Anthropology, New School for Social Research (1983-87); Visiting Scholar, Dept. of Anthropology, Univ. of Washington (1985), Distinguished Visiting Scholar, Monash Univ., Melbourne, Australia (2003)

Overseas experience: Fieldwork in Malaysia (1978-80, 1985, 1990-92, 1997, 2002, 2007)

Languages: Chinese/Mandarin (professional); Spanish (professional); Chinese/Mandarin, Chinese/Hokkien, French, Indonesian, Malay, French (limited working knowledge)

Percent of time dedicated to Middle East courses: 10%

Relevant courses taught: Asian Cultures, Asian Cities (ANTH 052); Chinese Diaspora of the Asia Pacific (ANTH 578)

Research and teaching specializations: Southeast Asia with special interest in Malaysia, Singapore, and Indonesia; political economy; urban anthropology; globalization and transnational migration in the Asia-Pacific region

Number of dissertations and thesis supervised in the past five years: 7

Recent publications: “*Getting By*” among Chinese in Malaysia: *An Historical Ethnography of Class and State Formation* (Cornell Univ. Press, forthcoming); “Processes of State, Class and Ethno-Racial Formation in Urban Malaysia: Geo-Spatial Transformations and Regime Shifts, 1970-2000,” *Anthropologica* 50 (2008), 255-68; with Charles Price and Erich Fox Tree, “Grounded Utopian Movements,” *Anthropological Quarterly* 81 (2008), 127-59; “Is China Becoming Neoliberal?” *Critique of Anthropology* 28 (2008), 145-76

Distinctions: President of the Society of Urban, National, and Transnational Anthropology (2010-2012); Delmos Jones and Jagna Sharff Book Prize, Society for the Anthropology of North America (2008-9); Associate Editor, *Social Analysis* (2007-); Editorial Board Member, *Critical Asian Studies* (1994-); Associate Editor, *International Encyclopedia in the Social Sciences*, 2nd ed. (Thomson/Gale, 2008)

JAMES PEACOCK

Title, tenure status: Kenan Distinguished Professor of Anthropology, UNC (1967), emeritus

Education: Ph.D., Harvard (1965)

Previous academic experience: Assistant Professor of Anthropology, Princeton Univ. (1965-67)

Overseas experience: Fieldwork includes studies of proletarian culture in Surabaya, Indonesia, and of Muslim reformation in Southeast Asia

Languages: Indonesian (professional), German (working knowledge), Dutch (Flemish) (working knowledge)

Percent of time dedicated to Middle East courses: 10%

Relevant courses taught: Religion and Anthropology (ANTH 428)

Research and teaching specializations: Social Anthropology; Culture, History, and Self

Recent publications: *Grounded Globalism: How the U.S. South Embraces the World* (Univ. of Georgia Press, 2007); co-editor with Patricia M. Thornton and Patrick B. Inman, *Identity Matters: Ethnic and Sectarian Conflict* (Berghahn, 2007); *The Anthropological Lens* (Cambridge Univ. Press, 2002)

Distinctions: President, American Anthropological Association (1993-95); Boaz Award, American Anthropological Association (2002); American Academy of Arts and Sciences (1995); President, Society for Cultural Anthropology (1989-91); 2008 Massey Award for Service (2008) and Johnson Award for Excellence in Teaching (2008), UNC; Delegate, American Council of Learned Societies (1998-); Editorial Board, *American Anthropologist* (1997-)

JOHN PICKLES

Title, tenure status: Earl N. Phillips Distinguished Professor of International Studies in the Geography Department, UNC (2002), tenured. Chair of the Department 2007-2013.

Education: Ph.D., Univ. of Natal (1978); Ph.D., Pennsylvania State Univ. (1983)

Previous academic experience: Ohio Univ. (1983-85); West Virginia Univ. (1985-90); Univ. of Kentucky (1990-2001); Fulbright Visiting Professor, Univ. of Trieste, Italy (2000);

Overseas experience: Education and research in the U.K., South Africa, Bulgaria, Slovakia, Morocco

Languages: German (professional); Bulgarian (limited working knowledge); French (elementary); Italian (elementary); Spanish (elementary)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Europe Today (GEOG 464)

Research and teaching specializations: Regional economic and political restructuring, global-local transformations, post-socialism and post-apartheid transformation, apparel industry, border and migration management policies and practices in the Euro-Med.

Recent publications: with Timothy Stallmann, "Mapping and Social Theory," *Cartography in the Twentieth Century* 6 (2014); co-editor with Arianna Rossi and Amy Luinstra, *Toward Better Work: Understanding Labour in Apparel Global Value Chains* (International Labour Organization and Palgrave Macmillan, 2014); *Globalization and Regionalization in Post-socialist Economies: The Common Economic Spaces of Europe* (Palgrave Macmillan, 2009); *State and Society in Post-Socialist and Post-Soviet Economies* (Palgrave Macmillan, 2009)

ZLATKO PLEŠE

Title, tenure status: Associate Professor of Religious Studies, UNC (1999), tenured

Education: Ph.D., Department of Classics, Yale Univ. (1996); Ph.D., Univ. of Zagreb (1996)

Previous academic experience: Visiting Professor, Zagreb Univ. (1998-9); Lector, Department of Near Eastern Languages, Yale Univ. (1997-8); Visiting Professor, Wesleyan Univ. (1995)

Languages: Coptic (various dialects), Ancient and Byzantine Greek, Latin (Classical, Medieval, Early Modern), Church Slavonic; French, Italian, Croatian (native/bilingual) and other South Slavic languages; German, Russian

Percent of time dedicated to Middle East courses: 40%

Relevant courses taught: Gnosticism (RELI 217); Gnostic Scriptures (RELI 818); Coptic Literature; Varieties of Early Christianity (RELI 209); Biblical Coptic and Egyptian Monasticism (RELI 413); Myth, Philosophy, and Science in the Ancient World (RELI 065); Death and Afterlife in the Ancient World (RELI 617)

Research and teaching specializations: Gnosticism, Egyptian monasticism, early Christianity, Coptic studies

Recent publications: Co-editor with Sydney H. Aufrère and Philip A. Alexander, *On the Fringe of Commentary: Objectives and Strategies of Metatextuality in Ancient Near Eastern and Ancient Mediterranean Cultures* (Peeters, 2014); "Evil and Its Sources in Gnostic Traditions," in *Die Wurzel allen Übels. Vorstellungen über die Herkunft des Übels und des Bösen in der Literatur des 1.-4. Jahrhunderts*, ed. Fabienne Jourdan and Rainer Hirsch-Luipold (Mohr Siebeck, 2014), 93-125; with Bart D. Ehrman *The Other Gospels: Accounts of Jesus from Outside the New Testament* (Oxford Univ. Press, 2013)

Distinctions: Member of the Project LABEX RESMED, Centre Lenain de Tillemont/Centre Léon Robin, Paris IV Sorbonne (2012-2014); Lichtenberg-Kolleg Visiting Fellow, Univ. of Goettingen (2010-2011); Professor of Church History and Medieval Latin, Univ. of Zagreb (2007-2011); Field Chair, Society for Jewish and Biblical Studies in Central Europe (2007-2011)

BARRY POPKIN

Title, tenure status: W. R. Kenan, Jr. Distinguished Professor of Nutrition UNC (1977), tenured

Education: Ph.D., Cornell Univ. (1974)

Previous academic experience: Rockefeller Foundation, Manila, Philippines (1974-76)

Overseas experience: Mortality and infant feeding research in Egypt, Morocco, Jordan; conducted China Health and Nutrition Survey (1989, 1991, 1993, 1997, 2000, 2004 and 2006); Russian Longitudinal Monitoring survey (1992-2006); longitudinal studies in Russia, the Philippines, and other countries; nationally representative nutrition survey as part of a project entitled "Indoor Air, Health, and Nutrition" study in the United Arab Emirates (2008-)

Languages: Hindi/Urdu (speak, read); French (limited working knowledge); Spanish (limited working knowledge)

Percent of time dedicated to Middle East partnerships: 10%

Research and teaching specializations: Economic and epidemiological analysis of trends in dietary intake, physical activity and body composition around the world; obesity economics and epidemiology

Number of dissertations or theses supervised in past five years: 16

Recent publications: "Synthesis and Implications: China's Nutrition Transition in the Context of Changes Across Other Low and Middle Income Countries," *Obesity Reviews* 15 (2014), 60-67; with M.M. Slining, "New Dynamics in Global Obesity Facing Low- and Middle-Income Countries," *Obesity Reviews* 14 (2013), 11-20

Distinctions: The Gopalan Oration Award (2011); winner of the top nutrition prize from India and the Mickey Stunkard Lifetime Achievement Award, The Obesity Society (2011); Fellow for The Obesity Society (2010); United Kingdom Rank Prize for Science (2010); Fellow, American Society of Nutritional Sciences (2010)

ANDREW REYNOLDS

Title, tenure status: Associate Professor of Political Science and Chair of Global Studies, UNC (2001), tenured

Education: Ph.D., Univ. of California, San Diego (1996)

Previous academic experience: Assistant Professor, Univ. of Notre Dame (1997-2001)

Overseas experience: Afghanistan, Angola, Burma, Fiji, Guyana, Indonesia, Iraq, Jordan, Lebanon, Liberia, Northern Ireland, Sierra Leone, Sudan, South Africa, Yemen, and Zimbabwe

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Designing Democracy (POLI 67); African Politics and Society (POLI 431)

Research and teaching specializations: Democratic design; ethnic conflict; plural societies; Africa

Number of dissertations or theses supervised in past five years: 1

Recent publications: with Jason Brownlee and Tarek Masoud, *Modest Harvest: Legacies and Limits of the Arab Spring* (Oxford Univ. Press, forthcoming); *Designing Democracy in a Dangerous World* (Oxford Univ. Press, 2010); "Electoral Arrangements in Systems of Complex Power Sharing," in Marc Weller and Barbara Metzger, eds., *Settling Self-Determination Disputes* (Martinus Nijhoff, 2008); "Constitutional Design: Promoting Multi Ethnic Democracy," *Harvard International Review* 28 (2007), 42-47; "Constitutional Engineering and Democratic Stability: The Debate Surrounding Political Institutions in Afghanistan," in *Building State and Security in Afghanistan*, ed. Wolfgang Danspeckgruber (Woodrow Wilson School, 2007); "The Curious Case of Afghanistan," *Journal of Democracy* 17 (2006), 104-17

Distinctions: Research grants from the Ford Foundation (1999), U.S. Institute of Peace (1999)

OMID SAFI

Title, tenure status: Professor of Islamic Studies, UNC (2006), tenured

Education: Ph.D., Duke Univ. (2000)

Previous academic experience: Assistant to Associate Professor, Colgate Univ. (1999-2006)

Overseas experience: Lived in Iran for 15 years, extensive experience in Turkey, Morocco, and Egypt

Languages: Persian (native/bilingual), Arabic (professional), Turkish (elementary)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Re-Introducing Islam (RELI 064); Later Islamic Civilization and Modern Muslim Cultures (RELI 181); Modern Muslim Literature (RELI 480); Sufism (RELI 581); Religion and Culture of Iran (RELI 583); Religion and Culture of Turkey (RELI 585); Methodology of Islamic Studies (RELI 780), Rumi Seminar (RELI 781); Islam and Reform (RELI 890.60)

Research and teaching specializations: Islamic studies, contemporary Islam, Sufism

Number of dissertations or theses supervised in past five years: 3

Recent publications: Co-editor with Juliane Hammer, *Cambridge Companion to American Islam* (Cambridge Univ. Press, 2013); co-editor with James Heft and Reuven Firestone, *Learned Ignorance: Abrahamic Religions and Pluralism* (Oxford, 2011); "Between Ijtihad of Presupposition and Gender Equality," in *Rethinking Islamic Studies: From Orientalism to Cosmopolitanism*, ed. Carl Ernst and Richard Martin (Univ. of South Carolina Press, 2010), 72-96; *Memories of Muhammad: Why the Prophet Matters* (HarperCollins, 2009); "On the 'Path of Love' Towards the Divine: A Journey with Muslim Mystics," *Sufi* 78 (2009-10), 22-38; *The Politics of Knowledge in Premodern Islam: Negotiating Ideology and Religious Inquiry* (Univ. of North Carolina Press, 2006); editor, *Voices of Islam*, Vol. 3, *Voices of Change* (Praeger, 2006)

Distinctions: Carnegie Scholar (2007); American Academy of Religion Research Grant (2005-6); editor, Progressive Islam Series, Oneworld Publications; editorial board of Fons Vitae Publishers, *Religious Studies Review*, *Comparative Islamic Studies Journal*, *Sufi Studies Journal*

G. KENNETH SAMS

Title, tenure status: Professor of Classical Archaeology, UNC (1970), emeritus

Education: Ph.D., Univ. of Pennsylvania (1971)

Overseas experience: Member (1967-) and director (1987-2013) of Gordion excavations team, Turkey; three months' research each year in Turkey; lived in Athens (1967-68), Ankara (1969-70, 1977-78)

Languages: Turkish (professional), French (limited working knowledge), German (limited working knowledge), Greek (limited working knowledge), Italian (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Anatolian Archaeology (CLAR 489); Archaeology of the Near East (CLAR 241)

Research and teaching specializations: Archaeology of Anatolia in the Iron Age

Recent publications: "The New Chronology for Gordion and Phrygian Pottery," in *The Archaeology of Phrygian Midas, Royal City of Midas*, ed. C. Brian Rose (Univ. of Pennsylvania Museum of Archaeology and Anthropology, 2012), 56-66; "Artifacts" and "In Conclusion," in *The New Chronology of Iron Age Gordion*, ed. C. Brian Rose and Gareth Darbyshire (Univ. of Pennsylvania Museum of Archaeology and Anthropology, 2011), 59-78 and 155-68; Lisa Kealhofer, Ben Marsh, G. Kenneth Sams, Mary Voigt, and Keith DeVries, "Ceramic Production and Provenience at Gordion, Central Anatolia," *Journal of Archaeological Science* 36 (2009), 2162-76

Distinctions: President, American Research Institute in Turkey (1992-2009); member-at-large, Executive Committee, Council of American Overseas Research Centers (1999-2009)

MAMARAME SECK

Title, tenure status: Assistant Professor of African, African-American, and Diaspora Studies, UNC (2008), tenure-track

Education: DEA (Diplôme d'Etudes Approfondies) in linguistics, Univ. of Geneva 2002; Ph.D., Univ. of Florida, 2009

Previous academic experience: Assistant Instructor, Univ. of Pennsylvania, Philadelphia (2002-3); Assistant Instructor at Indiana Univ., Bloomington (2003-5); Wolof instructor at SCALI (Summer Cooperative African Language Institute), Univ. of Illinois-Urbana Champaign (2005, 2006, 2007); Wolof Teaching Assistant, Center for African Studies and Dept. of African and Asian Languages and Literatures, Univ. of Florida (2005-8); Wolof consultant for Centre for Text Technology North-West Univ. South Africa (2007); Wolof consultant, Transperfect Translations, New York (2007- present).

Languages: Wolof (native/bilingual), French (native/bilingual), English (professional), Spanish (limited working knowledge)

Percent of time dedicated to the Middle East program: 25%

Research and teaching specializations: Sufi oral narratives; Wolof language and culture

Recent publications: *Narratives as Muslim Practice in Senegal* (Peter Lang Publishing, 2012); "Les stratégies discursives dans le discours wolof d'Idrissa Seck, homme politique sénégalais," in *Communication et société wolof*, ed. Anna M. Diagne, Sascha Kessler, and Christian Meyer (L'Harmattan, forthcoming)

BEREKET HABTE SELASSIE

Title, tenure status: William E. Leuchtenburg Professor of African Studies and Professor of Law, UNC (1994), tenured

Education: Ph.D. and LL.B, Univ. of London (1967)

Previous academic experience: Georgetown Univ. (1978-85); Howard Univ. (1977-93)

Overseas experience: Lived and worked in Eritrea and Ethiopia

Languages: Amharic (native/bilingual), Tigrinya (native/bilingual), French (professional), Italian (professional), Sudanese Arabic (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: North East Africa (AFRI 523); Introduction to African Civilization (AFRI 101)

Research and teaching specializations: African law, politics, and history; politics of development; constitutional law and international law of human rights

Recent publications: *Wounded Nation* (Red Sea Press, 2011); "Democracy and Peace in the Age of Globalization: Old Problems, New Challenges for Africa," *African Studies Review* 54 (2011), 19-31; *The Crown and the Pen* (Red Sea Press, 2007); *The Making of the Eritrean Constitution: The Dialectic of Process and Substance* (Red Sea Press, 2003)

Distinctions: Associate Justice of the Federal Supreme Court of Ethiopia (1958-62); Attorney General of Ethiopia (1962-64); Chairman of the Constitutional Commission of Eritrea (1993-98)

IQBAL SEVEA

Title, tenure status: Assistant Professor, Dept. of History, UNC (2012), tenure-track

Education: Ph.D., Univ. of Oxford (2007)

Languages: Bahasa Indonesia, Malay, Urdu, Punjabi, Hindi

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: History of India, Pakistan, and Bangladesh: South Asia since 1750 (HIST 136), South Asia since Independence: Society, Religion, and Politics (HIST 292), Sex, Violence and Religion: Revolutionary Thought in Modern South Asia (HIST 292), Islam in Modern and Contemporary South Asia (HIST 393)

Research and teaching specializations: Expanding Networks of Religious, Political and Missionary Movements in Malaysia and Indonesia, The Salafi Expansion in Contemporary Southeast Asia: Examining the Religious and Political Dynamics of Islamic Activism, Second Survey of Identity, Issues and Opinions of Muslims in Southeast Asia

Number of dissertations or theses supervised in past five years: 1

Recent Publications: "'Kharaak Kita Oi!': Masculinity, Caste and Gender in Pakistani Punjabi Films," *BioScope: South Asian Screen Studies* (2014); *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in Late Colonial India* (Cambridge Univ. Press, 2012); "Schooling the Muslim Nation: Muhammad Iqbal and Debates over Muslim Education in Colonial India," *South Asia Research* 31 (2011), 69-86

YARON SHEMER

Title, tenure status: Assistant Professor of Modern Hebrew & Israeli Culture and Levine-Sklut Fellow in Jewish Studies, UNC (2008), tenure-track

Education: Ph.D. in Radio-Television-Film, Univ. of Texas at Austin (2005)

Previous academic experience: Lecturer/Senior Lecturer, Univ. of Texas at Austin (1991-2008)

Overseas experience: Israel, Palestine, Mexico, Jordan, Poland.

Languages: Hebrew (native/bilingual), Arabic (professional)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Language, Exile, and Homeland in Zionist Thoughts and Practice (HEBR 436); Israeli Culture and Society (ASIA 60); Israeli Cinema: Nation, Gender, and Ethnicity (ASIA 235); The Cinemas of the Middle East and North Africa (ASIA 435); Advanced Hebrew (HEBR 305-306)

Research and teaching specializations: Cinema of the Middle East, ethnic dilemmas in Israel, Arab-Israeli conflict in cinema and literature

Number of dissertations or theses supervised in past five years: 4

Recent publications: *Identity, Place, and Subversion in Contemporary Mizrahi Cinema in Israel* (Univ. of Michigan Press, 2013); "The Burden of Self-Representation: Reflections on Shurand: Its Legacy for Contemporary Mizrahi Films in Israel," *Journal of Levantine Studies* 2 (2012), 39-62; "Trajectories of Mizrahi Cinema," in Yaron Peleg and Miri Talmon-Bohm, eds., *Identities in Motion* (Univ. of Texas Press, 2011), 120-133

Distinctions: ACLS/SSRC/NEH International and Area Studies Fellowship, 2013-14, Institute for Arts and Humanities Fellowship (2011), Junior Faculty Development Award (2009), Univ. Research Council Grant (2009), Carolina Center for Jewish Studies Course Development Grant (2009), UNC; Student organization Texas Blazers award "in recognition for commitment to scholarship," Univ. of Texas at Austin (2004)

SARAH SHIELDS

Title, tenure status: Bowman and Gordon Gray Distinguished Term Professor, UNC (1993), tenured

Education: Ph.D., Univ. of Chicago (1986)

Previous academic experience: Visiting Assistant Professor, Kansas State Univ. (1986-89); Visiting Assistant Professor, Williams College (1992)

Overseas experience: Syria, Turkey, and Iraq

Languages: Arabic (professional), French (professional), Modern Turkish (professional), Ottoman Turkish (professional)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Water in the Middle East (HIST 89H); League of Nations and the Middle East (HIST 393); Nations, Borders and Identities (HIST 062); History of Muslim Societies to 1500 (HIST 138); History of Muslim Societies Since 1500 (HIST 139); The Middle East and the West (HIST 538); History of Iraq (HIST 275); The Modern Middle East (HIST 276); Israel/Palestine Conflict (HIST 277); Diversity and Conformity in Muslim Societies (HIST 890.2)

Research and teaching specializations: Islamic civilization; Middle East history; economic and social history of the Ottoman Arab provinces

Number of dissertations or theses supervised in past five years: 4

Recent publications: *Fezzes in the River: Identity Politics and European Diplomacy in the Middle East on the Eve of World War II* (Oxford Univ. Press, 2011); "Mosul, the Ottoman Legacy, and the League of Nations," *International Journal of Contemporary Iraqi Studies* 3 (2009), 217-30; *Turkey* (National Geographic Countries of the World Series, 2009); *Mosul Before Iraq: Like Bees Making Five-Sided Cells* (SUNY Press, 2000)

Distinctions: Co-principal Investigator, Andrew W. Mellon Foundation Sawyer Seminar (2008-10); American Council of Learned Societies Fellowship (2010); National Endowment for the Humanities Fellowship (2007)

HANNA SPRINTZIK

Title, tenure status: Lecturer in Modern Hebrew, UNC (2011), untenured

Education: Dentistry, National Univ. of Cordoba (2003) & Master of Education, Arizona State Univ. (2008)

Oversees experience: Argentina, Israel

Languages: Hebrew (native), Spanish (native)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary, Intermediate, and Advance Modern Hebrew (HEBR 101-102, 203-204, 305-306)

Research and teaching specializations: Curriculum development, Israeli popular culture, effectiveness in education.

DAVID STEFFEN

Title, tenure status: Clinical Assistant Professor and Director, Public Health Leadership Program, Gillings School of Global Public Health, UNC (2004), untenured

Education: Director of Public Health, UNC (2000)

Previous academic experience: Adjunct Assistant Professor, New Mexico State Univ. (1990-2001)

Overseas experience: Peace Corps volunteer and cross-cultural training director for new volunteers, Morocco (1977-80); "Indoor Air, Health, and Nutrition" study in the United Arab Emirates (2008-)

Languages: Moroccan Arabic (working knowledge), Spanish (working knowledge) French (elementary) German (elementary)

Percent of time dedicated to Middle East partnerships: 25%

Recent publications: with K. Umble, D. Steffen, J. Porter, D. Miller, K. Hummer-McLaughlin, A. Lowman and S. Zelt, "The National Public Health Leadership Institute: Evaluation of a Team-Based Approach to Developing Collaborative Leaders," *American Journal of Public Health*, 95 (2005), 641-44

Distinctions: New Mexico Border Health Council Lifetime Achievement Award (2002), Public Health Foundation Enterprises Scholarship (1998), National Public Health Leadership Institute Scholar (1995), Kellogg Fellow in Community Health (1980)

NIKLAUS STEINER

Title, tenure status: Director, Center for Global Initiatives, UNC Global (1998)

Education: Ph.D., Northwestern Univ. (1998)

Overseas experience: Born and raised in Switzerland; research and travel throughout Europe

Languages: German (native/bilingual); French (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Immigration and Citizenship (HNRS 351)

Research and teaching specializations: Asylum and Refugee Policies; International Migration; Nationalism and Citizenship

Recent publications: Niklaus Steiner, Robert Mason, and Anna Hayes, eds., *Migration and Insecurity: Citizenship and Social Inclusion in a Transnational Era* (Routledge, 2012); *International Migration and Citizenship Today* (Routledge, 2009); Mark Gibney, Rhoda E. Howard-Hassmann, Jean-Marc Coicaud and Niklaus Steiner, eds., *The Age of Apology: Facing Up to the Past* (Univ. of Pennsylvania Press, 2008)

Number of dissertations supervised in the past five years: 5

AFROZ TAJ

Title, tenure status: Associate Professor of Hindi-Urdu, UNC (2006), tenured; Campus Director, N.C. Consortium for South Asia Studies

Education: Ph.D., Jawaharlal Nehru Univ., India (1996)

Previous academic experience: Lecturer to Associate Professor of Foreign Languages and Literatures, N.C. State Univ. (1995-2006)

Languages: Urdu, Hindi, Braj Bhasha (native/bilingual); Panjabi (Eastern and Western), Persian, Sanskrit (limited working knowledge)

Percent of time dedicated to the Middle East: 25%

Relevant courses taught: Elementary Hindi-Urdu (HNUR 101-102); Urdu Script (HNUR 221); Seminar on the Hindi-Urdu Ghazal (HNUR 410)

Research and teaching specializations: Urdu and Hindi poetry and poetics; poetic drama and musical theater; Indian cinema

Recent publications: "Atit ki vapasi (Return of the Past)," *Hindi Chetna*, 29 (July 2013); "Ghazal," *Hindi Chetna*, 13:50 (April 2011); "Pyar Ki Saughat" *Hindi Chetna*, 12:48 (October 2010), 45-47.; "Two Anarkalis: Saghar Nizami's Dream Drama and the Deconstruction of the Parsi Theatre," in *Southeast Review of Asian Studies* 32 (2010), 178-94; "Amrika Vala," *Hindi Chetna*, 12:45 (January 2010), 27-29

Distinctions: U.S. Department of Education grant for "Darwazah: A Door Into Urdu: Web Mounted Elementary Language Instruction" (1999-2003 and 2005-8); host of "Geet Bazaar," weekly two-hour South Asian music radio program, WKNC 88.1 FM (2001-); founding member and trustee, N.C. Urdu Majlis (Literary Society) (1996-); Gertrude M. Cox Special Merit Award for Innovative Excellence in Teaching and Learning with Technology (2005) and Outstanding Teacher Award (2000), N.C. State Univ.; Best Actor Award, Uttar Pradesh State, bestowed by the Government of India (1975); Best Poet Award, bestowed by the President of Aligarh Muslim Univ. (1970)

EREN TASAR

Title, tenure status: Assistant Professor of History (2013), tenure-track

Education: Ph.D., Harvard (2010)

Previous academic experience: Assistant Prof. of History, Indiana Univ. School of Liberal Arts (2012-2013); ACLS New Faculty Fellow, Dept. of History, Washington Univ. in St. Louis (2011-2012); Postdoctoral Fellow at Davis Center for Russian and Eurasian Studies at Harvard (2010-2011); Lecturer in Central Asian History, Dept. of History, Harvard (2011)

Overseas experience: Fulbright-Hays in Kyrgyzstan, Russia, Tajikistan, Uzbekistan (2007-2008); work in Uzbekistan (2003-2004); Fulbright Cultural Exchange Fellowship in Uzbekistan (2001-2003)

Languages: French (reading), Persian (reading), Uzbek (native level), Russian (native level), Turkish (native level), Kyrgyz (reading)

Percent of time dedicated to Middle East courses: 50%

Relevant courses taught: Modern Central Asia (HIST 163); 9/11 in World History (HIST 176H); Readings in Modern Central Asian History (HIST 890)

Research and teaching specializations: Islam, Religion and Politics, Central Asia

Recent publications: "Soviet Policies toward Islam: Domestic and International Considerations," in *Religion and the Cold War: A Global Perspective*, ed. Phillip Muehlenbeck (Vanderbilt Univ. Press, 2012), 158-81; "Islamically Informed Soviet Patriotism in Postwar Kyrgyzstan," *Cahiers du monde russe* 52 (2011), 387-404; "The Central Asian Muftiate in Occupied Afghanistan, 1979-1987," *Central Asian Survey* 30 (2011), 211-26,

Distinctions: Social Science Research Council Inter-Asian Connections and Contexts Postdoctoral Research Award (2012-2013), American Council of Learned Societies New Faculty Fellowship (2011-2012)

ZEYNEP TUFEKCI

Title, tenure status: Assistant Professor, School of Information and Library Science, UNC (2011), untenured

Education: Ph.D., Univ. of Texas at Austin (2004)

Previous academic experience: Fellow, Harvard Univ., Berkman Center for Internet and Society (2011-2012); Univ. of Maryland Baltimore, County, Assistant Professor, Dept. of Sociology and Anthropology (2008-2011)

Overseas experience: Turkey

Languages: Turkish

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Social Movements and New Media (INLS 089), Social Media and Society (INLS 690)

Research and teaching specializations: Society and Media; Race, Class, and Gender in technology

Number of dissertations or theses supervised in past five years: 4

Recent publications: with Matthew E. Brashears, "Are We All Equally at Home Socializing Online? Cybersociality and Evidence for an Unequal Distribution of Disdain for Digitally-Mediated Sociality," *Information, Communication & Society* 17 (2014), 486-502; "'Not This One': Social Movements, the Attention Economy, and Microcelebrity Activism," *American Behavioral Scientist* 57 (2013), 848-870; with Deen Freelon, "Introduction to the Special Issue on New Media and Social Unrest," *American Behavioral Scientist* 57 (2013), 843-847; with Christopher Wilson, "Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square," *Journal of Communication* 62 (2012), 363-379

RACHANA RAO UMASHANKAR

Title, tenure status: Lecturer, Dept. of Asian Studies (2012), untenured

Education: Ph.D, UNC-Chapel Hill (2012)

Previous academic experience: Univ. of North Carolina-Chapel Hill (2010-2012); Classroom Instructor, Summer Study Abroad in India, Department of Asian Studies, UNC (2008, 2009); Teaching Assistant, Department of Anthropology, UNC (2008)

Overseas experience: UK, India

Languages: Kennada, Hindi, Urdu, Persian, Arabic, German

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Elementary and Intermediate Urdu (HNUR 101-102, 203-204); Cracking India: Partition and Its Legacy in South Asia (ASIA 331)

Research and teaching specializations: Islam in South Asia, Politics of religion and religious identity, religion and the state, secularism and nationalism

Recent publications: "Metropolitan Microcosms: The Dynamic Sacred Spaces of Contemporary Sufi Shrines in India," under review; "The Diver's Eye: A Case against Critics of Cabk-e Hendi and the Rhetoric of Decline," under review; review of Kelly Pemberton, "Women Mystics and Sufi Shrines in India," *Asian Ethnology* 72 (2013), 158-60

JOHN VAN AALST

Title, tenure status: Assistant Professor of Surgery, Director of Pediatric and Craniofacial Plastic Surgery, UNC School of Medicine (2004), tenure-track

Education: M.D., Vanderbilt Univ. (1993)

Overseas experience: West Bank and Gaza Strip

Percent of time dedicated to Middle East training: 25%

Research and teaching specializations: Pediatric plastic surgery; craniofacial surgery; cleft lip and palate; hemangiomas; vascular malformations; craniofacial distraction and adult trauma

Recent publications: with C.R. Reed, L. Han, A. Andrady, M. Caballero, M.C. Jack, J.B. Collins, S.C. Saba, E.G. Lobo, "Composite Tissue Engineering on Polycaprolactone Nanofiber Scaffolds," *Annals of Plastic Surgery* 62 (2009), 505-12; with M. Hromadka, J.B. Collins, C. Reed, L. Han, K.K. Kolappa, B.A. Cairns, T. Andrady, "Nanofiber Applications for Burn Care," *Journal of Burn Care Research* 29 (2008), 695-703; with K.K. Kaloppa, A.M. Sadove, "Non-Syndromic Cleft Palate," *Journal of Plastic and Reconstructive Surgery*, 121 (2008), 1-14

Distinctions: Stryker Research Grant Award for "Umbilical Cord Mesenchymal Stem Cell Osteoinduction on PLGA Nanofibers" (2009); SmileTrain Educational Grant for Core Committee Meeting of the Palestinian Cleft Society (2008); National Institutes of Health, Loan Repayment Grant, for "Complex Tissue Engineering on Nanofiber Scaffolds" (2008)

DOROTHY VERKERK

Title, tenure status: Associate Professor of Art History, UNC (1994), tenured

Education: Ph.D., Rutgers Univ. (1992)

Previous academic experience: Lecturer, Montclair Univ. and William Patterson College (1991-92)

Overseas experience: Research Workshop of the Israel Science Foundation, Ben Gurion Univ. of the Negev (2006); extensive research throughout Europe

Languages: French (native/bilingual), German (native/bilingual), Latin (native/bilingual)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Medieval Art (ART 264)

Research and teaching specializations: Late Antique studies

Number of dissertations or theses supervised in past five years: 17

Recent publications: "Life After Death: The Afterlife of Early Medieval Sarcophagi," in Éamonn Ó Carragáin and Carol L. Neuman de Vegvar, eds., *Felix Roma: Formation and Reflections of Medieval Rome* (Ashgate, 2008); with J. Snyder and H. Luttikhuisen, *Art of the Middle Ages*, 2nd ed. (Prentice Hall, 2006); *Early Medieval Book Illumination and the Ashburnham Pentateuch* (Cambridge Univ. Press, 2004)

Distinctions: Juror, Medieval Studies, American Academy in Rome (2008, 2009); Consultant and Collaborator, *Finding the Celtic*, National Endowment for the Humanities Initiative Award (2007); EDUCAUSE Medal for intelligent use of information technology (1999)

ELLEN WELCH

Title, tenure status: Assistant Professor of French, UNC (2008), tenure-track

Education: Ph.D., Univ. of Pennsylvania (2008)

Overseas experience: Attended Universités de Paris I and III (1999), Université de Grenoble (2004); extensive research in Europe

Languages: French (native/bilingual), Spanish (professional), Arabic (limited working knowledge), Latin (limited working knowledge)

Percent of time dedicated to Middle East courses: 25%

Relevant courses taught: Writing the Mediterranean in Early Modern France (FREN 594); French and Francophone Prose (FREN 382)

Research and teaching specializations: Mediterranean studies; postcolonial rewritings of seventeenth-century histories; seventeenth-century French literature; early modern translation theories and practices; literary and cultural theory; the history of the novel; theater; court entertainment, early modern diplomacy

Recent publications: "The Specter of the Turk in Early Modern French Court Entertainments," *Esprit Créateur* 53 (2013), 84-97; "State Truths, Private Letters, and Images of Public Opinion in the Ancien Régime: Sévigné on Trials," *French Studies: A Quarterly Review* 67 (2013), 170-83; "Dancing the Nation: Performing France in Seventeenth-Century *Ballets des nations*," *Journal for Early Modern Cultural Studies* 13 (2013), 1-23

Number of dissertations or theses supervised in past five years: 3

Distinctions: ACLS Charles W. Ryskamp Fellowship; National Humanities Center Josephus Daniels Fellowship of the Research Triangle Foundation; J. Douglas Canfield Award for Postgraduate Scholarship, *Journal for Early Modern Cultural Studies* (2007); course development grant and research travel grant, Program in Medieval and Early Modern Studies, UNC (2009-10)

NADIA YAQUB

Title, tenure status: Associate Professor of Arabic Language and Literature, UNC (2000), tenured

Education: Ph.D., Univ. of California, Berkeley (1999)

Previous academic experience: Lecturer in Arabic, Univ. of Washington (1998-2000)

Overseas experience: Fulbright Study Grants, Syria (1986-87), Egypt (1991-92); research in Palestine/Israel (1995, 1996, 2006, 2009), Lebanon (2002, 2010, 2011, 2012), Jordan (2006, 2008, 2009, and 2012)

Languages: Arabic (near native), French (professional), German (limited working knowledge)

Percent of time dedicated to Middle East courses: 100%

Relevant courses taught: Advanced Arabic (ARAB 407-408); Modern Arabic Literature in Translation (ARAB 434); Imagining Palestine (ARAB 452); Film, Nation, and Identity in the Arab World (ARAB 453); Survey of Arabic Literature (ARAB 151); Women and Leadership in the Arab World (ARAB 350); Arab World Photography (ASIA 64)

Research and teaching specializations: Palestinian literature and film; oral Arabic poetry; women's studies and the Arab world; visual studies of the Arab world

Recent publications: "Narrating the Nakba: The Seventh Decade," in Dina Matar and Zahera Harb, eds., *Narrating 'Conflict': Discourse, Spectacle, Commemoration and Communication Practices in Palestine and Lebanon* (I.B. Tauris, 2013); Karima Laachir and Saeed Talajooy, eds., "Azza Hassan and Impossible Filmmaking in Israel/Palestine," in *Resistance in Contemporary Middle Eastern Cultures* (Routledge, 2013); "Utopia and Dystopia in Palestinian Circular Journeys from Ghassan Kanafani to Contemporary Film," *Middle Eastern Literatures* 15 (2012), 305-18; *Pens, Swords, and the Springs of Art: The Oral Poetry Dueling of Palestinian Weddings in the Galilee* (Brill, 2006).

Distinctions: Carolina Women's Scholar (2012-13); UNC Academic Leadership Fellow (2012); American Council of Learned Societies/National Endowment for the Humanities/Social Science Research Council Fellow (2010); James Moeser Award (2009), Institute for the Arts and Humanities Fellow (2004), UNC

KARIN YEATTS

Title, tenure status: Research Assistant Professor of Epidemiology (2002), untenured

Education: Ph.D., UNC (1997)

Previous academic experience: Postdoctoral Fellow, Univ. of North Carolina (1999-2002)

Overseas experience: "Indoor Air, Health, and Nutrition" study in the United Arab Emirates (2008-)

Percent of time dedicated to Middle East partnerships: 25%

Research and teaching specializations: Epidemiology

Recent publications: Cohen R, Sexton KG, Yeatts KB, "Hazard Assessment of United Arab Emirates (UAE) Incense Smoke," *Science of the Total Environment* 458 (2013), 176-86; Yeatts KB, El-Sadig M, Leith D, Kalsbeek W, Al-Maskari F, Couper D, Funk WE, Zoubeidi T, Chan RL, Trent CB, Davidson CA, Boundy MG, Kassab MM, Hasan MY, Rusyn I, Gibson JM, Olshan AF, "Indoor Air Pollutants and Health in the United Arab Emirates," *Environmental Health Perspectives*, 120 (2012), 687-94; Yeatts KB, El-Sadig M, Ali HI, Al-Maskari F, Campbell A, Ng SW, Reeves L, Chan RL, Davidson CA, Funk WE, Boundy MG, Leith D, Popkin B, Gibson JM, Rusyn I, Olshan AF, "Conducting Environmental Health Research in the Arabian Middle East: Lessons Learned and Opportunities," *Environ Health Perspectives*, 120 (2012), 632-6

Distinctions: Research grants from the Gillings Innovation Lab (2008-10), GRACE Foundation (2007-10), and National Institutes of Health (2004-9)

CANGÜZEL ZÜLFİKAR

Title, tenure status: Lecturer in Turkish (2006), untenured

Education: Ph.D. in History, Hacettepe Univ., Turkey (1999)

Previous academic experience: Visiting Assistant Professor of Religious Studies, UNC (2005-6); Visiting Assistant Professor of Religion, Duke Univ. (2005-6); Adjunct Assistant Professor of History, North Carolina State Univ. (2008); Adjunct Assistant Professor of History, Meredith College (2008)

Overseas experience: Lecturer, Gazi Univ. (1988-95) and Bilkent Univ., Turkey (1995, 1999-2001)

Languages: Turkish (native/bilingual); Ottoman Turkish (native/bilingual); English (native/bilingual); Persian (limited working knowledge); Arabic (limited working knowledge)

Percent of time dedicated to Middle East courses and program: 100%

Relevant courses taught: Muslim Societies to 1500 (HIST 138); Modern Middle East History (HIST276); Sufism (RELI 581); Elementary and Intermediate Turkish (TURK 101-102, 203-204); Turkish Language Across the Curriculum (LAC) (SPCL 390.001)

Research and teaching specializations: Muslim Charitable Endowments, History of Ottoman Empire; Sufism, Muslim Civilizations, Muslim Women.

Recent publications: "A Contemporary Sufi: Kenan Rifai Büyükaksoy's Understanding of Women and Sâmiha Ayverdi," in Turkish, in *Kadın ve Tasavvuf* (Nefes, 2008), 174-89

Appendix D. Performance Measurement Form

Goal 1. Increase enrollment in Persian and Turkish language programs through cross-campus integration by 25 percent									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Introduce 2 cross-campus language courses in Turkish and Persian by the end of Year 4	A.1. Hire full-time Turkish lecturer A.2. Complete private fundraising, hire assistant professor of Persian A.3. Offer cross-campus courses in Turkish and Persian								
B. Increase course enrollments in Persian and Turkish by 25 percent by the end of Year 4	B.1. Offer cross-campus courses B.2. Offer one third-year Turkish course through national consortium B.3. Promote Persian and Turkish language offerings to diverse groups of students								

Goal 2. Increase enrollment in undergraduate and graduate curricula by 25 percent									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase enrollment in undergraduate curricula by 25 percent by the end of Year 4	A.1. Work with curricula directors to develop capstone courses A.2. Offer course development grants to faculty for capstone courses A.3. Publicize curricula and capstone courses								
B. Increase enrollment in graduate seminars by 25 percent by the end of Year 4	B.1. Develop seminars through course development grants B.2. Publicize seminars through departments and listservs								

Goal 3: Increase number of students from historically underrepresented groups* in Middle East studies by 25 percent									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase number of students from underrepresented groups in Middle East studies courses at Duke, UNC, and NCCU by 25 percent by the end of Year 4	<p>A.1. Conduct info sessions on Middle East studies opportunities for first year and transfer students at New Student and Parent Orientation sessions</p> <p>A.2. Develop social media messaging targeting underrepresented groups</p> <p>A.3. Develop strategic marketing materials such as videos and brochures geared toward underrepresented groups</p> <p>A.4. Provide information sessions for campus units that work primarily with underrepresented groups</p> <p>A.5. Conduct professional development and resource sharing on global opportunities for advising corps and faculty</p> <p>A.6. Coordinate with other international and area studies centers on these activities</p> <p>A.6. Offer new course on Middle East cultures at NCCU</p> <p>A.7. Coordinate Middle East events such as lectures, films, and workshops between NCCU, Duke, and UNC</p>								

B. Increase number of students from underrepresented groups in Middle East language courses at Duke, UNC, and NCCU by 25 percent by the end of Year 4	B.1-B.7. Same as above								
C. Increase number of students from underrepresented groups who apply to international programs in the Middle East, including study abroad and international internships, by 25 percent by the end of Year 4	C.1-C.7. Same as above C.8. In addition, conduct proposal-writing workshops targeting underrepresented students C.9. Participate in Diversity Abroad Network to learn best practices in improving access to international educational opportunities								
D. Increase number of students from underrepresented groups who participate in international programs in the Middle East, including study abroad and international internships, by 25 percent by the end of Year 4	D.1-D.9. Same as above								

*Underrepresented groups, as identified through institutional data in the Consortium’s ongoing evaluation efforts, include students from a wide range of racial and ethnic backgrounds, underprivileged socioeconomic background, first-generation college students, and students in STEM disciplines.

Goal 4: Increase the number of students in Middle East studies at North Carolina community colleges by 25 percent									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase the number of Middle East courses at North Carolina community colleges by 25 percent by the end of Year 4	<p>A.1. Recruit community colleges for the NC Global Distinction program</p> <p>A.2. Provide Middle East-oriented training for globally-intensive curriculum development teams at participating community colleges</p> <p>A.3. Provide Middle East studies course development grants for faculty at participating community colleges</p>								
B. Increase the number of students in Middle East courses at North Carolina community colleges by 25 percent by the end of Year 4	<p>B.1. Promote Middle East courses at participating community colleges through social media, brochures, and on-campus organizations</p> <p>B.2. Support Middle East-related activities and dialogue at community colleges through speakers, films, webinars, webcasts, and other activities that educate and inspire faculty and students</p>								

Goal 5: Increase the number of K-12 teachers trained in Middle East studies by 25 percent									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Introduce 2 or more courses with Middle East studies content at the UNC School of Education	<p>A.1. Work with UNC School of Education task force on internationalization</p> <p>A.2. Provide course development grants for Middle East-related curricular units</p> <p>A.3. Develop Middle East materials for “Global Week” activities in required pre-service courses</p>								
B. Increase Middle East training for K-12 teachers by 25 percent by the end of Year 4	<p>B.1. Collaborate with UNC School of Education and the Duke Program in Education on Middle East-related seminars and related activities</p> <p>B.2. Develop Middle East-related online training materials for K-12 teachers around North Carolina through NC Learn</p> <p>B.3. Sponsor one Middle East-focused teacher from Durham Public Schools in Duke Program in Education’s Teacher-Learner Collaborative Program</p> <p>B.4. Recruit pre-service education students to apply for FLAS fellowships</p>								

1. Duke University
2. North Carolina Central University
3. World View
4. UNC School of Education
5. Duke Program in Education

June 20, 2014

Professor Charles Kurzman
The University of North Carolina at Chapel Hill (UNC-CH)
Carolina Center for the Study of the Middle East and Muslim Civilizations
3023 FedEx Global Education Center
301 Pittsboro St, CB #7582
Chapel Hill, NC 27599-7582

Reference: *Response to Call for Applications Number CFDA 84.015A, entitled "National Resource Centers Program for Foreign Language and Area Studies," dated May 30, 2014 (FLAS)*

Dear Professor Kurzman,

This letter confirms that the appropriate program and administrative personnel at Duke University have reviewed the above referenced Solicitation/RFP/RFA and are committed to enter into a subcontract with The University of North Carolina at Chapel Hill (UNC-CH) for the performance period of 8/15/2014 to 8/14/2018. The work to be performed by Duke University does not include animal and/or human research subjects. The UNC-CH Principal Investigator on this proposal is Professor Charles Kurzman. Duke University does maintain an active and enforced conflict of interest policy meeting the requirements of 42 CFR Part 50, Subpart F and 45 CFR Part 94.

The Duke University Middle East Study Center's budget, budget justification and scope of work are provided as separate enclosures to this letter. The estimated cost of the proposed subcontract will not exceed \$708,000 and includes appropriate direct and indirect costs.

Furthermore, by submission of this commitment letter Duke University and its Principal Investigator (PI) certify (1) that the information submitted within the application is true, complete and accurate to the best of the Duke University Middle East Study Center and PI's knowledge; (2) that any false, fictitious, or fraudulent statements or claims may subject the Duke University and PI to criminal, civil, or administrative penalties; and (3) that the PI agrees to accept responsibility for the scientific conduct of the project and to provide the required progress reports if an award is made as a result of UNC-CH's application.

If you have any questions, please contact the undersigned.

Sincerely,



Signature of Authorized Organization Official



Signature of Principal Investigator

Enclosed:
Budget, Budget Justification, Scope of Work

June 20, 2014

Professor Charles Kurzman
The University of North Carolina at Chapel Hill (UNC-CH)
Carolina Center for the Study of the Middle East and Muslim Civilizations
3023 FedEx Global Education Center
301 Pittsboro St, CB #7582
Chapel Hill, NC 27599-7582

Reference: *Response to Call for Applications Number CFDA 84.015A, entitled "National Resource Centers Program for Foreign Language and Area Studies," dated May 30, 2014 (NRC)*

Dear Professor Kurzman,

This letter confirms that the appropriate program and administrative personnel at Duke University have reviewed the above referenced RFP and are committed to enter into a subcontract with The University of North Carolina at Chapel Hill (UNC-CH) for the performance period of 8/15/2014 to 8/14/2018. The work to be performed by Duke University does not include animal and/or human research subjects. The UNC-CH Principal Investigator on this proposal is Professor Charles Kurzman. Duke University does maintain an active and enforced conflict of interest policy meeting the requirements of 42 CFR Part 50, Subpart F and 45 CFR Part 94.

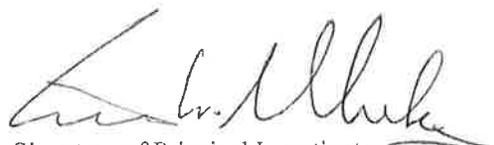
The Duke University Middle East Study Center's budget, budget justification and scope of work are provided as separate enclosures to this letter. The estimated cost of the proposed subcontract will not exceed \$477,518 and includes appropriate direct and indirect costs.

Furthermore, by submission of this commitment letter Duke University and its Principal Investigator (PI) certify (1) that the information submitted within the application is true, complete and accurate to the best of the Duke University Middle East Study Center and PI's knowledge; (2) that any false, fictitious, or fraudulent statements or claims may subject the Duke University and PI to criminal, civil, or administrative penalties; and (3) that the PI agrees to accept responsibility for the scientific conduct of the project and to provide the required progress reports if an award is made as a result of UNC-CH's application.

If you have any questions, please contact the undersigned.

Sincerely,


Signature of Authorized Organization Official


Signature of Principal Investigator

Enclosed:
Budget, Budget Justification, Scope of Work



James E. Shepard

June 24, 2014

Charles Kurzman, Professor
Carolina Central for the Student of the Middle East and Muslim Civilizations
The University of North Carolina at Chapel Hill
3023 FedEx Global Education Center
301 Pittsboro St., CB #7582
Chapel Hill, NC 27599-1350

Dear Professor Kurzman:

This letter affirms North Carolina Central University's intent to support the project entitled "NCCU Arabic Program" and agrees to adhere to all the terms and conditions of the National Centers Program. The attached budget and budget justification has been approved by the Office of Sponsored Research and Programs here at North Carolina Central University (NCCU). If awarded, the subcontract shall not exceed \$51,782. The performance period is 08/15/2014 through 08/14/2018.

Dr. Emmanuel Oritsejafor, Chair, in the Department of Political Science will serve as the Principal Investigator.

Should the proposal be successful, please contact the Office of Sponsored Research and Programs. For any issues pertaining to the transfer of funding please contact our Post Award Unit, formerly Contracts and Grants at 919 – 530 – 7333.

Thank you in advance for your time and consideration and we look forward to working with your institution on this project.

Sincerely,

Edith A. Hubbard, Director
Office of Sponsored Research and Programs



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

**WORLD VIEW:
AN INTERNATIONAL PROGRAM FOR EDUCATORS**

CARR BUILDING	T 919.962.9264
230 E. CAMERON AVENUE	F 919.962.6794
CAMPUS BOX 8011	worldview@unc.edu
CHAPEL HILL, NC 27599-8011	worldview.unc.edu

June 10, 2014

Dear UNC Area and Global Studies Directors:

In my capacity as Associate Director of World View, I am responsible for enhancing the international expertise and engagement of faculty and students in North Carolina's Community College System, and I meet regularly with the presidents and faculty of most of the 58 campuses in the system. Since 2010 World View has worked with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop greater global awareness and area studies content in activities and courses at 32 Community Colleges. In the past four years, UNC course development grants to CC faculty have generated international content in more than 80 CC courses where none existed previously. UNC Area Studies Librarians have worked closely with community college faculty on research visits arranged by World View, and more than 270 CC faculty members have participated in World View events, 71 of whom are from Tier 1 counties, the most economically disadvantaged in our state.

During the Title VI 2014-2017, World View is pleased to work with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop and organize innovative educational programs. The NC Global Distinction initiative, for example, will bring together expertise from UNC World View, NC Community Colleges, and the African Studies Center, Carolina Asia Center, Center for European Studies, Center for Global Initiatives, Center for Latin American and Caribbean Studies at the University of North Carolina and Duke University, Duke-UNC Consortium in Middle East Studies, and the Duke/University of North Carolina Center for Slavic, Eurasian, and East European Studies. This initiative will globalize the community college curriculum and increase faculty and student involvement in global issues, activities and dialogue. Through this initiative we will develop a state and national model of best practices for internationalizing the community college curriculum and university-community college global education collaboration.

We look forward to our collaborations,

Neil Bolick, Associate Director
World View



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN

CAMPUS BOX 3500
PEABODY HALL
CHAPEL HILL, NC 27599-3500

T 919.966.7000
F 919.962.2563

June 19, 2014

To: Duke-UNC Consortium for Middle East Studies

From: Bill McDiarmid *BMcD*
Dean and Alumni Distinguished Professor of Education

The School of Education feels very fortunate to be included in the project that you are proposing. As you know, the School has made internationalizing our curriculum, research, programs, faculty, and students a priority. The activities you are planning will support our efforts to ensure that the educators we are preparing recognize the critical importance of bringing a global perspective to their work with students.

The proposal to create a workshop series aligned with the Department of Education's 2012-16 International Strategy and designed to expand our faculty's and students' knowledge of area studies and global studies is consistent with our mission and will advance our internationalization goals. In addition, through LEARN NC – our digital outreach platform to educators across the state and beyond – we will be able to disseminate these collaboratively developed workshops broadly.

The proposal to make resources available to School of Education faculty to integrate area studies and other global content into their courses is also an excellent idea. I am certain that a number of our faculty in educator preparation programs will take advantage of such an incentive. The curricula that they develop can, again, be widely disseminated through LEARN NC. In addition, these same faculty can use the materials and lesson plans they develop in their professional development work with practicing teachers.

Duke University

DURHAM
NORTH CAROLINA
27708

PROGRAM IN EDUCATION
BOX 90739

TELEPHONE: (919) 660-3075
FAX: (919) 660-3080

June 27, 2014

Charles Kurzman
Director, Duke-UNC Consortium for Middle East Studies
3023 FedEx Global Education Center
University of North Carolina at Chapel Hill
301 Pittsboro St., CB # 7582
Chapel Hill, NC 27599-7582

Dear Dr. Kurzman,

The Duke Program in Education is pleased to support the Duke-UNC Consortium for Middle East Studies's application to the Department of Education's Title VI program. Along with other international and area studies centers at Duke, we are launching an exciting initiative with the Durham Public Schools to promote the internationalization of K-12 curricula across the school district. The Program in Education's Teacher-Learner Collaborative will select teachers for a two-day workshop and eight one-day seminars over the course of each year, beginning in Fall 2015, in order to study connections between the global and the local and to develop internationalized teaching materials for themselves and their colleagues. I am enthusiastic about the Duke-UNC Consortium for Middle East Studies's plan to sponsor one teacher per year with a focus on Middle East subjects.

Sincerely,



Jan Riggsbee, Ed.D.
Director of the Program in Education,
Associate Professor of the Practice Director,
Elementary Teacher Preparation Program

Supplemental Forms and Certifications

**1. Application World Region or Thematic Focus
FY 2014-2017**

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

APPLICATION TYPE

- Comprehensive NRC and FLAS**
- Undergraduate NRC and FLAS**
- Comprehensive NRC only**
- Undergraduate NRC only**
- FLAS only**

Supplemental Forms and Certifications

2. FLAS Eligible Languages Sheet

Language	Eligible Now
Arabic	Yes
Hebrew	Yes
Persian	Yes
Turkish	Yes
Urdu	Yes

Supplemental Forms and Certifications

3. General Education Provisions Act (GEPA) Section 427 Statement

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.

Duke and UNC are committed to offering equitable access to all university programs. The Consortium will continue to work with the Duke Office for Institutional Equity and the UNC-Chapel Hill Equal Opportunity/ADA Office to recruit high-quality applications from members of underrepresented groups (Narrative Section 6.C) and ensure access to Consortium activities for students with mobility-impairment, hearing-impairment, and other special needs (Narrative Section 9.B). It will continue to work with the graduate schools on both campuses to recruit high-quality applications for graduate study from members of underrepresented groups. It will continue to work with minority student groups to co-sponsor events and coordinate outreach activities (Narrative Section 9.B).

In addition, the Consortium is developing new initiatives to improve access to Middle East teacher-training programs among instructors at Historically Black Colleges and Universities through World View's "NC Global Distinction" partnership with the North Carolina community college system, including six Title III-eligible colleges (Narrative Section 7; Budget Section 8.A); and to improve access to Middle East studies at North Carolina Central University (NCCU) through the development of an Arabic-language program and other collaborations with Consortium activities (Narrative Sections 7 and 8; Budget Section 1.B, 1.C, and 8.B).

Supplemental Forms and Certifications

4. Diverse Perspectives and Wide Range of Views in Funded Activities

Section 602(e) Information Requirement 1: Diverse Perspectives in Funded Activities. Provide an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The Duke-UNC Consortium for Middle East Studies welcomes all perspectives and views on the Middle East and its relations with other regions of the world, including the United States. Participation in the Consortium's activities is never limited on the basis of these perspectives and views. The Consortium's public events attract participants from North Carolina's military bases, student and community activists, and audiences of all political and ethno-religious persuasions. The Consortium's courses also involve the presentation and discussion of multiple perspectives, both within single courses and across the curriculum.

The Consortium takes special efforts to bridge divides within Middle East studies, especially concerning the Israel-Palestine conflict. The directors of the Consortium's UNC branch and the Carolina Center for Jewish Studies have ex officio membership on each other's advisory board, and the director of the Duke Center for Jewish Studies has served on the executive committee of the Consortium's Duke branch. The Consortium has partnered with Jewish studies organizations on both campuses on many programs, including a regularly offered team-taught course at Duke on the literature of the Israel-Palestine conflict. In addition, the Consortium encourages and supports creative collaborative activities by Muslim and Jewish student groups, such as the Annual Jewish-Muslim Arts Fest and the 2013 interfaith comedy event "Laugh in Peace," which was sponsored by Jewish, Muslim, and Christian groups.

Supplemental Forms and Certifications

5. Government Service in Areas of National Need and in Other Employment Sectors

Section 602(e) Information Requirement 2. A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

All of the Consortium's activities involve the study of the Middle East, which the Department of Education has identified as an area of national need. The Consortium encourages government service through advertisement and support for student applications for scholarships and other awards that promote public service. In the past four years, these efforts have succeeded, with Consortium students winning 14 State Department Critical Language scholarships, among other awards (Narrative Section 2.A). In addition, the Consortium works with the Duke and UNC offices of career counseling to make information available to students about Middle East-related government careers, as well as careers in education, business, and nonprofit sectors (Narrative Section 2.B). At the faculty level, the Consortium seeks out and distributes information on government and non-governmental grant opportunities, and puts government agencies, educational institutions, businesses, and nonprofit organizations in contact with Consortium faculty specialists in areas of national need.

[Signatures of authorized representatives on following pages.]

Supplemental Forms and Certifications

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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: Duke-UNC Consortium for Middle East Studies

Name of Authorized Representative: Barbara Entwisle

Title: Vice Chancellor for
Research, UNC

Signature:

Date:



6/20/2014

Supplemental Forms and Certifications
5. Government Service in Areas of National Need and in Other Employment Sectors

Section 602(e) Information Requirement 2. A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

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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: Duke University (Duke-UNC Consortium for Middle East Studies)

Keith Hurka-Owen, CRA

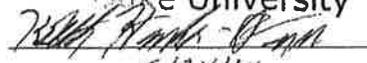
Name of Authorized Representative:

Director

Title:

Office of Research Support

Signature:

Duke University

5/24/14

Date:

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.

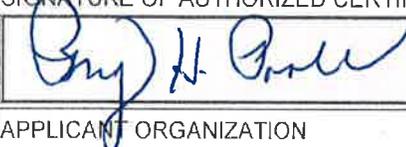
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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 Vice Chancellor for Research
APPLICANT ORGANIZATION The University of North Carolina at Chapel Hill	DATE SUBMITTED 6/24/14

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.

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director, Office of Research Support	
APPLICANT ORGANIZATION Duke University	DATE SUBMITTED 6/20/14	

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.

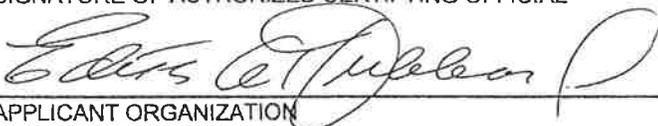
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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.
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18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Director, Office of Sponsored Research and Programs
APPLICANT ORGANIZATION North Carolina Central University	DATE SUBMITTED 6/24/14

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 \$10,000 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 subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The University of North Carolina at Chapel Hill	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Barbara"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Entwisle"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Vice Chancellor for Research"/>	
* SIGNATURE: <input type="text" value="Barbara Entwisle"/>	* DATE: <input type="text" value="6/24/14"/>

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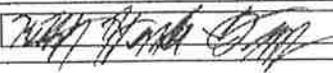
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* APPLICANT'S ORGANIZATION	
Duke University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Keith"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Hurka-Owen"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director"/>	
* SIGNATURE: 	* DATE: <input type="text"/>

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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* APPLICANT'S ORGANIZATION	
North Carolina Central University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Edith Middle Name: A.
* Last Name: Hubbard	Suffix:
* Title: Director, Office of Sponsored Research and Programs	
* SIGNATURE: 	* DATE: 6/24/14

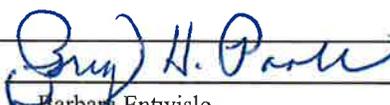
DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: The University of North Carolina at Chapel Hill 104 Airport Dr., Suite 2200, CB 1350 Chapel Hill, NC 27599-1350 Congressional District, if known: 4th	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: US Department of Education	7. Federal Program Name/Description: NRC/FLAS program CFDA Number, if applicable: <u>84.015A & B</u>	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> Beau Mills Director, Federal Affairs The University of North Carolina at Chapel Hill 300 Bynum Hall, CB 7006 Chapel Hill, NC 27599-7006	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> Hyland, Jim, 1101 Pennsylvania Ave Suite 600, Wash DC 20004	
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 this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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:  Print Name: <u>Barbara Entwisle</u> Title: <u>Vice Chancellor for Research</u> Telephone No.: <u>919-966-3411</u> Date: <u>6/24/14</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or

2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:

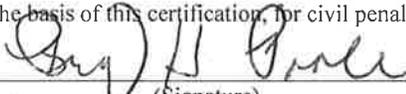
- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.



 (Signature)
 Dr. Barbara Entwisle

 (Typed or Printed Name)

6/24/2014

 (Date)

Name or number of ED program under which this certification is being made: CFDA 84.015A/84.015B