

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 # P015A140019 P015B140019

University of California/Regents

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF POST-SECONDARY EDUCATION
INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION**

Title VI, Higher Education Act of 1965, as Amended

**Comprehensive National Resource Center
Foreign Language and Area Studies Fellowships**

**PROPOSAL FOR GRANT PROJECT PERIOD
2014 - 2018**



**CENTER FOR MIDDLE EASTERN STUDIES
UNIVERSITY OF CALIFORNIA, BERKELEY**

340 Stephens Hall, #2314
Berkeley, CA 94720-2314
Tel: 510/642-8208
Fax: 510/643-3001
cmes@berkeley.edu
www.cmes.berkeley.edu

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

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

APPLICATION TYPE

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

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

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

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

ME

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/27/2014"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The Regents of the University of California"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6002123"/>	* c. Organizational DUNS: <input type="text" value="1247267250000"/>	
d. Address:		
* Street1: <input type="text" value="2150 Shattuck Avenue, Suite 300"/>	Street2: <input type="text" value="University of California"/>	
* City: <input type="text" value="Berkeley"/>	County/Parish: <input type="text" value="Alameda"/>	
* State: <input type="text" value="CA: California"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="94704-5940"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Sponsored Projects Office"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Paul"/>	
Middle Name: <input type="text" value="S."/>		
* Last Name: <input type="text" value="Martinez"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Contracts and Grants Officer"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="510-642-8115"/>	Fax Number: <input type="text" value="510-642-8236"/>	
* Email: <input type="text" value="psmartin@berkeley.edu"/>		

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-Grants-053014.001 / .002

* Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="695,811.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="695,811.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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



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:

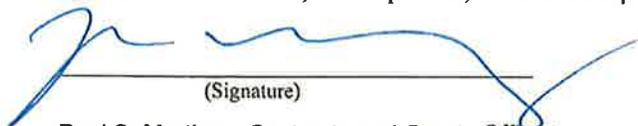
1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal 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-1134i);
 - 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)

6-25-14
(Date)

Paul S. Martinez, Contracts and Grants Officer
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: National Resource Centers Program
Foreign Language and Area Studies Fellowships Program
ED 80-0016 (Revised 2/01)

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

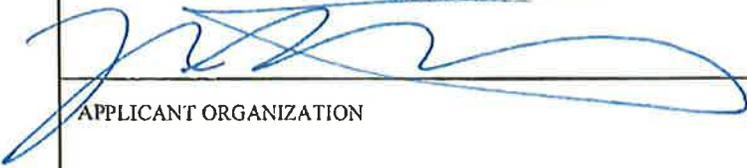
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §§1721 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, AAudits 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 Contract and Grant Officer
APPLICANT ORGANIZATION The Regents of the University of California	DATE SUBMITTED 6-25-14

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.

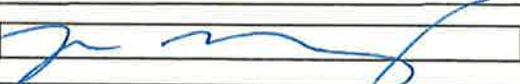
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-L.L.L., "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-L.L.L., "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 Regents of the University of California	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Paul Middle Name: S.
* Last Name: Martinez	Suffix: <input type="text"/>
* Title: Contract and Grant Officer	
* SIGNATURE: 	* DATE: 6-25-14

Information to Meet §602(e) Statutory Requirements

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

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

Please see Appendix F.

- 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.

Please see Appendix F.

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

Name of Applicant Institution and Center: The Regents of the University of California, UC Berkeley Center for Middle Eastern Studies

Name/Title of Authorized Representative (Printed): Paul S. Martinez

Title: Contracts and Grants Officer, Sponsored Projects Office Telephone: 510-642-8115
2150 Shattuck Ave, Suite 313, Berkeley CA 94707-5940

Signature:  E-mail: psmartin@berkeley.edu

Date: 6/25/14



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

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

Name of Institution/Organization

The Regents of the University of California, Berkeley

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	183,105	172,257	187,542	165,806	0	708,710
2. Fringe Benefits	56,367	52,607	64,190	56,755	0	229,919
3. Travel	0	2,000	0	1,000	0	3,000
4. Equipment	0	0	0	0	0	0
5. Supplies	5,000	5,000	0	0	0	10,000
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	72,020	76,595	55,395	65,270	0	269,280
9. Total Direct Costs (lines 1-8)	312,492	308,459	307,127	288,831	0	1,216,909
10. Indirect Costs*	25,319	24,677	24,570	23,106	0	97,672
11. Training Stipends	354,000	354,000	354,000	354,000	0	1,416,000
12. Total Costs (lines 9-11)	695,811	687,136	685,697	665,937	0	2,734,582

*** 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 X Other (please specify): DHHS The Indirect Cost Rate is 56.5 %
 (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
The Regents of the University of California, Berkeley						
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	0	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0	0
3. Travel	0	0	0	0	0	0
4. Equipment	0	0	0	0	0	0
5. Supplies	0	0	0	0	0	0
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	0	0	0	0	0	0
9. Total Direct Costs (Lines 1-8)	0	0	0	0	0	0
10. Indirect Costs	0	0	0	0	0	0
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (Lines 9-11)	0	0	0	0	0	0
SECTION C – BUDGET NARRATIVE (see instructions)						

ED524 SECTION C – BUDGET NARRATIVE

The proposed 2014-2018 budget for the Center for Middle Eastern Studies (CMES), a National Resource Center (NRC) at UC Berkeley, is designed to achieve the greatest good from a small proportion of seed dollars. Most projects will be jointly or entirely funded by existing Berkeley resources, with NRC funds applied to priority projects that are likely to leverage future support, such as the introduction of an M.A. in Middle Eastern Studies. The budget is designed to taper modestly over the four-year cycle. For a detailed line-item budget, please see **Appendix A**.

The PI has determined that this is a major project, as defined by OMB Circular A-21, and that it meets A-21 requirements for direct charging of administrative expenses. All effort and expenses charged to this project will be for services specific to the project, and not for general support of the academic activities of the faculty or department. In addition, effort charged to this project can be specifically identified to the project.

The total first-year direct-cost request for Salaries is \$183,105 and \$56,367 for Benefits, for a total of \$239,472, or about 35% of the total request for the year (including FLAS). Salary and benefits facilitate the primary activities of the NRC, including teaching, outreach, and program administration, and in all cases represent only fractions of individual salaries. However, this support enables new activities that will lead to long term improvements in the program and curriculum. Please note that Berkeley recently introduced a “composite benefits” system that was negotiated with the Department of Health and Human Services. For 2014-15, benefits rates are fixed at 36.8% for academics and 44.6% for staff. Rates will rise annually, and are expected to reach 42.6% for academics and 51.3% for staff by 2017-18.

We have made no first-year request for travel, and only \$3,000 over the life of the grant, representing a tenth of a percent of the total four-year grant expenses. In the first year we have budgeted \$5,000 (less than one percent of the overall first-year NRC request) for targeted digital and print acquisitions for the Middle East and Islamica collection of the Berkeley Library.

The category “Other” requests funding for a large number of teacher training and outreach activities, consistent with the NRC Absolute Priority and the two NRC Competitive Preference Priorities. This includes modest costs to launch two new structured collaborations with the Peralta Community College District, consistent with Competitive Preference Priority 1, and the California History-Social Science Project, for Competitive Preference Priority 2. As we will share costs with seven other NRCs on the Berkeley campus, these programs can be funded at a relatively low cost per center, while achieving maximum impact. Outreach funds will also support three existing ORIAS programs that continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. We are able to support three ORIAS programs for a modest sum because we not only share costs among the NRCs, but the salary for the coordinator, Michele Delattre, is covered by the University. The CMES additionally requests funding for another initiative that satisfies Competitive Preference Priority 1—a joint M.A. in Middle Eastern Studies, the first such program in the State, with San Francisco State University.

The remainder of requests in the “Other” category reflect funding for continuing and new workshops, conferences, and series, the majority of which feature a teacher or student training component. Finally, we request funding for evaluation activities by Dr. Brad Washington, and for a full-scale external review of the Middle East language program in 2014-15.

The FLAS budget requests eight graduate awards and two undergraduate awards each academic year, and eight awards each summer. We feel this request is justified by the fact that 100% of UC Berkeley FLAS-eligible languages—Arabic, Persian, Hebrew, and Turkish—are designated Priority Languages by the Department of Education. Moreover, training in these languages is in high demand among Berkeley students. Berkeley shows its commitment to funding students through FLAS awards by waiving non-resident tuition fees and by supplementing subsistence allowances for incoming students.

TABLE OF CONTENTS

Acronym Guide.....	i
Abstract.....	ii
1. Commitment to the Subject Area.....	1
2. Curriculum Design.....	5
3. Non-Language Instructional Program	12
4. Language Instructional Program.....	16
5. Library Resources	21
6. Staff Resources	23
7. Outreach Activities	27
8. Program Planning and Budget.....	32
9. Impact and Evaluation	41
10. Foreign Language and Area Studies (FLAS) Procedures.....	49
11. NRC Program Competitive Preference Priorities.....	50

TABLES

Table 1: Institutional Support for Middle Eastern Studies	2
Table 2: B.A.s Awarded to MES Concentrators.....	6
Table 3: Graduate and Professional Degrees Awarded to MES Concentrators	9
Table 4: UCB-Hosted Study-Abroad Program Participation	11
Table 5: Sample of Non-Language Courses	14
Table 6: Middle Eastern Language Enrollments by Year.....	17
Table 7: Sample of Language Courses	18
Table 8: Partnership for International Education.....	37

Table 9: Proposed Conferences, Workshops, and Series.....	40
Table 10: NRC Priorities	50
Table 11: FLAS Priorities.....	50

FIGURES

Figure 1: Project Budget.....	32
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APPENDICES

Appendix A: Budget.....	A 1-5
Appendix B: Teaching and Professional Staff.....	B 1-52
Appendix C: Course List	C 1-11
Appendix D: Performance Measure Forms	D 1-9
Appendix E: GEPA Statement.....	E 1-4
Appendix F: Statutory Requirements: Diverse Perspectives & Areas of National Need.....	F 1-2
Appendix G: Letters of Commitment	G 1-5

ACRONYM GUIDE

ACCC	Arab Cultural and Community Center of San Francisco
ACTFL	American Council on the Teaching of Foreign Languages
BCC	Berkeley City College
BLC	Berkeley Language Center, UC Berkeley
CMES	Center for Middle Eastern Studies, UC Berkeley
CSAS	Center for South Asia Studies, UC Berkeley
EOP	Educational Opportunity Program, UC Berkeley
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
FTE	Full-Time Equivalent
GSI	Graduate Student Instructor
HSSP	History-Social Science Project, UC Berkeley
IAS	International and Area Studies, UC Berkeley
ILR	Interagency Language Roundtable scale
ME	Middle East
MES	Middle Eastern Studies
MSI	Minority-Serving Institution
NES	Near Eastern Studies, UC Berkeley
NMELRC	National Middle East Languages Resource Center, Brigham Young University
NRC	National Resource Center
ORIAS	Office of Resources in International and Area Studies, UC Berkeley
SFSU	San Francisco State University
STEM	Science, Technology, Engineering, and Mathematics
UCB	University of California, Berkeley
UC	University of California System

ABSTRACT

The University of California, Berkeley (UCB) is the oldest public university in California, and the flagship institution of one of the most extensive public education networks in the world. The Center for Middle Eastern Studies (CMES) at UCB has promoted teaching, research, and outreach about the Middle East and North Africa since its establishment in 1963, serving 36,000 students in 130 different departments at UCB. The CMES supports an undergraduate major and several formal graduate programs, high-quality instruction in modern Arabic, Hebrew, Persian, and Turkish (in addition to their historical antecedents and other regional languages), and innovative area studies courses covering a range of topics and disciplines. CMES funds add value to UCB's 11-million-volume library and provide significant financial and academic support to undergraduate and graduate students. Each year, the CMES organizes a wide variety of public events, including a rich interdisciplinary lecture and film series, faculty-driven colloquia, and teacher training, all of which feature prominently in proposed 2014-2018 programming.

Outreach to K-12 and community colleges, community groups, and the general public has long been a major component of the CMES mission, but the 2014-2018 cycle will see a significant recalibration and commitment to a more proactive model of outreach, particularly to local schools, educators, and underrepresented students on and off the UCB campus. This shift is in line with the Department of Education's priorities for the Title VI cycle, and also reflects the changing commitments of the University of California (UC) system and UCB in particular, where 1 in 3 students have transferred from community colleges. Many of these students come from populations that are underrepresented in four-year colleges and reflect the changing demographics of the state: students of color, first-generation college students, and low-income students. Among these students, participation in foreign language and area study classes and overseas opportunities is markedly low, both within the UC system and at the national level. These numbers in turn translate to low representation in international business, diplomacy, academia, government, and other careers requiring international expertise. The activities of the 2014-2018 cycle reflect a commitment to creating and improving pathways to international education, not only for the many students at UCB, but also for students at the community colleges that form an integral part of California's public educational system. To this end, the CMES has leveraged its long-standing network of institutional and regional partners to significantly rethink, bolster, and expand outreach programming and teacher training.

In addition to the regular annual workshops for K-16 teachers hosted by the CMES and coordinated through the UCB Office of Resources for International and Area Studies (ORIAS), the CMES and affiliated UCB National Resource Centers (NRCs) have launched a new, permanent **Partnership for International Education** with the Peralta Community College District, a local district of four Title III and V Minority-Serving Institutions (MSIs) serving 28,500 students. The CMES will additionally partner with San Francisco State University, a Title III and V MSI, to develop, propose, and launch an **M.A. program in Middle Eastern Studies**, the first of its kind in the State of California, which will make advanced language instruction, coursework, and career guidance available to a broad population of students. The CMES' collaboration with the San Francisco Arab Cultural and Community Center on **Middle East curriculum development and training for high school teachers** will reach teachers and their 55,000 students across the San Francisco Unified School District. Collaboration with the **Asian Art Museum of San Francisco**, coinciding with a major exhibition on the Middle East and Islamic World, will bring UCB faculty and graduate student expertise to programs developed for the roughly 30,000 students served by the museum's education office. Finally, a partnership with the **UC Berkeley History-Social Science Project** will infuse Middle East content into pedagogy workshops built around the Common Core Standards while offering professional development credit to K-12 teachers. On campus, CMES projects align with the overall UC mission to improve the experience of transfer students and increase representation in international education. Working with the UCB Educational Opportunity Program and campus NRCs, the CMES has proposed a new course, **Accessing International Education**, developed to increase participation in international educational opportunities of students who are currently underrepresented in study abroad programs, foreign language programs, and international careers. An Innovation Grant from the UC Berkeley Vice Chancellor for Equity and Inclusion will allow us to introduce this course in the fall of 2014.

While the CMES has been a dynamic force for excellence in Middle Eastern Studies in the United States since its inception, the current proposal seeks to significantly broaden its reach, ensuring that quality Middle East-related programming is accessible to the widest possible number of constituents, and that it reflects the changing demographics and needs of both the State of California and the students it serves.

1. COMMITMENT TO THE SUBJECT AREA

The University of California, Berkeley (UCB) has consistently offered training in Middle Eastern Studies for over a century, one of only a few American public institutions to do so. The Department of Near Eastern Studies (NES), founded in 1894, is among the oldest of its kind in the country; the Center for Middle Eastern Studies (CMES) was founded in 1963 to help lead the transition toward modern area studies and add a public outreach component to academic programs. With the aid of federal grants, university funding, and private endowments, the CMES has been instrumental in developing a broad program of Middle Eastern Studies (MES) at UCB, including an undergraduate major and minor in MES and several formal graduate tracks. In addition, the CMES has successfully advocated for faculty hires with Middle East specialization across disciplines, provided expansive support for research projects that highlight the Middle East, and administered a lively program of public and K-16 outreach. The Center's commitment to its role as an institutional and public resource is manifest in a carefully conceived program of academic and outreach activities that highlight the global interconnectedness of the myriad people, cultures, and languages of the Middle East and North Africa in an inclusive, interdisciplinary manner. The CMES' status as a National Resource Center (NRC) is critical to further institutionalizing MES within the UC curriculum and ensuring that Middle East (ME)-related public outreach continues to grow.

1.1 Institutional Support for Center Operations

Despite shrinking budgets, the University of California, Berkeley has committed substantial financial and intellectual resources to MES over the past decades (**Table 1**).

Estimated Annual Institutional Support			
Program Operation		Linkages Abroad	
• CMES Salaries and Benefits	\$307,251	• Approximate salary and benefits for Berkeley Study Abroad office, assuming 12% ME commitment	\$315,900
• Operations (reflects UC overhead, including IT support, purchasing, etc.)	\$360,000		
Total Program Operation	\$667,251	Total Linkages	\$315,900
Teaching Staff		Support for Outreach	
• Language faculty salary and benefits (includes part-time specialists)	\$1,185,634	• Salary and benefits of ORIAS Coordinator	\$53,555
• Non-language faculty salary and benefits (includes part-time specialists)	\$4,967,100	• Salary and benefits for UCB HSSP staff	\$416,693
		• Innovation Grant for Accessing International Education	\$10,610
Total Teaching	\$6,152,734	Total Outreach	\$480,858
Library Resources		Support for Students	
• ME Staff salaries	\$448,162	• Student support from CMES endowments	\$180,000
• ME Acquisitions	\$191,000	• UCB aid for ME concentrators	\$3,338,000
Total Library	\$639,162	Total Student Support	\$3,158,000

Table 1 – Institutional Support for the CMES

Classified as an Organized Research Unit, the CMES was granted a regular, permanent line item in the UCB budget in the 1990s in order to partially fund its operation. The CMES reports directly to the Vice Chancellor for Research, and an administrative unit within Campus Shared Services provides computing services, website hosting, and data collection. The university pays the entirety of salary and benefits for the CMES Chair, and 50% of salary and benefits of CMES Staff, including a Vice Chair/Outreach Director, Center Manager, and a part-time Administrative Coordinator.

1.2 Institutional Support for Teaching Staff

Faculty and other teaching salaries account for the largest financial contribution by the university to MES. This includes salaries and benefits for 39 ladder-rank ME-related professors (**Appendix B**), 22 lecturers, and around 18 part-time Graduate Student Instructors (GSIs) at any given time, at a median annual salary of \$85,500 for ladder-rank faculty or \$76,524 for lecturers.

All GSIs at UCB receive pedagogy training at the GSI Teaching and Resource Center, an academic unit within the Graduate Division that prepares graduate students in all disciplines for the teaching they will do at Berkeley and in future careers.

1.3 Institutional Support for Library Resources

UCB subsidizes the library resources for ME-related scholarship through annual allocations for books and journal acquisitions in Arabic, Hebrew, Persian, and Turkish, as well as minority languages of the region, and broader Judaica. The Library pays the salaries and benefits of a Middle East/Islamica librarian and a Judaica librarian, a Middle East cataloguer, and a part-time curatorial assistant, plus part-time student staff with fluency in ME languages (**Table 1**).

1.4 Institutional Support for Linkages Abroad

The University's Office of Global Engagement maintains linkages with nearly 200 international institutions, typically characterized by agreements that facilitate the exchange of faculty, graduate and undergraduate students, and/or researchers for periods of up to one academic year. In addition, the Berkeley Study Abroad office (BSA) employs a staff of 27, who together serve 1,500-5,000 students per year. The UC system maintains formal student exchange programs with the American University in Cairo (Egypt), Ben Gurion University of the Negev (Israel), Hebrew University (Israel), Mohammed V University (Morocco), Bilkent University (Turkey), Boğaziçi University (Turkey), and Koç University (Turkey). UCB has also negotiated exchange agreements for students and faculty with institutions in Armenia, Azerbaijan, Kuwait, Lebanon, Saudi Arabia, and the United Arab Emirates.

1.5 Institutional Support for Center Outreach Activities

The University makes a significant commitment to K-12 and community college outreach by covering the majority of costs associated with the Office of Resources for International and

Area Studies (ORIAS), principally the salary and benefits of the Outreach Coordinator, Michele Delattre (Table 1). ORIAS has synthesized, coordinated, and magnified the outreach efforts of the eight NRCs at UCB for almost two decades through the planning and execution of community college and K-12 educator workshops. The UCB NRCs jointly sponsor ORIAS, with each contributing additional funds to support outreach specific to its respective world area; in the past year, ME-specific ORIAS projects included a one-day Arabic Without Walls program for local high school students, and sponsored the participation of K-16 teachers in the program “Baghdad in its Golden Age” (Section 7).

UCB also supports the UCB History-Social Science Project (HSSP), a member site of the California History-Social Science Project, with whom the CMES will collaborate in 2014-2019 for K-12 teacher training workshops (Section 7.1; 8.7). The HSSP provides educators with professional learning opportunities including workshops, leadership institutes, and in-service programs. UCB supports five full-time staff in the HSSP office.

The University additionally provides support to MES at the individual project level. UCB frequently invites campus units to apply for funding to further their respective missions; in the spring of 2014 the Vice Chancellor for Equity Inclusion funded the NRCs’ joint Innovation Grant proposal for a new one-unit course that will market international education opportunities to underrepresented students (Section 8.2).

1.6 Institutional Support for Qualified Students in Fields Related to the Center’s Program

The University of California maintains a need-blind admissions policy and provides substantial support to its students, which translates to significant support for students concentrating in MES. 40% of UCB undergraduates pay no tuition of any kind—a high proportion for a public university. As of 2014, 65% of UCB undergraduates received direct

subsidies in the form of tuition remission and grants averaging \$16,600 per student. UCB students have lower indebtedness than students at any other public institution; 40% of UCB undergraduates take out loans to pay for their education, compared to the national average of 56%. Graduate students are supported through a combination of University funds and funds from federal agencies, private foundations, and endowments. The recent “Campaign for Berkeley” doubled the number of existing endowed fellowships, raising \$253,963,211 for student support. Most graduate students are funded through a combination of multi-year campus fellowships, departmental funds, and teaching or research assistant packages.

The CMES holds several endowments that together raise a total of approximately \$240,000 per year; 75% of these funds are earmarked for graduate and undergraduate student support in the form of travel subsidies and tuition waivers: the Sultan Program for Arab Studies (Sultan), the Al-Falah Program for Islamic Studies (Al-Falah), the Helen Diller Family Program for Israeli Students (Diller), the Andrew Mellon Fund for Travel and Research (Mellon), and most recently, the Ambassador J. Christopher Stevens Memorial Fund for Middle Eastern Studies (Stevens). This suite of programs ensures broad coverage of languages and regions—including the Arab World, Iran, Turkey, Israel, and North Africa—and diverse topics, from contemporary politics to urban planning to Islamic studies. The remaining 25% of funds support visiting professors and postdoctoral fellows who teach ME-related courses on campus.

2. CURRICULUM DESIGN

2.1 Undergraduate Instruction Incorporated into Degree Programs

UCB offers four undergraduate degree programs devoted specifically to the study of the Middle East: the major and minor programs in Middle Eastern Studies (MES) and Near Eastern Studies (NES), both of which feature an honors track. Between 2009 and 2013, 15% of ME

concentrators—i.e., graduating students who took 20 units or more of Middle East-related courses—were awarded a B.A. in MES or NES (a total of 112 students); the remaining 613 concentrators, some of whom minored in MES, came from 58 other departments within UCB, including Anthropology, Political Science, and

Major	2013	2009-2014
Anthropology	16	71
Development Studies	4	29
Environmental Engineering	1	10
History	12	55
Middle Eastern Studies	10	41
Molecular Biology	2	16
Near Eastern Studies	12	79
Peace and Conflict Studies	10	71
Political Economy	4	34
Political Science	15	83
Other Departments	72	236
Total	158	725

Table 2 – Middle East Concentrators Awarded B.A.s

disparate majors within International and Area Studies (IAS) (e.g., Peace and Conflict Studies, Development Studies, or Political Economy) (Table 2).

The Undergraduate Major in Middle Eastern Studies

The MES major was established in 1982 to provide students with an opportunity to study the modern ME within an area studies framework. The major was restructured in 2004-05 to accommodate rapid growth in student interest and the addition of new courses as a result of faculty hires. Interdisciplinary in scope, the MES major is administered through the IAS academic program, with the Chair and Vice Chair of the CMES serving as Co-Chairs of the major. MES is the only major in IAS requiring a thesis based on original research; honors theses require original research in a Middle Eastern language. In 2013, 10 students graduated with a B.A. in MES. Additional Title-VI-funded language and area courses are proposed to increase the number of students majoring in MES.

The Undergraduate Major in Near Eastern Studies

The Department of Near Eastern Studies (NES) offers three undergraduate major tracks: Near Eastern Languages and Literatures, Near Eastern Civilizations, and Ancient Egyptian and Near Eastern Art and Archaeology. In contrast to the MES major, the NES major emphasizes

course offerings on the ancient, classical, and pre-modern Middle East, although many NES undergraduates specialize in modern ME languages, i.e., Arabic, Hebrew, Persian, or Turkish. In 2013, 15 students graduated with a B.A. in NES.

2.2 Undergraduate Degree Requirements

Requirements for the undergraduate degree in MES were developed over the course of several years of meticulous planning. They are designed to achieve both a coherent body of knowledge about the ME and a useable set of research skills for students wishing to establish the groundwork for government service, international careers, or graduate or professional school. The requirements for the MES major include a gateway course, a minimum of two years of Middle Eastern language study (Arabic, Turkish, Persian, or Hebrew), three core courses in the history, politics, and cultures of the ME; and a cluster of four thematically-linked courses, two of which must be in the same department to provide disciplinary/methodological depth. The final requirement is a senior series of three courses with the thesis as a capstone. It is preceded in the fall semester with a course on methods, and complemented in the spring with a technical course on conducting and presenting research digitally.

The MES major is designed to enable students to develop expertise in a particular issue or topic within the field of MES, gain proficiency in at least one modern Middle Eastern language, and become familiar with interdisciplinary methodologies and approaches. The required courses broadly cover the geographic region encompassing the Arab world, Turkey, Iran, and Israel. They also cover the basic tenets of Islam, its historical development, and its relationship to sects and minority religions. Electives are offered across departments: recently offered courses include “Public Space in Middle Eastern Societies” (City Planning); “American Foreign Policy in the Middle East” (MES); “The Middle East and Islam” (Anthropology); and

“Women in the Arab and Muslim Worlds” (Gender and Women’s Studies). Seniors in the MES major undertake thesis research on diverse topics with individual faculty support; recent thesis titles include “The Muslim Brotherhood and the Rationality of Electoral Coalitions in Egypt’s 2011 Parliamentary Elections”; “Ethnic Politics in Afghanistan: The Taliban and Pashtun Nationalism”; “Higher Education and Rising Expectations among Qatari Women”; and “*Rouh Masri: Creating Egyptian Dance, 1950-2012.*”

The MES major is built on the development of excellent foreign-language speaking, reading, and writing skills; the ability to recognize and use interdisciplinary approaches in area studies; training in qualitative and quantitative methods of data analysis and interpretation; the ability to think critically and articulate arguments according to accepted academic rules and practices; and excellent written and oral communication skills. These skills are developed through engagement with a standard corpus of outstanding works in MES. The program in NES has similar requirements tailored to the study of languages and literature. NES majors are required to take an introductory course, two years of lower-division language courses, six advanced language courses, and two lecture courses.

2.3 Training Options for Graduate Students

Between 2009 and 2014 the University awarded graduate degrees to 171 students focusing on ME-related topics in 30 departments and 7 professional schools (**Table 3**). Graduate programs with formal tracks in MES include Near Eastern Studies, History, and International and Area Studies (IAS). In addition to the Ph.D. in NES, the Department of Near Eastern Studies offers eight specialized M.A. degrees. The Department of History offers an M.A. and a Ph.D. with a formal track in the History of the Middle East. The M.A. in IAS, Middle East track, is open to students already matriculated in one of Berkeley’s professional schools or

academic graduate programs, who extend their studies by one or two years for supplemental area studies training. This program allows students to add a Middle East component to their graduate or professional training. The current proposal seeks funding to establish the first *dedicated* M.A. program in Middle Eastern Studies in the state of California, a joint venture with San Francisco State University (**Section 8**).

In addition to these formal tracks, UC Berkeley has sufficient faculty expertise and course content related to the Middle East that Ph.D. students in Agricultural and Resource Economics, Anthropology, Architecture, Art History, City and Regional Planning, Comparative Literature, French, Gender and Women’s Studies, Geography, Rhetoric, Sociology, and other departments may complete Ph.D.s with a significant Middle Eastern focus. In 2013, 11 graduate students and 5 faculty from 10 different UCB departments presented papers at the annual conference of the Middle East Studies Association of North America, a testament to the breadth of disciplinary coverage at UCB.

2.4 Graduate Degree Requirements

Given the high national rankings of graduate programs at UCB, competition for entry is fierce. Students arrive well-prepared and advance quickly to high levels of scholarship. The graduate curriculum coordinated by the various degree programs, particularly the ME

Department/School	Graduate	Professional
Agricultural & Resource Economics	23	
Anthropology	16	
Architecture	13	8
City Planning	3	3
Civil Engineering		1
Comparative Literature	3	
Near Eastern Studies	23	
History	5	
History of Art	7	
International Studies	3	
Geography	4	
Sociology	7	
Political Science	8	
Mechanical Engineering		1
Public Health		1
Public Policy		3
Journalism		2
Statistics		1
Other (18)	36	
Total	151	20

Table 3 – Middle East Concentrators Awarded Graduate Degrees; 2009-2013

specialization within IAS, serves not only to train specialists with an in-depth knowledge of the ME, but also to help train professionals whose careers require familiarity with Middle Eastern affairs and languages. The CMES enriches the curricula of these programs by supporting disciplinary and interdisciplinary graduate seminars and workshops, specific area studies courses, language courses, lecture series, and travel and research for graduate students.

Prior to the dissertation, the Ph.D. in NES requires (1) Ph.D. coursework; (2) reading examinations in French and German (proficiency in another language may be substituted); (3) proficiency in one or two Near Eastern languages; (4) fieldwork for art history and archaeology majors; (5) written and oral qualifying examinations. The M.A. in NES includes tracks in Language and Literature and Archaeology and Art History, both of which require at least (1) 24 units of coursework; (2) three semesters of work in a Near Eastern language other than the student's major language; (3) two scholarly papers written independently or in connection with coursework; (4) written M.A. examinations.

UCB's Ph.D. degree program in History is famously rigorous. Prior to the dissertation, the Ph.D. in History, Middle East track typically requires that students master at least two Middle Eastern languages. Additional requirements include (1) two graduate courses per semester, taken for a letter grade; (2) third semester examinations; and (3) oral qualifying examinations.

The requirements of the joint M.A. in IAS, Middle East track, offered in conjunction with a given professional degree, depend on the curricula of the respective graduate or professional schools (e.g., the School of Public Policy). Requirements for adding a Middle East component include (1) at least one intermediate-level Economics course, at least two Social Science courses, and at least two area studies courses; (2) a minimum of 24 additional units of area studies coursework independent of courses taken for the primary degree; (3) demonstrated proficiency in

a modern foreign language relevant to the focus of study, equivalent to the completion of four college-level semesters; (4) thesis or oral exam (in addition to any thesis or exam taken for the primary degree).

2.5 Student Advising

Academic advising is provided by the individual departments or professional schools. Graduate students are assigned individual faculty advisors. The Career Center and Office of Student Affairs offer academic counseling and career advising and information about specific graduate programs and internships; the CMES provides individual career advising and disseminates information on jobs, fellowships, local events, and overseas study opportunities through its listserv of more than 1,400 recipients, through regular, open office hours of the Chair and Vice Chair, and through study abroad and career fairs. International and Area Studies, wherein the MES major is housed, has a dedicated student advising staff of five.

A key CMES project goal for the upcoming grant cycle is to increase awareness both of the availability of funding for the study of Middle Eastern languages, and of the career opportunities available to students with foreign language and area studies training related to the Middle East. **Section 8** describes the implementation of the Innovation Grant project, “Accessing International Education,” which will provide formalized advising and career presentations to students recruited through UC Berkeley’s Educational Opportunity Program.

2.6 Research/Training Programs Abroad

In 2012-2013, 25 UC Berkeley and 103 UC students participated in Study Abroad programs in the Middle East. While many students elect to participate in programs outside of the UC-wide Educational Abroad Program (EAP) program, students who study abroad under UCB auspices

Country	Students
Egypt	29
Israel	37
Jordan	5
Turkey	45
Total	116

Table 4 – UCB Students in EAP 2009-2014

take advantage of EAP centers in the Middle East (**Table 4**). Many EAP programs offer internship credit and work experience for students, in addition to academic credit.

2.7 Study Abroad at Other Institutions

UCB graduate and undergraduate students with Middle East concentrations often pursue study abroad opportunities outside the EAP network, particularly during the summer. Typically half of all Foreign Language and area studies (FLAS) recipients elect to undertake advanced summer language training in the Middle East or North Africa. In the summer of 2014, seven students (six graduate students and one undergraduate) used FLAS awards from the CMES to participate in language programs in Jordan, Israel, Turkey, and Morocco. The CMES maintains an extensive archive of independent summer language study programs, regularly assesses the quality of language programs in the Middle East and North Africa, and helps students select from among them.

3. NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.1 Non-Language Courses

MES courses are increasingly well represented across the range of disciplines, departments, and programs at UCB. In 2012-13, there were 4,370 undergraduates and 308 graduate students enrolled in ME-related courses (**Appendix C**). Students had 128 different non-language ME-related topical courses to choose from, offered in 28 departments (this figure excludes Dissertation Research courses). Fully 83 of these were considered core courses, i.e., those with 100% ME-related content taught by specialists in the field.

3.2 Courses in the Professional Schools

The Middle East figures prominently in the course offerings of UCB's professional schools. The College of Environmental Design (which includes the Departments of Architecture

and City and Regional Planning) houses a world-renowned specialist in Middle Eastern housing, urban development, and urban history (AlSayyad, Chair of the CMES). The College of Engineering has faculty who conduct research on the ME and use ME case material in their classes, most often in the study of Infrastructure Planning and Transportation Engineering, particularly in the Arab/Persian Gulf (Madanat). The School of Journalism maintains consistent coverage of the ME, offering semi-regular seminars on the Arab-Israeli conflict, sponsoring conferences and hosting journalists from news organizations like Al-Jazeera, Al-Ahram, and *Ha'aretz*. UCB's Boalt School of Law recently began offering a course on Islamic Law, and the Berkeley Institute for Jewish Law and Israel Studies, housed within the School of Law, sponsors a growing array of classes on legal, ecological, and policy issues in the Middle East, including "Transboundary Water Conflict Resolution: The Israeli-Arab Case" and "Comparative Constitutional Law: The Case of Israel." The Schools of Social Welfare and Public Health have offered several classes on comparative welfare and public health delivery systems with significant ME coverage.

3.3 Depth of Course Coverage Available in the Humanities and Social Sciences

Humanities and Social Science departments at UCB are rich in course offerings related to the ME. The interdisciplinary International and Area Studies (IAS) academic program, which houses the Middle Eastern Studies major, has experts on North Africa (Gottreich) and Middle Eastern politics (Bartu). The Department of Near Eastern Studies (NES), with a total of 29 faculty members, covers Middle Eastern civilization from the earliest periods to today, with special attention to Islam, Judaism, and the languages and literatures of the ancient and modern Middle East (Ahmed, Larkin, Hayes, Ahmadi, Boyarin, Kronfeld, Hendel). Outside of NES, the Department of Anthropology is home to the largest number of faculty specializing in ME-related

topics (Hirschkind, Mahmood, Nader, Pandolfo, Maher, Rabinow), working on such topics as fundamentalism, gender, soundscapes, and the body, and covering much of the Arab and Islamic world. The Department of History provides

Department/School	Course
Anthropology	Anthropology of the Middle East and Islam
City Planning	Public Space in Middle Eastern Societies
Comparative Literature	Genre: The Arabic Novel
Environmental Science	Transboundary Water Conflict Resolution: The Arab-Israeli Case
Geography	Political Ecology of Israel and the Middle East
International and Area Studies	New Approaches to Crises and Political Transition in the Middle East and North Africa
Jewish Studies	Israel Society through Cinema
Law	Islamic Finance and Transactions in Contemporary Practice
MES	North Africa: History, Culture, Society
NES	Sufism: The Mysticism of Islam
Political Science	Modernization in Turkey and Iran

Table 5 – Sample of Non-Language Courses

excellent coverage of the modern Middle East, medieval Islam, North Africa, the Ottoman Empire, Armenia, and Zionism/Israel (Mavroudi, Astourian, Efron, Gottreich, Hill). Issues of water and ecology in the region are treated in the Department of Agriculture and Resource Economics and the School of Law. The Department of Gender and Women’s Studies has regular ME offerings (Moallem, Bacchetta). In addition, faculty in the Departments of French, German, Italian, and Ethnic Studies offer ME-related courses (Tlatli, Gokturk, Fuller, Feldman, Bazian), including “Configurations of Crisis: The War of Independence in Algeria” (in French). The Department of Political Science offers courses on the comparative politics of Israel and Saudi Arabia, the Iranian Revolution, and issues of religious space and political conflict (Hassner, Fish, Zahedi). The Department of Sociology offers courses on Islamic political movements in Turkey and elsewhere (Tugal). Faculty in the Department of Rhetoric cover legal, religious, and political thought in the Middle East (Boyarin, Esmeir).

3.4 Interdisciplinary Courses

Interdisciplinarity is one of Berkeley’s great strengths. Not surprisingly, interdisciplinary courses are best represented in UCB’s various interdisciplinary majors, which include Middle

Eastern Studies (MES), Political Economy (PE), Development Studies, Peace and Conflict Studies, Gender and Women's Studies, Religion, and City and Regional Planning. The CMES has supported interdisciplinary efforts, particularly within IAS. These include the Olive Tree Initiative (MES 130), an experiential conflict-negotiation course that provides students with a front-row seat to negotiations of the ongoing Israeli-Palestinian Peace process, taught by a veteran UN political adviser (Bartu) and followed by a study trip to the region. The Model Arab League course (MES 109) similarly brings an experiential component to the MES curriculum and culminates in a trip to the regional Model Arab League conference. The CMES designed and cosponsors the Berkeley Institute for the Global Generation (IG2), whose goal is to train undergraduate students in the fundamental concepts of globalization, global inequality, and global citizenship. Each summer, IG2 tackles different themes ranging from "The Middle East in the Global Context" to "Media and Cultural Conflict in the Middle East."

3.5 Non-Language Faculty

Non-language teaching staff at UCB who devote 25-100% of their time to teaching, advising and conducting research on topics related to the ME currently number 49 (**Appendix B**). A normal teaching load at UCB is four courses per academic year for ladder-rank faculty, and six for lecturers. Our regular faculty are supplemented annually by a sizeable group of visiting scholars specializing in a variety of ME-related topics; CMES provides support to such visitors through the Sultan and Al-Falah endowments. Meanwhile, the University's permanent ME faculty continues to expand. During the past four years, two new tenure-track faculty whose work substantially relates to the ME were hired in Ethnic Studies and Anthropology (Feldman and Maher). Hires of ME specialists are in process within the School of Public Health and the Department of History.

3.6 Pedagogical Training for Teaching Assistants

Pedagogical training is provided to all Graduate Student Instructors (GSIs) by the GSI Teaching and Resource Center, an academic unit within the Graduate Division that prepares graduate students in all disciplines for teaching. The GSI Center offers semesterly training conferences (including special training for foreign teaching assistants), workshops focusing on specific skills, a grant program, teaching awards, course videotaping, and a support library. GSIs plan and conduct discussion sections and develop instructional material and examinations with the close guidance of faculty. In addition, International and Area Studies runs its own supplemental pedagogy course for all GSIs.

4. LANGUAGE INSTRUCTIONAL PROGRAM

Language instruction lies at the heart of UCB's ME curriculum; degree programs are built upon the premise that language skills are the only foundation for real area expertise. All formal ME-related degree programs, i.e., the undergraduate majors in MES and NES and the graduate programs in IAS, NES, and History, have a mandatory language component. The MES and NES undergraduate majors require two consecutive years of Middle Eastern language study, though students typically exceed that requirement or complement it with the study of a second ME language. Graduate programs require proficiency through the advanced level in more than one language of the Middle East. In addition to Arabic, Hebrew, Persian, and Turkish, which have been regularly taught at UCB for decades, on-demand instruction is available in other area languages contingent upon funding and student interest, e.g., colloquial Arabic dialects, Ottoman Turkish, Armenian, Kurdish, and Turkic and Persian variants. The current proposal requests funding for Maghrebi colloquial Arabic, Ottoman Turkish, and Armenian in response to student

need. We are also gauging interest in Berber (Tamazight and/or Tashelhit) language instruction for our students working on North African topics.

The hiring of new language staff, pedagogical training, and curriculum development are supported by the CMES, the Department of Near Eastern Studies, and the Berkeley Language Center (**Section 4.5**). Title VI funds allow the CMES to enrich existing curricula by offering additional levels of languages, incorporating new less-commonly taught languages (LCTLs) into the curriculum, and offering FLAS fellowships to train students.

4.1 Enrollments

In 2013-2014, consistent with past years, modern Middle Eastern language enrollments were high, totaling 681 students in 58 classes (**Table 6**). Class size is intentionally kept small, with an average of 10 students per course, and never more than 20.

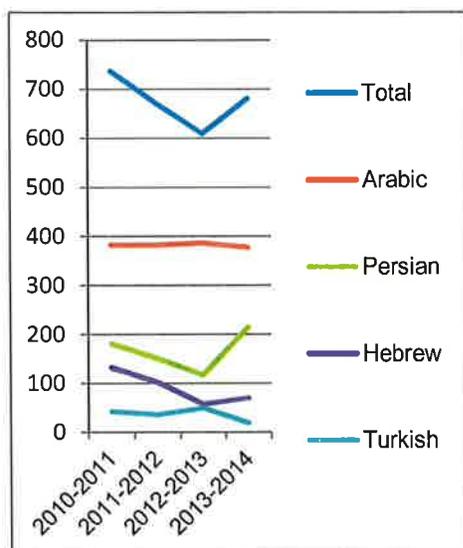


Table 6 – Middle Eastern Language Enrollments

	2010-11	2011-12	2012-13	2013-14
Arabic	382	382	386	377
Persian	181	151	117	215
Hebrew	132	102	57	70
Turkish	42	36	49	19
Total	737	671	609	681

Arabic is the Middle Eastern language with the highest student enrollment. There were 377 students in 30 classes during the 2013-2014 academic year. While the focus is on Modern Standard Arabic (MSA), NES also

offers colloquial Arabic classes and classes on Qur’anic/classical Arabic and historical Arabic texts (Hayes). Persian has the second-highest enrollment among Middle Eastern languages: 215 students in 9 courses in 2013-2014. Enrollment in Persian language classes at UCB is among the highest at any U.S. university. In addition to standard Persian language instruction, courses

taught in Persian language include Classical Persian Texts (Ahmadi), Old and Middle Persian (Schwartz), Iranian film (Pirnazar), and Reading and Composition for Persian Speakers (Pirnazar), the latter designed specifically for heritage speakers. Hebrew language courses had a total enrollment of 70 students in 14 classes in 2013-14. Biblical Hebrew and Aramaic are also offered in NES, along with an array of Semitic and other ME languages (Boyarin, Hayes). In 2013-2014, Turkish language courses had an enrollment of 19 students in 4 classes, down from 49 students in 7 classes in 2012-13. Turkish is taught every semester at the beginning and intermediate levels, with a reading course offered for advanced students in accordance with demand. In recent years, two instructors have retired, so that neither Advanced Turkish nor Ottoman Turkish are offered regularly. As shown in **Table 6** on the preceding page, Turkish

enrollments have correspondingly dropped; students are deterred from enrolling by the absence of a guaranteed third year. This proposal requests funding for a supplemental Turkish instructor to teach a regular course at the advanced level to accommodate student needs. The proposal additionally requests support for Ottoman Turkish, a prerequisite for the research of many students in the Middle East track of the Ph.D. program in History (**Section 8.2**).

Language	Course
Arabic	Arabic Historical and Geographical Texts
Arabic	Arabic Islamic and Philosophical Texts
Arabic	Arabic Grammatical Tradition
Hebrew	Modern Hebrew Literature in its Multilingual Contexts
Hebrew	Ancient and Modern Hebrew Literary Texts
Persian	Reading and Composition for Persian Speaking Students
Persian	Film and Fiction in Iran
Turkish	Readings in Modern Turkish

Table 7 – Sample of Language Courses

4.2 Levels of Instruction Offered

Typically, the four main modern Middle Eastern languages are offered at the beginning, intermediate, and advanced levels. Upon completion of the third year (advanced proficiency) in any of the four main languages, UCB students have the opportunity to achieve superior skills

through advanced reading or special subject courses. These include upper-division and graduate lecture and seminar courses in classical and modern religious, philosophical, ethical, and technical texts; historical and comparative grammar; and literature, drama, art, and politics (Table 7).

4.3 Non-Language Courses in Middle Eastern Languages

The MES language program has typically emphasized advanced-level courses that allow students to read primary sources or conduct substantive fieldwork in local languages. Upper-division and graduate courses are regularly offered on Arabic, Turkish, Persian, and Hebrew sources, often religious texts. As part of its proposed language program evaluation in the 2015-2016 academic year (Section 8.6), the CMES hopes to create new linkages between the ME language program and the professional schools, so that students concentrating on ME-related topics outside of the humanities and social sciences will have access to language courses or tutorial opportunities that address their particular field, e.g., business or journalism.

4.4 Language Faculty

UCB has shown a strong commitment to maintaining and increasing faculty lines in ME languages. Unusual for language programs, UCB has language instructors at all levels, with a high proportion of tenured faculty and so-called Continuing Lecturers—an academic classification that retains official Security of Employment, similar to tenure, and commands a salary range that at its high end is equivalent to that of a tenured full Professor. Each of the four ME core language programs has a dedicated director. ME language faculty include two tenured professors, five continuing lecturers with Security of Employment, eleven lecturers, and six part-time Teaching Assistants/Graduate Student Instructors. Two of our language directors have been teaching language at Berkeley for more than three decades (Adler, Pirnazar).

4.5 Pedagogy Training for Performance-Based Teaching and Instruction.

Language instructors hired by UCB exhibit a high baseline of training in the form of graduate schooling and extensive teaching experience (**Appendix B**). Programs in the four main modern ME languages at UCB emphasize performance-based instruction and the development of listening, speaking, reading, and writing skills. Students at the beginning and intermediate levels receive five contact hours of instruction per week, with students at the advanced levels and non-language electives receiving between three and five.

Since 1994, pedagogical support for all language instructors at UCB has been provided by the Berkeley Language Center (BLC). The BLC offers monthly workshops, methods courses, individual guidance for teacher projects, and direct consultation with language departments and coordinators. The BLC frequently holds professional development workshops on pedagogy and evaluation, focusing on topics like American Council on the Teaching of Foreign Language (ACTFL) evaluations and the latest best practices in language pedagogy. The CMES plans to work with the BLC in the coming cycle to create a pedagogy workshop specifically for ME language instructors, with a component on Interagency Language Roundtable (ILR) evaluation methodologies and comparative assessment with ACTFL measures. In addition, the CMES plans to expand its past collaboration with the Title VI National Middle Eastern Language Resource Center (NMELRC) at Brigham Young University to include a full-scale language program evaluation that will seek to standardize assessment practices and identify areas of opportunity for professional development in language pedagogy and teacher training.

4.6 Adequacy of Resources.

The BLC holds a significant resource library of language teaching books, periodicals, and videos, and offers webcasts of foreign language media. In addition, individual language

coordinators create and maintain their own tools. For example, the Hebrew Coordinator has developed a computer software program called "Zeh Mah Yesh" for learning Hebrew at all three levels through self-paced games, tutorials, a flash-card module, stories and quizzes. Jason Vivrette, the newly-hired Turkish language coordinator, has presented internationally and to BLC workshops on the use of film clips in language instruction at the advanced level, in both Turkish and Arabic.

4.7 Language Proficiency Requirements

ME language instructors perform mock OPI interviews to test oral proficiency both before the midterm and final exams each semester. Observations about student progress are generally made according to the ACTFL scale; however, this determination is to some extent contingent on individual instructors' methodologies—UCB has its own standard of language proficiency requirements in which language lecturers and students are assessed by department chairs, with a goal of being able to engage with primary sources and living interlocutors. One of the major CMES goals for the upcoming cycle is to standardize proficiency and assessment measures across ME languages using ACTFL/ILR equivalencies, through collaboration with the BLC, the NMELRC at Brigham Young University, and the Department of Near Eastern Studies wherein ME language courses are housed. All FLAS recipients will receive competency-based online reading, listening, and speaking tests based on ACTFL standards.

5. LIBRARY RESOURCES

5.1 Strength of the UCB Library

The Association of Research Libraries recently ranked Berkeley the top public university library in the nation and third overall among major research universities in the United States and Canada. Berkeley's collection contains 11 million volumes in a variety of languages and more

than 80,000 current serials overseen by 300 professional staff and 600 part-time student employees. UCB libraries have outstanding ME coverage, including materials acquired over more than a century of purchases, exchanges, and gifts. As of 2014, total Middle East-related items in the library were estimated at 295,545: 261,334 monographs and more than 27,994 active periodical subscriptions. The ME holdings are divided between Middle East/Islamica and Judaica collections. The Middle East/Islamica collection is headed by Shayee Khanaka, who supervises a full-time cataloguer and three part-time student cataloguers who are native speakers of Arabic, Persian, and Hebrew. Recently, the ME collection began a trial subscription to the *al-Manhal* database, which contains several thousand full-text Arabic books and journals. *Al-Manhal* is keyword-searchable in both Arabic and in English; the heritage module, which UCB has purchased, features an extensive collection of classical Arabic texts. *Al-Manhal* access is rare among U.S. institutional libraries. The CMES intends to provide support toward the acquisition of additional modules in the upcoming cycle. The Middle East/Islamica librarian is additionally developing a collection of legal sources in Arabic for the Berkeley Law Library in response to increased interest in Islamic law among students. Ms. Khanaka makes regular book-buying visits to the Middle East and maintains strong connections with regional suppliers who provide materials in majority and minority languages. The Judaica collection is headed by Paul Hamburg, who supervises a cataloger and a part-time student assistant. The Judaica collection is among the strongest in the U.S., particularly in Talmud, modern Israeli literature, and Hebraica. Recent acquisitions include a selection of Hebrew, French, and Judeo-Arabic materials from Tunisia. In 2013-14, the library's total ME acquisitions budget was \$191,460, of which \$64,758 was earmarked for periodicals. The CMES supplements the library's ME budget in response to discrete requests for supplemental acquisitions and special-purchase travel.

5.5 Access to Other Libraries and Outside Access to Library Holdings

The UCB catalog is online, contains numerous databases, and permits remote access. The library is a member of the California-based Middle East Collection Development Consortium, which coordinates acquisitions, arranges for duplicate exchange, and negotiates with the vendors of serials. This group is affiliated with the California Digital Library. The UCB library system participates in national and international library associations, exchanges, and cooperative agreements, including the Middle East Librarians Association and the Association of Jewish Libraries. The University has publication-exchange agreements with more than twenty institutions in the Middle East, and is a member of the Middle East Microform Project. UCB's materials are available on free loan to faculty, staff, and students within the UC library system and Stanford, and outside the system through interlibrary loan. UCB's libraries are readily accessible to visitors. All stacks are either open or can be used with courtesy day-passes.

6. STAFF RESOURCES

6.1 Qualification of Teaching Faculty and Professional Staff

The UCB Middle East program draws from a deep pool of academic and administrative talent. The academic job market is highly competitive, and UCB remains one of the most desirable places to work in the United States, despite the high cost of living in the Bay Area. ME teaching staff consists of 39 ladder-rank faculty, 5 continuing lecturers with Security of Employment, and 23 lecturers with outstanding academic training, who design and teach courses on subjects in which they are specialists (**Appendix B**). MES faculty regularly win prizes for excellence in teaching; publish often and well; and are generally recognized as leading thinkers in area studies and within their respective disciplines. CMES-affiliated faculty include recent winners of the Berkeley Distinguished Teaching Award, UCB's highest honor for teaching

(Faruqui), the Guggenheim Fellowship (AlSayyad), the MacArthur Fellowship (Mavroudi), and the Carnegie Scholars Award (Mahmood).

The Chair of CMES, Nezar AlSayyad, is Professor of Architecture and City & Regional Planning and Co-Chair of the undergraduate major in MES. His research interests include Egypt, the Gulf, and issues of urbanism, identity, and tradition in the ME. His publications include 10 authored or edited ME-related books. He holds a Ph.D. from UCB has been an educator here since 1988. The Vice Chair of CMES, Emily Gottreich, is Associate Adjunct Professor of History & International and Area Studies, Co-Chair of the MES major, a past member of the Jewish Studies Faculty Committee, and past President of the American Institute for Maghrib Studies. She holds a Ph.D. from Harvard. Her publications include one authored and one co-edited ME-related book, with an additional book under contract. Her research interests include Morocco, North Africa, Sephardic Studies, Jewish History, and Islamic Urban Studies. She is an alumna of the MES major and has been associated with the CMES since 2001.

The Center's 19 core (100%) ladder-rank faculty have native or near-native proficiency in one or more Middle Eastern languages, possess extensive field experience, and have published research. They are affiliated with a variety of departments, including Anthropology, Architecture, Comparative Literature, Gender and Women's Studies, History, International and Area Studies (IAS), Near Eastern Studies (NES), Political Science, Rhetoric, and Sociology. All faculty participate in training, mentoring, and supervising of students in the degree programs. The 25-75% ME-specialist ladder-rank faculty, who number 17, play an important role in CMES programming. This group includes Laura Nader in Anthropology, Benjamin Brinner in Music, and Keith Feldman in Ethnic Studies.

6.2 Professional Development Opportunities

The CMES provides funding for faculty to present papers and attend conferences, seminars, and workshops related to MES. Other professional development opportunities are available to Berkeley faculty through regular sabbaticals, Berkeley Committee on Research funds, and CMES grants from three endowed programs—Sultan, Al-Falah, and Mellon (**Section 1.6**). Berkeley faculty are successful at obtaining outside funding for their projects from organizations and foundations, including the Council of American Overseas Research Centers, Ford, Getty, and Guggenheim Foundations, and the National Endowment for the Humanities. Faculty and staff receive release time to enroll in language and area studies courses.

6.3 Teaching, Supervision, and Advising of Students

Teaching and advising students is the primary activity of the Berkeley faculty and academic staff. Faculty members meet regularly with graduate and undergraduate students to help them plan their academic programs. Students in the MES major receive regular advising services from the CMES Chair and Vice Chair, who are Co-Chairs of the MES major.

6.4 Staffing and Oversight from Departments, Professional Schools, and Library

The CMES is governed by an Advisory Committee consisting of seven faculty members from seven departments, including at least one professional school. All Advisory Committee members are 75-100% ME specialists. This Committee is responsible for setting CMES programming goals and evaluating its achievements. They also serve on individual CMES program committees, e.g., the FLAS, Sultan, and Mellon programs. The MES major has a separate Advisory Committee, also drawn from 75-100% ME specialists. Library staff is frequently consulted about future programming and acquisitions needs.

6.5 Staffing and Oversight of Administration and Outreach Activities

Prof. Nezar AlSayyad is the current Chair of CMES. Prof. Emily Gottreich is the current Vice Chair and Outreach Director. Their combined experience anchors the administration of the CMES. The administrative staff consists of Lydia Kiesling, Center Manager, and Tomi Clark, Administrative Coordinator. Ms. Kiesling holds an M.A. in MES from another Title VI CMES. Ms. Clark, a U.S. military veteran, community college transfer, and nontraditional college graduate, completed her B.A. in MES at UC Berkeley and began her tenure at the CMES as a student assistant. The administrative staff is demonstrably well-versed in both the mission of the CMES and the Title VI program, as well as the administrative intricacies of the UC system. Between one and three part-time Work Study students, usually MES majors or minors, provide front desk and project support and receive valuable profession training and exposure to ME programming.

6.6 Nondiscriminatory Hiring and Employment Practices

UCB remains committed to a policy of nondiscrimination, equal access, and diversity with respect to race, color, national origin, gender, age, religion, sexual orientation, and disability status. UCB complies with federal and state equal-opportunity laws, and exceeds federal and state guidelines in this area, boasting among the most ethnically diverse undergraduate and graduate student bodies, faculties, and administrations of any major U.S. university (**Appendix E**). UCB's Division of Equity & Inclusion seeks to improve the access, advancement, retention, graduation rates, research and professional opportunities, and campus climate for all groups.

Specific to employment in MES, UCB ladder-rank faculty with a ME or partial-ME specialization currently include 20 women, representing 51% of total ladder-rank faculty. In 2010, women represented only 37% of ladder-rank faculty, indicating an increase of 14%. On the

administrative side, the CMES encourages and recruits a diverse body of applicants for all posted positions. Our Work Study employees in 2012-2013 comprised a total of three women, one of whom was a community college transfer student and one of whom was a student of color. As stated, our Administrative Coordinator is a female veteran.

7. OUTREACH ACTIVITIES

Outreach at the CMES is multi-faceted and designed to address the needs of the largest possible number of stakeholders. Typically, CMES outreach is divided into a number of regular components. In terms of pedagogy training and curriculum development beyond the UCB campus, the CMES, with the Office of Resources for International and Area Studies (ORIAS (**Section 7.1**)), annually facilitates the development and distribution of K-14 curriculum resources and organizes workshops for K-14 teachers. The CMES outreach focus for the coming cycle will expand and enrich connections with K-12 and community college partners.

The CMES additionally does a significant amount of off-campus outreach outside of its formal teacher training activities, arranging faculty and graduate student speakers for non-profit and community groups, religious and civic organizations, and museums through its Speakers Bureau. Recent successful examples include a panel on the Syrian conflict organized for the Jewish Community High School of San Francisco.

On campus, the CMES sponsors and hosts lectures, concerts, exhibits, conferences, and film festivals, all free and open to the public. The CMES is conscientious about collaborating with a diverse body of institutional partners in an effort to promote interdisciplinary, comparative, and transregional scholarship. Planned collaborations for the coming cycle include programs with the Center for South Asian Studies and the Center for African Studies (**Section 8.7**). In 2012-13, the CMES sponsored or co-sponsored **33 events** with a total attendance of over

2,500 people. Events are announced through an email listserv of **1,400 addresses** and a free newsletter published each semester. Since 2012, when the CMES began recording and posting lecturers online, **42 lectures** on the CMES website have been viewed a total of **6,402 times.** The ORIAS mailing list and website reaches **800 educators** from schools around the Bay Area. Faculty involvement is critical to every one of these initiatives—much of CMES programming originates with faculty, and presenters at outreach activities are invariably UCB faculty or graduate students who have been recommended by their academic advisors.

7.1 Outreach to Elementary and Secondary Schools

The CMES hosts and supports a number of discrete and long-term programs aimed at K-12 teachers and students. This spring, the CMES hosted a one-day introduction to Arabic language with online follow-up for Bay Area high school students, reaching students from 15 public and private schools in the region. In the coming year, the CMES will work with the Arab Cultural and Community Center of San Francisco (ACCC) to conduct training workshops on Middle East content modules for high school teachers in the San Francisco Unified School District. In the fall, the CMES will collaborate with the Asian Art Museum to reach students and museum patrons through the “Roads of Arabia” exhibit and related educational programming.

The Office of Resources for International and Area Studies (ORIAS) amplifies the outreach efforts of CMES and Berkeley’s seven other area centers, which collectively underwrite its activities with salary support from the Vice Chancellor for Research. Mandated to meeting the area studies needs of California teachers, ORIAS organizes teacher-training workshops for K-12 and community college educators with a strong MES component. ORIAS additionally distributes resources and curriculum modules on Middle Eastern history, religion, culture, and politics nationally via the ORIAS website, holds a regular working group for K-12 teachers during the

school year, maintains a lending library of exemplary curriculum materials for teachers, and sends a bi-monthly email newsletter to over 800 teachers advertising professional development opportunities and curriculum assistance. As part of her mandate from the University, ORIAS Coordinator Michele Delattre works with each NRC to ensure equal coverage of world areas. In 2012, the theme of the well-attended summer institute for K-12 educators was “The Role of Travelers in World History,” which included a significant Middle East component centered on the travels of Ibn Batutta.

In the coming cycle, the CMES and other UCB NRCs will expand their collective K-12 reach through a partnership with the UCB History-Social Science Project (HSSP), UCB’s member site of the California Subject Matter Project, a network of discipline-based projects that provide professional development credit to California educators and aid them in addressing the requirements of the Common Core and California State requirements. The CMES will support at least two ME-themed K-12 workshops providing subject-area-based pedagogy training during the upcoming project cycle (**Section 8.7**).

The three major modes of K-12 outreach—CMES-driven, ORIAS-driven, and now, HSSP-driven—fulfill different outreach needs. CMES-driven outreach typically takes place through discrete partnerships that arise through opportunity or as a result of individual inquiries. ORIAS-driven outreach focuses on content-based training for educators on a formalized annual schedule. The inter- and intra-national component of ORIAS workshops is designed to meet the needs of large, diverse groups of teachers who have been newly tasked with teaching World History. Now, HSSP-driven outreach will tap into a state-wide program boasting a tremendous track record of working with California schools, a large network of teachers, and formal links to the UC Davis and UC Berkeley Graduate Schools of Education. The HSSP primarily addresses

subject-based pedagogy and develops best practices to meet the rapidly-evolving state and federal education standards, to an extent that neither ORIAS nor the NRCs are individually equipped to do. The CMES will significantly enrich HSSP efforts and ensuring quality Middle Eastern content by providing speakers and curriculum advising. By continuing the successful ORIAS institutes and workshops and forming a new, sustained partnership with HSSP, the UCB NRCs ensure the continued health of its existing successful programs and commit to a substantial broadening of its teacher base.

7.2 Outreach to Post-Secondary Institutions

CMES outreach to post-secondary institutions takes several forms. Informally, such connections have been cultivated through the participation and attendance of faculty and students of regional colleges and universities at CMES lectures and conferences. The formal connection between the CMES and post-secondary institutions has historically been facilitated by ORIAS, which runs regular content workshops for community college teachers. The 2012 summer institute topic was “Teaching World History at Community College,” and included units on the role of Islam in empire-building; a recent program in collaboration with the non-profit organization Humanities West, “Baghdad in its Golden Age,” presented the music, art, and letters of classical Islam to a group of community college educators. ORIAS will continue its popular programs in 2014-2018 (**Section 8.7**).

In the coming grant cycle, the CMES seeks to expand and reinterpret the scope of the existing post-secondary institutional partnerships. In an exciting new initiative, the CMES and other UCB NRCs will establish a permanent Partnership for International Education with Berkeley City College (BCC), which will serve as a resource hub for international and area studies in the Peralta Community College District, a network of four Minority Serving

Institutions (MSIs) (**Section 8.7**). In addition, the CMES proposes a pilot joint M.A. program in Middle Eastern Studies with San Francisco State University, also an MSI. This new program will be the first M.A. in MES to be offered in the State of California (**Section 8.7**).

7.3 Outreach to Business, Media, and the Public

CMES lectures, cultural events, and Speakers Bureau provide the main links for the general public to the work and mission of the CMES. Public events are advertised widely through a weekly email listserv, semesterly poster mailing, website, Twitter, and Facebook engagement. CMES maximizes its local impact by working directly with organizations like the Arab Film Festival, the San Francisco World Music Festival, the ACCC, the San Francisco Jewish Film Festival, the World Affairs Council and the foreign consulates of San Francisco to sponsor events.

The CMES is often the first place that journalists call for analysis of news-worthy events in the ME, and the Center maintains strong relationships with local news outlets, e.g., KPFA and *The San Francisco Chronicle*, as well as national and international outlets, e.g., the BBC, to whom the CMES Chair and Vice Chair frequently provide commentary on developments in the region. The CMES seeks to improve its connections with the business community through a planned conference on Middle East Innovation and Entrepreneurship in the coming cycle (**Section 8.7**), as well as through outreach with local businesses, in the interest of creating a stronger career advising network students focusing on the ME. The recruiting of career speakers for the “Accessing International Education Course” (**Section 8.7**) will strengthen CMES ties with the private sector in coming years.

8. PROGRAM PLANNING AND BUDGET

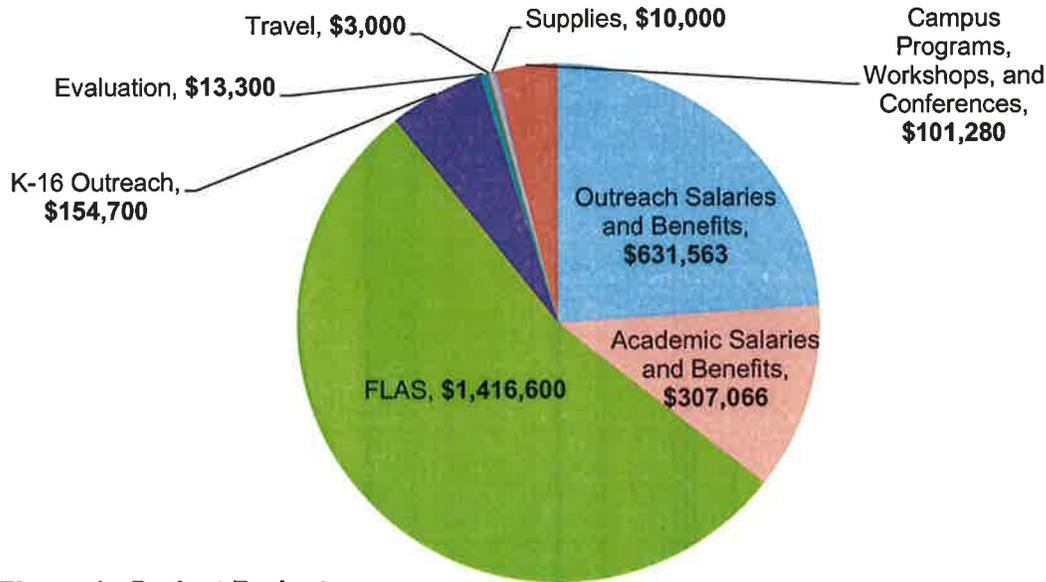


Figure 1 - Project Budget
\$2,636,910*

*Reflects direct costs

8.1 Quality and Relevance of Activities

The CMES seeks support to renew and enrich its programming to reflect both the current DOED priorities and the evolving priorities of the University of California, Berkeley. We define our main goals as follows; all planned programming is predicated upon meeting these goals:

- a) Enable access to Middle East language and area studies for the greatest number and variety of students, both within the UCB campus and without.
- b) Strengthen the existing mechanisms for K-16 outreach and create new partnerships.
- c) Enhance outcomes for students of Middle East language and area studies, both through improved pedagogy tools, advising for post-collegiate careers, and program evaluation methods.

Figures for individual budget components are found in **Appendix A**.

8.2 Instructional Program

Facilitating instruction about the Middle East remains the most important commitment of the CMES. We plan to expand our regular Middle Eastern language program in three principal areas: 1) courses in Arabic dialects, beginning with Maghrebi Arabic; 2) courses in Turkish at the advanced level, cost-shared with the Institute for European Studies, as well as Ottoman Turkish; and 3) courses in Armenian language, supplementing funding from the Institute for Slavic, East European, and Eurasian Studies.

To address both DOED and UCB priorities, the CMES seeks funding to sustain future semesters of a new course, “Accessing International Education.” Responding to a call for proposals for Innovation Grants from the UCB Vice Chancellor for Equity and Inclusion, the eight UCB NRCs collaborated with the UCB Educational Opportunity Program (EOP) to design and market a one-unit course focusing on opportunities in international education. The explicit goal of this course is to increase levels of participation of underrepresented students served by EOP—low-income students, first-generation college students, and students of color—in foreign language and area studies at UCB. The course will recruit between 30 and 45 students per semester and will comprise eight sessions. Half of the sessions will explore career prospects for students with an international background and bring professionals from several industries to share their experiences; these guests will be themselves members of underrepresented populations. Remaining sessions will showcase funded opportunities for research, foreign language, and area studies, both on and off campus. As a final project, each student will develop a personal essay or research proposal to be used for a program or fellowship application, either within the UC system (e.g., FLAS) or without (e.g., the Critical Language Scholarship). UCB’s Vice Chancellor has committed \$10,610 to support the course pilot in 2014-2015; the NRCs

propose to offer additional years of the course with Title VI funding, with the goal of permanently incorporating the course into the IAS curriculum in 2019. The CMES took the leading role in securing this initial funding; the CMES Manager is the Project Manager for the initiative.

The CMES additionally seeks funding to enhance course offerings in the Middle Eastern Studies major and increase student participation. We will introduce a lower-division gateway course, MES 10: Political and Social Issues in the Contemporary Middle East. As a requirement, it will replace NES 10, a course that devotes more of the semester to the pre-Islamic period than is warranted for our majors. At the other end of the program, the CMES seeks funding to further develop its senior series in Middle Eastern Studies. CMES seeks support for MES 190/H195, which guides students in the actual writing of their theses and ensures regular meetings with an instructor and group sessions to present and workshop drafts. The CMES also seeks funding for MES 150: Advanced Topics in MES, a thematic course whose focus changes semesterly and whose proposed fall iteration will focus on the Arab Spring and the Gulf States. Past topics have included “American Foreign Policy in the Middle East” and “Youth, Technology, and Democratic Uprisings in the Middle East and North Africa.” The CMES seeks supplemental funding to consistently offer the Model Arab League and Olive Tree Initiative courses (**Section 3.4**). Finally, the CMES seeks funding for summer instruction in the Institute for the Global Generation program (**Section 3.4**). These funds will substantially enrich the MES academic program and thereby attract and retain new students to ME foreign language and area studies.

8.3 Administration

The CMES requests 50% of the salaries and benefits for the Vice Chair/Outreach Director, Center Manager, and Administrative Coordinator. Line items for staff salaries reflect

federal-approved increases in fringe benefits. CMES staff, defined as the Vice Chair/Outreach Director, Center Manager, and Administrative Coordinator (with part-time Student Assistants) will administer the majority of Outreach activities detailed in **Section 8.7**, including the proposed joint M.A. in Middle Eastern Studies. Staff salaries reflect the high cost of living in the Bay Area and the standards set by the University.

8.4 FLAS Fellowships

Demand for FLAS fellowships continues to be strong at UCB, with many more candidates applying for fellowship awards than are available. The CMES requests funding for 10 academic-year fellowships (8 graduate; 2 undergraduate) and 8 summer fellowships. FLAS fellowships awarded by the CMES will be supplemented by the university with tuition waivers. **100%** of the CMES's FLAS languages are Department of Education Priority Languages (**Section 11**).

8.5 Library

The CMES requests funding to expand the digital access to Arabic-language collections through additional modules of the *al-Manhal* database, and to develop North Africa collections.

8.6 Evaluation

In order to improve the evaluation measures for the Center and for Title VI programs on the UCB campus generally, the CMES has joined with the other UCB NRCs to hire a professional evaluation consultant. Brad Washington has previously assisted the NRCs on a project basis, primarily to evaluate their joint ORIAS K-14 outreach program. The current proposal expands his role in the evaluation of CMES programs, in addition to all joint NRC projects—i.e., the partnership with the Peralta Community College System, ORIAS, and the History-Social Science Project workshops (**Section 9.3**). The CMES additionally seeks funding

to improve language evaluation. Funding for the BYU National Middle East Language Resource Center will culminate in a thorough evaluation of and recommendation plan for the ME language program at UCB. Additional funding will provide stipends for language instructors who attend an ACTFL workshop hosted by the Berkeley Language Center.

8.7 Outreach

a. Partnership for International Education

The eight NRCs on the UCB campus have a demonstrated track record of successful outreach collaboration through ORIAS, which has conducted annual institutes on area studies topics for community college and K-12 educators over nearly two decades. However, while previous outreach efforts have emphasized a top-down approach, bringing educators to the UCB campus, the proposed Partnership for International Education proposes a sustained, collaborative relationship between the UCB NRCs and the Peralta Community College District, a local network of four Minority Serving Institutions (MSIs): Berkeley City College, Merritt College, Laney College, and College of Alameda, which collectively serve 28,500 students. The Partnership would establish a permanent Office of Global Awareness at Berkeley City College (BCC). Over a period of four years of collaborative activities administered by this Office (**Table 8**), the Partnership would develop the tools to infuse an international component across departments, including Basic Skills, ESL, STEM, and Career Technical Education Programs. UCB and the Peralta District have a record of successful cooperation and student exchange, particularly through the Transfer Alliance Program administered by UCB's Center for Educational Partnerships (**Absolute; Competitive 1**).

Year 1	The office will be staffed by Deolinda Adao, a current faculty member of both UCB and BCC. The NRCs will share the cost of increasing Dr. Adao's time from 66% to 100%. In Year 1, Dr. Adao will coordinate faculty inquiry groups at BCC to ascertain specific campus needs for internationalization of different departments.
Year 2	<ul style="list-style-type: none"> • Continue inquiry groups to identify curriculum needs. • Reach students through: career advising; non-paid internships for BCC students at the UCB area studies Centers; UCB language courses (students may take two UCB courses through Concurrent enrollment without paying the fee); informational workshops for FLAS and other funding sources for Peralta students. • Partner with UCB faculty to conduct guest lectures and classroom exchanges.
Year 3	<ul style="list-style-type: none"> • Develop discipline-specific international curriculum components: Use Year 1 working group feedback to infuse international component into select courses in collaboration with the fledgling BCC Global Studies Program. • Coordinate BCC classroom visits by UCB graduate students.
Year 4	<ul style="list-style-type: none"> • Continue Year 3 process. • Through the Transfer Alliance Program, invite Peralta students to apply for internationally-focused summer research internship with UCB faculty mentors on the UCB campus.

Table 8 – Partnership for International Education

b. California History-Social Science Project: A joint NRC partnership with the UCB History Social Science Project (HSSP) will bring Middle East-related content to pedagogy workshops built around the Common Core and California State standards and offer professional development credit to K-12 teachers. The CMES seeks funding to host two workshops during the grant period—one on the topic of Imperial Power and one on Movement of Culture in the Middle East (**Absolute; Competitive 2**).

c. Office of Resources for International and Area Studies: ORIAS will continue to organize its well-attended annual summer institutes for K-12 and community college teachers. Institutes will now include a pedagogy component, responding to specific participant requests. Funding will also be used for improving the ORIAS website to make it more user-friendly (**Absolute**).

d. Joint M.A. Pilot Program with San Francisco State University: The CMES is collaborating with San Francisco State University (SFSU) to develop and propose a new interdisciplinary M.A. program in Middle East Studies, the first dedicated graduate degree in Middle Eastern Studies in California, to begin in fall 2016. The program joins the significant

faculty strengths of two exemplary institutions within the University of California and California State System. SFSU boasts 19 tenured or tenure-eligible faculty members with modern Middle East expertise, and beginning and intermediate levels of language instruction in Arabic, Persian, Turkish, and Hebrew. Berkeley offers higher levels of language instruction, more LCTLs, greater breadth of disciplines featuring Middle East content, and FLAS and other programs providing student support. Rather than replicating older area studies paradigms, the program will situate the Middle East within contemporary global developments and follow an interdisciplinary approach tracking the global flow of people, money, policies, and ideas. Students will take courses in social science and humanities departments, working with theories and methods across disciplines. The proposal will originate from CMES staff; the CMES seeks funding for costs associated with a needs assessment and market study, curriculum and pedagogy workshops to delineate the two-year M.A. curriculum, and the proposal, launch, and subsequent evaluation of a pilot program (**Competitive 1**).

e. KPFA Internship: A new internship will allow MES majors to apprentice with media experts at KPFA, the local public radio station, which runs the “Voices of the Middle East” program. CMES funding will pay a modest professional services fees for KPFA journalists and editors who supervise students as they develop their own media projects. Students will receive course credit. This is part of a larger effort to develop student internship and career opportunities.

f. Arab Cultural and Community Center: Working with San Francisco Unified School District teachers to meet Common Core Standards, the ACCC has developed three discrete curriculum models based on themes related to the Arab World for inclusion in high school classrooms. The CMES will supplement this effort with co-sponsored teacher training organized by CMES and ACCC staff, and future assistance with additional modules (**Absolute**).

g. Asian Art Museum Educational Program: Support is requested to provide faculty and graduate students to assist in the development of educational programming to accompany the “Roads of Arabia” exhibit, which will come to the Bay Area in the fall of 2014. CMES-affiliated faculty will create and present public programs.

h. Middle East Speakers Bureau: The CMES requests funding to continue its Speakers Bureau, which recruits faculty and graduate students to present on the Middle East at schools, non-profits, civic groups, and other community organizations. Funding covers speaker fees.

i. SF Arab Film Festival: The CMES intends to continue its previous financial and marketing support for the Arab Film Festival, a San Francisco event now in its nineteenth year.

j. Western Consortium of Middle Eastern Studies Centers: The CMES will continue to support the Western Consortium with funds for an advanced online Persian course, which has been successfully piloted at UT Austin, a pilot advanced online Turkish course at University of Arizona, and a language pedagogy workshop hosted by the University of Arizona.

k. Central Asian Language Consortium: The CMES will continue to support the teaching of priority LCTLs with relevance to the ME, e.g., Dari, Uzbek, Tatar, Tajik, Pashto, and Uyghur, all Priority Languages.

l. National Resource Center Council: The CMES will continue its support for the web portal maintained at Duke University, which serves as a resource for information about NRCs.

m. Thematic Conferences, Workshops, and Series: Proposed conferences originate from CMES or from affiliated faculty; administration will be carried out by CMES staff or co-sponsoring units where applicable (Table 9).

Table 9 – Proposed Workshops, Conferences, and Series

Interdisciplinary Lecture Series	The CMES hosts a lecture series every semester, typically comprising six lectures from a variety of disciplines and covering a plurality of ME countries/topics.
CMES Fall Film Festival	The CMES holds a thematic film festival organized around a particular theme and featuring a curated series of films followed by discussion. Topics for the coming cycle include “Women in New Iranian Cinema” and “Queer Cinema in the MENA.”
Model Arab League Conference	The CMES will host the annual Model Arab League regional conference on the UCB campus. Students from colleges and universities around the state participate in competitive diplomatic simulations.
The Nile Project	UCB will host the Nile Project, a group of musicians from Egypt, Sudan, Eritrea, Ethiopia, and Uganda who use performance to explore cultural and environmental challenges along the Nile. With the Center for African Studies, the CMES will sponsor a master class within the Music Department and host a free performance open to the public (Invitational).
Muslim-Jewish Relations Curriculum Workshop	As part of the CMES Initiative for the Study of Muslim-Jewish Relations, this workshop will bring together the existing west coast-wide network of scholars who will propose research and teaching activities on the topic at UC and other college, including community college, campuses.
Critical Perspectives Workshop	This workshop will partner with units on campus, particularly the New Media, Global Urbanism, and Critical Theory programs, to train faculty on infusing cultural diversity into classrooms that lack a Middle East perspective (Absolute).
New Directions in Iranian Studies Conference	This conference will examine new trends and methods in the field of Iranian Studies and the implications for educators of Iranian and Persian content.
Middle East Innovation and Entrepreneurship Summit	This summit will promote cooperative international innovation in the areas of Public Health, Human Rights, and Technology in the Middle East. Panels will present current challenges and showcase solutions developed by Berkeley students and Middle East and Silicon Valley entrepreneurs. The CMES will partner with Techwadi, a non-profit that connects Middle Eastern and Silicon Valley innovators.
South Asian Studies Joint Graduate Student Workshop	The CMES will collaborate with the Center for South Asia Studies and the UC Davis joint South Asia/Middle East program to host a workshop for graduate students working on topics that relate to both South Asia and the Middle East (Invitational).
Transition in the Middle East: Revisiting the Arab Spring Conference	The CMES has previously organized several events around the recent uprisings in the Arab World, Turkey, and Iran. However, now that the Arab Spring seems to have turned into an “Arab Winter,” a planned symposium will reassess these political transitions in light of current conditions.
6 Days and 50 Years Conference	The CMES will host a conference reappraising the 1967 Arab/Israeli War and how it shapes the Israel-Palestine conflict fifty years later, with a focus on Israeli territorial gains.

9. IMPACT AND EVALUATION

9.1 Activities and Training Program Impact

Participation in CMES events is consistently high. In 2012-13, the CMES sponsored or co-sponsored **19 public lectures, 5 conferences and symposia, 5 film festivals and screenings, 1 exhibition, and 1 poetry reading**, events with a total attendance of **over 2,500 people**. Events are announced through an email listserv of **1,400 addresses** and a free newsletter published each semester. Since 2012, when the CMES began recording lecturers and posting the videos online, **42 lectures** on the CMES website have been viewed a total of **6,402 times**. Our mailing list for hard copy newsletters and event posters—now including more than **1,200 names**—continues to expand. ORIAS institutes for K-14 teachers are fully subscribed, with Middle East-related content training reaching **160 teachers** through ORIAS in 2013-2014. Programs proposed for the 2014-2018 grant cycle will significantly broaden the reach of the CMES, notably, the Partnership for International Education with the Peralta Community College District, which serves **28,500 students**, and collaboration with the Arab Cultural and Community Center on curriculum development for the San Francisco Unified School District, a network of **55,000 students**. Activities with the Asian Art Museum will reach a constituent base of **30,000 students**.

9.2 Equal Access and Treatment

As a public university, UCB, including the CMES, has made a major commitment to enhancing access and opportunity for underrepresented students. More than half of the incoming class of freshmen are the first in their families to attend college. UCB maintains a number of programs intended to encourage diversity both on and off-campus, including the UC-Historically Black Colleges and Universities Initiative, which seeks to improve representation of African-American students in doctoral programs. As described in **Section 8.2**, the eight Title VI NRCs of

at UCB were awarded an Innovation Grant by the Vice Chancellor for Equity and Inclusion to expand access to international educational opportunities for low-income students, first-generation college students, and historically underrepresented minority students through the Accessing International Education course. The proposal was designed using UCB best practices for Stereotype Threat Mitigation. The course will be open to students from the Peralta Community College district, and components of the course will be included in the proposed Partnership for International Education with the Peralta District (**Section 8.7**). The CMES will additionally partner with the Educational Opportunity Program to recruit underrepresented applicants for FLAS and other CMES-hosted avenues of student funding.

9.3 Evaluation Plan

Previously, the CMES has focused its evaluation on monitoring enrollments and student retention in language and area studies programs, gauging audience interest in CMES programs, and determining whether ORIAS K-16 workshops are worthwhile for their audiences.

Evaluations have been necessarily limited to the data available, i.e., self-reported surveys and UCB-supplied enrollment data. Two major goals that the CMES has set for itself involve a more thorough, comprehensive approach to evaluation. The Performance Measurement Forms (PMFs) in **Appendix D** address components of these broad goals:

a) Enable access to Middle East language and area study for the greatest number and variety of students, both within the UCB campus and without – This goal encompasses not only the existing CMES objective of attracting and sustaining UCB student interest in language and area studies; it also takes into account the focus on building new partnerships and strengthening existing partnerships with K-16 institutions. The CMES joined with the seven other UCB NRCs to expand an existing relationship with Brad Washington, an evaluation

consultant with a Ph.D. in Education and long experience working with Title VI Centers. Dr. Washington will particularly focus on developing metrics and measuring impacts of joint NRC outreach programs, namely, the Partnership for International Education with Peralta Community College District and ORIAS institutes (**Section 8.7**). K-12 workshops with the UCB History Social-Science Project (HSSP) (**Section 8.7**). will be evaluated by the HSSP, which maintains its own rigorous evaluation program, and the results analyzed by Dr. Washington.

a.i. Evaluating the Partnership for International Education

The new Partnership for International Education with the Peralta Community College District includes an evaluation plan predicated on asking the following questions at the initial stage of the project, and determining partner needs accordingly:

1. How do you define global studies?
2. How do you believe collaboration between Berkeley City College (BCC) and UC Berkeley can assist you in your teaching goals/curriculum development for global studies?
3. What do you think are the global area(s)/region(s) your students are interested in? Why?
4. From observing your classes, what languages/cultures are represented at BCC?
5. What additional courses and/or resources related to global studies would be effective at Berkeley City College?

Deolinda Adao, the Program Coordinator, will use these questions in preliminary surveys with faculty at BCC. With Dr. Washington, she will then determine the most effective format for inquiry groups and conduct semesterly assessments to take the pulse of these groups as they begin the process of curriculum development for internationalizing courses across departments. Once individual modules have been developed, Dr. Adao, working with Dr. Washington, will formulate a new set of questions that assess the success of the new modules and the inquiry groups, and determine the next round of program needs. Initially, the focus of evaluation will be

instructor-based, since instructors will ultimately be the conduits by which curriculum internationalization reaches students, and must make the initial effort to incorporate this material into their classrooms and advise their students appropriately. In later years, evaluation inquiries will expand to include students. Dr. Adao will track the number of students who have taken language or area studies courses at BCC or UCB, determine whether students have taken advantage of international career fairs or advising originating from her own office, and assess whether students have been more likely to pursue study abroad opportunities.

a.ii. Evaluating ORIAS

Dr. Washington will also work with Michel Delattre, ORIAS coordinator, to assess the efficacy of the ORIAS K-12 and community college workshops. Surveys used to evaluate ORIAS efforts in the past will now pivot away from an approach that focuses on the validity of the programs (i.e., “Do these programs fulfill a purpose?”), which has been determined in the affirmative over years of data, toward tracking and measuring the equitable distribution of the program (i.e., regional/gender/ethnic demographics of participants), identifying areas of weakness, and making recommendations so that ORIAS can reach the widest possible constituency. The existing survey instrument for measuring the impact of ORIAS programs and institutes will be redesigned to capture the radius of outreach services in order to retain existing and to attract new participants in secondary school settings throughout the region. Surveys will still be issued before and after annual programs directed by Ms. Delattre.

a.iii. Evaluating IAS 198: Accessing International Education

The proposed course, Accessing International Education, developed for EOP students will provide a manageable yet meaningful measurement of CMES and NRC success in attracting underrepresented students to foreign language and area study on the UCB campus. At the

beginning of the course, students recruited from the EOP will be asked by the course coordinator to assess what they hope to get out of the course. The final project of the course will be the writing of a personal statement that can be used in an application for a study abroad or fellowship program, e.g., FLAS or the Critical Language Scholarship. The number of students who use this assignment as an entry-point for applying to or completing one of these programs will be a metric for assessing the success of the course and the direction of future programs.

b) Improve assessment measures and enhance outcomes for students of Middle East

language and area study – In addition to the PMFs (**Appendix D**), which will measure the steps taken toward the goal above, the CMES hopes to create better internal tools for evaluating program success and, critically, student prospects and outcomes after leaving UCB. One of the major initiatives proposed for the coming cycle is the establishment of a new M.A. in Middle Eastern Studies in collaboration with San Francisco State University. The University of California and California State systems require stringent due diligence prior to approving new university-supported degree programs, and the cornerstone of the proposal that the CMES will submit to the UC system is a detailed Market Study. To carry out this study, the CMES will seek the assistance of Operational Excellence, a UCB campus unit that focuses on strategic planning, financial analysis, and metrics. The CMES proposes to complete a Market Study in 2014-2015 that will inform not only the needs of the M.A. program, but the overall direction of the CMES.

There is increasing focus on the ability of undergraduate and graduate degree holders to find meaningful, gainful employment in their area of study. Typically, CMES employment data has comprised a combination of annual email outreach to recent graduates, which leads to self-reporting, as well as annual LinkedIn and other internet checks carried out annually by Center staff, the results logged in a student tracking database. In the coming cycle and with assistance

from Operational Excellence, the CMES will make use of UCB employment statistics, seek guidance in best practices for extrapolating information from a sample, and build a tracking database. In addition, the CMES will plan and execute a multidirectional employment study that collects data from Middle Eastern Studies programs at other institutions, government agencies, large businesses, and non-profits, in addition to former students. Of primary interest will be gauging the existing interest of students in the Middle East, the interest of employers, both private and public sector, in internationalization, and the career prospects of students with Middle East expertise. The study will by its nature be both quantitative, e.g., drawn from UCB graduate employment data and data from the Federal Office of Personnel Management, and qualitative, i.e., reporting from companies, other MES programs, and student surveys. The resulting picture will guide both the establishment of the M.A. program and the nature of future CMES programming. This will be carried out by the CMES Manager, with guidance from the Vice Chair and support from the Administrative Coordinator.

9.4 How Recent Evaluations Have Been Used

Evaluations are a critical tool for gauging public interest in CMES programs, as well as the impact and utility of outreach to K-16 educators. The ORIAS surveys in particular have been used both to ascertain both the content that regional educators hope to incorporate into their classrooms, as well as the variety of training offered. The proposed outreach activities have been designed to include pedagogy training, reflecting requests of workshop participants.

9.5 National Needs/Dissemination of Information to the Public

The CMES carefully designs its programming to ensure that it reaches that widest possible audience. What is of interest to tenured professors will not necessarily be of interest to a K-12 teacher, a community college student, or an interested member of the general public. The

CMES makes a great effort to develop programming that reflects faculty interests and advances scholarly opportunities for graduate students, while ensuring that public outreach remains clear and compelling. A new CMES initiative this fall, the Middle East Current Events Coffee Hour, to be supported by UCB and not Title VI funds, will provide an informal corollary to the weekly Thursday CMES lecture, which is often on an academic topic and can occasionally be opaque for the general public. Each week's coffee hour will focus on a particular article of news or a current event in the Middle East. An advanced graduate student will curate information from media sources, lead a discussion, and field questions from participants. This initiative responds to previous feedback from constituents that the CMES shed light on ME events as they unfold.

In addition to scheduled events that attract a wide audience, the CMES maintains extremely open lines of communication with the public and media, fielding daily email inquiries and phone calls with questions about the Middle East, all of which are referred to a member of the faculty or staff. The CMES often refers translation opportunities in the legal, business, or non-profit sectors to its affiliates. Moreover, the CMES is careful to partner with organizations and institutions that reach wide audiences which are not necessarily duplicated within the CMES core constituency, e.g., the Arab Film Festival or the Asian Art Museum.

9.6 Post-Graduate Employment and Supply of Specialists

UCB's programs increase the national supply of ME specialists in terms of both quality and quantity. Graduate placement data provide the best measure of ME specialist training at UCB. Qualitative evaluation has never been difficult when addressing the impact value of MES at UCB; UCB has produced a host of distinguished scholars, diplomats, and innovators. The late US Ambassador to Libya, Christopher Stevens, completed his undergraduate degree in History at UCB and then joined the Peace Corps in Morocco (incidentally, UCB produces more Peace

Corps Alumni than any other university). The current director of Human Rights Watch's Middle East/North Africa division is likewise an alumna of the MES major.

That said, quantitative demonstrations of impact are critical to determining program value. In recent years, the CMES has dedicated more of its resources to finding quality metrics for impact and undertaking data collection, and plans to expand its efforts in the future cycle (Section 9.3). Students who have completed undergraduate and graduate programs have gone on to fulfilling work in the private and public sectors, as well as in academe. A recent employment survey conducted by the CMES showed that more than 90 percent of UCB Ph.D.s in fields related to MES are using skills acquired at Berkeley in their post-graduate careers. While both the academic and non-academic job markets remain extremely competitive, the 37 UCB students with Middle East specialization who received graduate degrees in 2012-2013 have found meaningful employment in and out of academia, including Assistant Professorships at Brown University, Hampshire College, and North Carolina State University, and non-academic positions at McKinsey and the University of California, San Francisco Global Health Program.

In a similar survey of the undergraduate class of 2013, those with a ME concentration have found post-collegiate work in the public, private, and international sectors, including positions at Cisco Systems, the Global Fund for Women, the United Nations Development Programme, Oracle, Bain, Google, and Teach for America. A number of undergraduates in the same class have pursued graduate study, entering competitive programs like the Ph.D. Program in Arab Studies and M.A. in Security Studies at Georgetown University, the M.A. in Middle Eastern Studies at Harvard University, the joint Ph.D. in History and Middle Eastern Studies at Harvard, and the Ph.D. in Classics at Columbia. A large cohort has gone to law school.

10. FOREIGN LANGUAGE AND AREA STUDIES (FLAS) PROCEDURES

10.1 Advertising

The Graduate Fellowship Office disseminates information about FLAS fellowships through flyers and posters distributed to all departments and professional schools. The CMES advertises FLAS opportunities through its newsletter, website, and listserv. ME-related faculty bring FLAS opportunities to the attention of their students, help them to apply, and provide letters of recommendation. The Graduate Division and NRCs hold well-publicized informational FLAS workshops for students each winter. This cycle, the CMES will expand advertising to reach underrepresented students through partnership with EOP.

10.2 Application Process

Initial FLAS announcements are made each fall. Application forms are available online and at the Graduate Division; incoming students apply by early February through their regular financial aid packets. The application includes several items: (1) a statement of purpose presenting career goals, academic plan, research interests and language skills; (2) two letters of recommendation and a language evaluation; (3) supporting transcripts and relevant test scores; (4) Financial Aid (FAFSA) information for incoming students. The CMES will respond to the FLAS invitational priority by requesting FAFSA information from the Graduate Division for continuing students as well as incoming students. Incoming candidates are ranked and nominated by their departments' admission committees in February, the FLAS Committee meets in March, and awards are announced in April.

10.3 Selection Committee

A Committee of four CMES core faculty members from different departments, with

one member from a professional school, determines the awards. The CMES Chair appoints the committee, whose members independently read and rank the applications of both academic year and summer candidates. The Graduate Division supplements FLAS funding when necessary, with CMES often “topping off” federal funds to award at least one additional fellowship.

10.4 Selection Criteria and Policy Guidance.

Criteria and guidance are provided by the CMES to the FLAS committee. Award criteria include feasibility and integration of language into the research plan, academic performance, recommendations, and national need. The committee promotes diversity in languages and disciplines in the distribution of awards. This cycle, financial need will be included among previous selection criteria, with qualified candidates demonstrating need receiving several additional points of weight in their rankings (**FLAS Competitive Priority 1**).

11. COMPETITIVE PREFERENCE PRIORITIES

Table 10 – NRC Priorities

Competitive Priority 1 Projects	Section/Page
Joint M.A. in Middle Eastern Studies with San Francisco State University	Section 8.7; 37
Partnership for International Education with Peralta Community College District	Section 8.7; 36
Competitive Priority 2 Projects	Section/Page
Collaboration with UCB History-Social Science Project	Section 8.7; 36
ORIAS Institutes	Section 7; 28-30 Section 8.7; 37
Invitational Priority Projects	Section/Page
Co-sponsorship of Nile Project with Center for African Studies	Section 8.7; 39
Co-sponsorship of Graduate Students Workshop with Center for South Asia Studies	Section 8.7; 40

Table 11 – FLAS Priorities

FLAS Competitive Preference Priority 1	Section/Page
The CMES will incorporate FAFSA data taken from the Graduate Division into the selection process, and give additional points to students demonstrating financial need.	Section 10.4/50
FLAS Competitive Preference Priority 2	Section/Page
All FLAS-eligible languages—Arabic, Persian, Hebrew, and Turkish—are priority languages. 100% of FLAS awards will go to students studying priority languages.	Section 8.4/34

Appendix A
2014-18 Budget Detail

1. PERSONNEL

	Year 1	Year 2	Year 3	Year 4	
A. Administrative					
24	Outreach Director - Emily Gottreich				
	50% FTE, reflecting UC-wide 3% increase	\$44,400	\$44,400	\$44,400	\$44,400
	50% of benefits at 36.8-42.6% UC Academic rate	\$16,338	\$17,538	\$18,692	\$18,914
26	Center Manager - Lydia Kiesling				
	50% FTE, reflecting UC-wide 3% increase	\$36,049	\$36,049	\$36,049	\$36,049
	50% of benefits at 44.6-51.3% UC Staff rate	\$16,078	\$17,159	\$18,205	\$18,493
26	Administrative Coordinator - Tomi Clark				
	41.5% FTE, reflecting UC-wide 3% increase	\$26,270	\$26,270	\$26,270	\$26,270
	41.5% of benefits at 44.6-51.3% UC Staff rate	\$11,716	\$12,505	\$13,266	\$13,477
	Administrative salaries subtotal	\$106,719	\$106,719	\$106,719	\$106,719
	Administrative benefits subtotal	\$44,132	\$47,202	\$50,163	\$50,884
		\$150,851	\$153,921	\$156,882	\$157,603
B. Outreach					
36	Peralta Community College Partnership Coordinator - Daolinda Adao				
	[Competitive Priority 1]				
	<i>(33% FTE shared among UCB Title VI Centers)</i>				
	12.5% FTE	\$2,010	\$2,050	\$2,091	\$2,133
	12.5% benefits at 44.6-51.3% UC Staff rate	\$896	\$976	\$1,056	\$1,094
	Outreach salaries subtotal	\$2,010	\$2,050	\$2,091	\$2,133
	Outreach benefits subtotal	\$896	\$976	\$1,056	\$1,094
		\$2,906	\$3,026	\$3,147	\$3,227
C. Academic					
Non-Language					
34	Lecturer - MES 10: Gateway to MES				
	17% FTE	\$8,712	\$8,712	\$8,712	\$8,712
	17% of benefits at 18.1-20.4% limited appointment rate	\$1,576	\$1,664	\$1,742	\$1,777
34	Lecturer - MES 109: Model Arab League				
	8.5% FTE	\$4,356	\$4,356	\$4,356	\$4,356
	8.5% of benefits at 18.1-20.4% limited appointment rate	\$788	\$832	\$871	\$888
34	Lecturer - MES 130: Olive Tree Initiative				
	17% FTE	\$8,712	\$8,712	\$8,712	\$8,712
	17% of benefits at 18.1-20.4% limited appointment rate	\$1,576	\$1,664	\$1,742	\$1,777
34	Lecturer - MES 150: Special Topics in MES				
	17% FTE	\$8,712	\$8,712	\$8,712	\$8,712
	17% of benefits at 18.1-20.4% limited appointment rate	\$1,576	\$1,664	\$1,742	\$1,777
34	Lecturer - MES 190: Senior Series in MES				
	17% FTE	\$8,712	\$8,712	\$8,712	\$8,712
	17% of benefits at 18.1-20.4% limited appointment rate	\$1,576	\$1,664	\$1,742	\$1,777
33	Lecturer - IAS 198: Accessing International Education				
	17-4% FTE		\$8,712	\$4,356	\$2,178
	17-4% of benefits at 18.1-20.4% limited appointment rate		\$1,664	\$871	\$444

Page		Year 1	Year 2	Year 3	Year 4
	Lecturer - Global Summer Program				
34	8.5% FTE	\$4,356	\$4,356	\$4,356	\$4,356
	8.5% of benefits at 18.1-20.4% limited appointment rate	\$788	\$788	\$788	\$788
	Language				
	Lecturer - Maghrebi Arabic				
33	17% FTE	\$9,800		\$9,800	
	17% of benefits at 36.8-42.6% UC Academic rate	\$3,606		\$4,125	
	Lecturer - Advanced Turkish <i>(17% FTE shared with Institute of European Studies)</i>				
33	8.5% lecturer salary	\$4,900	\$4,900	\$4,900	\$4,900
	8.5% of benefits at 36.8-42.6% UC Academic rate	\$1,803	\$1,935	\$2,062	\$2,087
	Lecturer - Ottoman Turkish				
33	17% FTE	\$9,800		\$9,800	
	17% of benefits at 36.8-42.6% UC Academic rate	\$3,606		\$4,125	
33	Lecturer - Armenian <i>(67% FTE shared between ISEES and Slavic Department)</i>				
	11% FTE	\$6,316	\$6,316	\$6,316	\$6,316
	11% of benefits at 36.8-42.6% UC Academic rate	\$2,324	\$2,494	\$2,659	\$2,690
	Academic salaries subtotal	\$74,376	\$63,488	\$78,732	\$56,954
	Academic benefits subtotal	\$11,339	\$4,429	\$12,971	\$4,777
		\$85,715	\$67,917	\$91,703	\$61,731
	SALARIES TOTAL	\$183,105	\$172,257	\$187,542	\$165,806
	BENEFITS TOTAL	\$56,367	\$52,607	\$64,190	\$56,755
	PERSONNEL TOTAL	\$239,472	\$224,864	\$251,732	\$222,561

2. TRAVEL

35; 22	A. Library				
	International travel for acquisitions		\$2,000		
	B. Staff				
	Travel for 1 staff member to 2017 Title VI workshop				\$1,000
	Travel subtotal	\$0	\$2,000	\$0	\$1,000
	TRAVEL TOTAL	\$0	\$2,000	\$0	\$1,000

3. SUPPLIES

35; 22	A. Library				
	Print/ephemera collections development	\$4,000			
	25% support for Al-Manhal Electronic Module		\$4,000		
40	Film rights for CMES Fall film festival selections	\$1,000	\$1,000		
	Library supplies subtotal	\$5,000	\$5,000		
	SUPPLIES TOTAL	\$5,000	\$5,000	\$0	\$0

Page		Year 1	Year 2	Year 3	Year 4
4. OTHER - Outreach, Campus Programs, and Evaluation					
A. Outreach					
36	Peralta Community College Global Partnership [Competitive Priority 1]				
	Faculty inquiry group stipends	\$200	\$200	\$200	\$200
History Social-Science Project [Absolute Priority; Competitive Priority 2]					
37;29	Cosponsored pedagogy/curriculum design workshop	\$1,250	\$1,125	\$1,125	
Office of Resources for International and Area Studies [Absolute Priority; Competitive Priority 2]					
37;28	Support for Community College and K-12 workshops	\$2,000	\$2,000	\$2,000	\$2,000
	Supplemental CMES-specific ORIAS outreach	\$500	\$500	\$500	\$500
37	San Francisco State University Pilot Joint MA Program [Competitive Priority 1]				
	Market study	\$7,000			
	Curriculum workshops and program development		\$12,000		
	Program development, marketing, launch			\$5,000	\$15,000
38	KPFA Internship Program				
	Professional service fees for KPFA staff	\$1,000	\$1,000	\$1,000	\$1,000
38	Arab Culture and Community Center [Absolute Priority]				
	Partial support for K-12 curriculum workshop	\$1,000	\$1,000	\$1,000	\$1,000
	Partial support for annual ACCC festival	\$1,000	\$1,000	\$1,000	\$1,000
39	Asian Art Museum Educational Program				
	Speaker fees @ \$200	\$200	\$200		
39	Speakers Bureau				
	Speaker fees @ \$200	\$1,000	\$1,000	\$1,000	\$1,000
39	San Francisco Arab Film Festival				
	Partial support for International Arab Film Festival	\$1,000	\$1,000	\$1,000	\$1,000
39	Western Consortium of Middle East Centers				
	Advanced online Persian	\$1,000	\$1,000	\$1,000	\$1,000
	Advanced online Turkish	\$500	\$500	\$500	\$500
	Pedagogy workshop [Absolute Priority]	\$2,000			
39	Central Asian Language Consortium				
	Support for Central Asian LCTLs	\$1,000	\$1,000	\$1,000	\$1,000
39	National Resource Center Council				
	Support for web portal	\$250	\$250	\$250	\$250
Outreach Marketing					
	Lecture series poster design, printing, and mailing, 2/year	\$8,000	\$8,000	\$8,000	\$8,000
	Outreach newsletter design, printing, and mailing 2/year	\$9,000	\$9,000	\$9,000	\$9,000
	Outreach subtotal	\$37,900	\$40,775	\$33,575	\$42,450

Page		Year 1	Year 2	Year 3	Year 4
	B. Thematic Conferences, Workshops, and Series				
40	Interdisciplinary Lecture Series				
	Accommodations, speaker fees for 6 speakers/semester	\$10,320	\$10,320	\$10,320	\$10,320
40	Fall Film Festival				
	Coordinator stipend	\$1,000		\$1,000	
40	Model Arab League Conference Hosting	\$4,000			
40	Muslim-Jewish Relations Curriculum Workshop	\$5,000			
	[Absolute Priority]				
40	Middle East Perspectives Workshop	\$5,000			
	[Absolute Priority]				
40	Nile Project Residency	\$3,000			
	[Invitational Priority]				
40	South Asian Studies Joint Graduate Student Workshop		\$5,000		
	[Invitational Priority]				
40	New Directions in Iranian Studies Conference		\$8,000		
40	Middle East Innovation and Entrepreneurship Summit		\$10,000		
40	Revisiting the Arab Spring Conference				\$10,000
40	6 Days and 50 Years Conference			\$8,000	
	Conferences subtotal	<u>\$28,320</u>	<u>\$33,320</u>	<u>\$19,320</u>	<u>\$20,320</u>
	C. Evaluation				
35	BYU NMLRC Partnership				
	UC Berkeley Language Program Evaluation	\$3,500	\$1,000	\$1,000	\$1,000
35; 42	Evaluation Plan Implementation				
	Consultant fees	\$1,500	\$1,500	\$1,500	\$1,500
35	Berkeley Language Center Instructor Workshop				
	[Absolute Priority]				
	Language instructor stipends	\$800			
	Evaluation subtotal	<u>\$5,800</u>	<u>\$2,500</u>	<u>\$2,500</u>	<u>\$2,500</u>
	OTHER TOTAL	\$72,020	\$76,595	\$55,395	\$65,270
	5. FLAS				
	Academic Year FLAS				
35;49	8 graduate student fellowships @ \$33,000				
	<i>Institutional payment @ 18,000; allowance @ \$15,000</i>	\$264,000	\$264,000	\$264,000	\$264,000
	2 undergraduate student fellowships @ \$15,000				
	<i>Institutional payment @ 10,000; allowance @ \$5,000</i>	\$30,000	\$30,000	\$30,000	\$30,000
	Academic Year FLAS subtotal	<u>\$294,000</u>	<u>\$294,000</u>	<u>\$294,000</u>	<u>\$294,000</u>
	Summer FLAS				
	8 summer fellowships @ \$7,500				
	<i>Institutional payment @ \$5,000; allowance @ \$2,500</i>	\$60,000	\$60,000	\$60,000	\$60,000
	Summer FLAS subtotal	<u>\$60,000</u>	<u>\$60,000</u>	<u>\$60,000</u>	<u>\$60,000</u>
	FLAS TOTAL	\$354,000	\$354,000	\$354,000	\$354,000

	Year 1	Year 2	Year 3	Year 4
6. TOTALS				
PERSONNEL SALARIES	\$183,105	\$172,257	\$187,542	\$165,806
BENEFITS	\$56,367	\$52,607	\$64,190	\$56,755
TRAVEL	\$0	\$2,000	\$0	\$1,000
SUPPLIES	\$5,000	\$5,000	\$0	\$0
OTHER - Outreach, Campus Programs, Evaluation	\$72,020	\$76,595	\$55,395	\$65,270
NRC DIRECT COSTS	\$316,492	\$308,459	\$307,127	\$288,831
INDIRECT COSTS @ 8%	\$25,319	\$24,677	\$24,570	\$23,106
TOTAL NRC COSTS	\$341,811	\$333,136	\$331,697	\$311,937
FLAS	\$354,000	\$354,000	\$354,000	\$354,000
TOTAL COSTS	\$695,811	\$687,136	\$685,697	\$665,937
PROJECT TOTAL:			\$2,734,582	

Appendix B
Associated Teaching and Professional Staff

**Appendix B – Teaching and Professional staff
Table of Contents**

Department	Page
Anthropology	B-1
Ferme, Mariane; Hirschkind, Charles; Maher, Lisa; Mahmood, Saba; Nader, Laura; Pandolfo, Stefania; Rabinow, Paul	
Architecture	B-5
AlSayyad, Nezar	
City and Regional Planning	B-6
Roy, Ananya	
Civil and Environmental Engineering	B-7
Madanat, Samer	
Comparative Literature	B-8
Alter, Robert; Head, Gretchen; Kronfeld, Chana	
Ethnic Studies	B-10
Bazian, Hatem; Feldman, Keith	
French	B-11
Tlatli, Soraya	
Gender and Women’s Studies	B-12
Bacchetta, Paola; Moallem, Mino	
German	B-13
Deniz Gokturk	
History	B-14
Astourian, Stephan; Efron, John; Gottreich, Emily; Hill, Thomas; Mavroudi, Maria	
International and Area Studies	B-17
Bartu, Peter; Gottreich, Emily; Monshipouri, Mahmood Mostafa, Heba	
Italian Studies	B-20
Fuller, Mia	
Linguistics	B-21
Inkelas, Sharon	
Music	B-22
Brinner, Benjamin; Spagnolo, Francesco	
Near Eastern Studies – Akkadian	B-23
Pearce, Laurie	
Near Eastern Studies – Arabic	B-24
Al-Khoury, Nasser; Bazian, Hatem; Chami, Soufiane; Cyr, Amy; Elmahdy, Elsa; Mohamed, Haitham; Larkin, Margaret; Hayes, John	

Near Eastern Studies – Hebrew	B-29
Adler, Rutie; Boyarin, Chava	
Near Eastern Studies – Persian	B-30
Ahmadi, Shahwali; Gharahmani, Gholam-Reza; Pirnaza, Jaleh; Solati, Bahman	
Near Eastern Studies – Turkish	B-32
Brookes, Douglas; Vivrette, Jason	
Near Eastern Studies	B-33
Ahmed, Asad; Boyarin, Daniel; Depietro, Dana; Hendel, Ronald; Mehendale, Sanjyot; Porter, Benjamin; Redmount, Carol; Richter, Barbara Rochberg, Francesca; Veldhuis, Nicolaas	
Political Science	B-38
Chaudhry, Kiren; Fish, Steven; Hassner, Ron; Zahedi, Dariush	
Slavic Studies – Armenian	B-40
Mikaelian, Santoukht	
Rhetoric	B-41
Esmeir, Samera	
Sociology	B-42
Tugal, Cihan	
South and Southeast Asian Studies	B-43
Faruqui, Munis	
Project Administrators	B-44
Berkeley City College – Adao, Deolinda	
Berkeley Language Center – Kern, Richard	
Center for Middle Eastern Studies – AlSayyad, Nezar	
Center for Middle Eastern Studies – Gottreich, Emily	
Center for Middle Eastern Studies – Kiesling, Lydia	
Center for Middle Eastern Studies – Clark, Tomi	
Evaluation – Washington, Brad	
Library – Khanaka, Shayee	
Library – Hamburg, Paul	
Office of Resources for International and Area Studies – Delattre, Michele	
Office of Resources for International and Area Studies – Karras, Alan	
UCB History-Social Science Project – Reinhard, Rachel	

Anthropology

Ferme, Mariane C.

Title:	Associate Professor	Percentage:	25%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	1
Education:	Ph.D., University of Chicago, 1992 M.A., University of Chicago, 1984 B.A., Wellesley College, 1981	Academic Experience:	Lecturer, University of Cambridge
Overseas Exp:	Egypt, Morocco, Sierra Leone		
Language Comp:	Italian-5; French-5; Arabic-3		
Specializations:	Muslim diasporas; Political cultures and violence in Postcolonial Africa		
Area Courses Taught:	Anthro 3: Introduction to Social and Cultural Anthropology Anthro 183: Topics in Anthropology Study in Africa Anthro 169B: Research Theory and Methods in Socio-Cultural Anthropology Anthro 189: Comparative Response to Disaster Anthro 240A: Introduction to Sociocultural Theory Anthro 250E: Anthropology of Politics		
Recent Publications:	"Hunter Militias and the International Human Rights Discourse in Sierra Leone and Beyond," with Danny Hoffman. <i>Africa Today</i> , 50(4): 72-95. 2004.		

Hirschkind, Charles

Title:	Associate Professor	Percentage:	100%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	6
Education:	Ph.D., John Hopkins University, 1999 M.A., Columbia University, 1989 B.A. UC Berkeley, 1988	Academic Experience:	Associate Professor, UC Berkeley, -present Assistant Professor, UC Berkeley, 2003- Assistant Professor, University of Wisconsin, 2001-2003
Overseas Exp:	Egypt		
Language Comp:	Arabic-5; French-5; Italian-5; Spanish-5		
Specializations:	Islamic studies; Anthropology of Islam, Egypt		
Area Courses Taught:	Anthro 158: Religion and Anthropology Anthro 181: Anthropology of the Middle East and Islam Anthro 250X: Modern Discourses on Religion		
Distinctions:	Sharon Stevens First Book Award from the American Ethnological Association, 2007.		
Recent Publications:	Charles Hirschkind and Brian Larkin, eds. "Media and the Politics of Religion." Special issue of <i>Social Text</i> (96: 2008). "Religious Difference and Democratic Pluralism: Some Recent Debates and Frameworks." <i>Temenos</i> 33 (1). 2008. <i>The Ethical Soundscape: Cassette-Sermons and Islamic Counterpublics</i> . New York: Columbia University Press, 2006. <i>Powers of the Secular Modern: Talal Asad and his Interlocutors</i> . Stanford: Stanford, 2006. "Cassette Ethics, Public Piety, and Popular Media in Egypt" in <i>Religion, Media, and the Public Sphere</i> , Indiana University Press, 2005. "Media and the Quran." <i>The Encyclopedia of the Quran</i> , J. McAuliffe, ed. Leiden: Brill Press, 2003.		

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Anthropology

Mahmood, Saba

Title: Associate Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 2
Education: Ph.D. Stanford University, 1998 Academic Experience: Associate Professor, UC Berkeley,
M.A., Stanford University, 1994 Assistant Professor, UC Berkeley, 2004-2006
M.A., UW Seattle, 1992 Assistant Professor, University of Chicago,
M.A., University of Michigan, 1987 1999-2003
B.A., University of Washington, 1985
Overseas Exp: Lebanon, Egypt, Pakistan
Language Comp: Arabic-5; Urdu-5
Specializations: Middle East, Egypt, Islam
Area Courses Taught: Anthro 250X-10: Postcolonial Modernity and the Question of Difference
Anthro 114: History of Anthropological Thought
Anthro 290: Survey of Anthropological Research
Anthro 169B: Research Theory and Methods in Socio-Cultural Anthropologies
Distinctions: Axel Springer Berlin Prize Fellowship, 2013
Carnegie Scholar Fellowship, 2007
Recent Publications: *Is Critique Secular? Blasphemy, Injury, and Free Speech* (co-authored with Talal Asad, Wendy Brown, and Judith Butler). Berkeley: UC Press, 2009.
"Religious Freedom, the Minority Question, and Geopolitics in the Middle East," *Comparative Studies in Society and History* 15(2):418-446, 2012.
"Sectarian Conflict and Family Law in Egypt," *American Ethnologist* 39(1):54-62, 2012.
"Feminism, Democracy, and Empire: Islam and the War of Terror, in Women Studies on the Edge, ed., Joan W. Scott, Duke University Press, 2008.
Politics of Piety: The Islamic Revival and the Feminist Subject. Princeton: Princeton University Press, 2005.
"Ethical Formation and Politics of Individual Autonomy in Contemporary Egypt," *Social Research* vol. 70, no. 3 (2003): 1501-1530.

Maher, Lisa

Title: Assistant Professor Percentage: 100%
Tenure Status: 2-Tenure-Eligible Theses Supervised in Last Five Years: 0
Education: Ph.D., University of Toronto, 2005 Academic Experience: Assistant Professor, UC Berkeley,
B.Sc., University of Toronto, 1998 2012-present
Assistant Professor, University of Toronto,
Overseas Exp: Jordan, Syria, Azerbaijan 2007-2012
Language Comp: Arabic-5
Specializations: Archaeology, Geoarchaeology, archaeological method and theory, emergence of social complexity, Near Eastern, North African and Arabian Prehistory, Public Archaeology
Area Courses Taught: Anthro128: Prehistoric Archaeology Of The Old World
Anthro134m: Archaeological Artifact Analysis
Anthro128m: Archaeology Under The Microscope
Anthro229b: Archaeological Research Strategies
Anthro230.2: Lithic Artifact Analysis
Distinctions: Stahl Endowment Fellowship, Archaeological Research Facility, UC Berkeley, 2013
Recent Publications: L. Maher, T. Richter, and J. Stock. "The Early and Middle Epipalaeolithic of the Southern Levant: Developments and Transitions to Social Complexity." *Evolutionary Anthropology* (forthcoming)
L. Maher, T. Richter, J.T. Stock and M. Jones. "Preliminary Results from Recent Excavations at the Epipalaeolithic Site of Kharaneh IV," in *Jordan's Prehistory: Past and Future Research*, Department of Antiquities of Jordan: Amman.

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Anthropology

Nader, Laura

Title: Professor Percentage: 50%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 7
Education: Ph.D., Radcliffe College, 1961 Academic Experience:
B.A., Wells College, 1952 Positions at UC Berkeley, 1960-present
El Colegio de Mexico (Smith College), 1950
Overseas Exp: Lebanon, Mexico
Language Comp: Lebanese Arabic-5; Spanish-4
Specializations: Cultural anthropology; Middle East anthropology; Lebanon; Orientalism; Occidentalism, Anthropological Methods
Area Courses Taught: Anthro 137: Energy Culture and Social Organization
Anthro 139: Controlling Processes
Anthro 250X-1: Classic" Ethnography
Anthro 250X: Orientalism/Occidentalism and Control
Distinctions: Harry Kalven Prize, Law and Society Association 1995
Recent Publications: "Law and the Frontiers of Illegality," In *Law, Power, and Control*, A. Griffiths, K and F. von Benda-Beckmann, eds. New York: Berghahn Press, 2009.
"Colonial Legacies and Contemporary Contexts" (with Alison Dundes Renteln). In Marie-Claire Foblets et al (eds). *The Response of State Law to the Expression of Cultural Diversity*. Bruxelles: Francqui foundation, 2009.
"The Words We Use: Justice, Human Rights and the Sense of Injustices." In *Justice in the Mirror*, eds. K. Clarke and M. Goodale. Cambridge: Cambridge University Press, 2009.
"What the Rest Think of the West-Legal Dimensions." *Global Jurist*. Berkeley Electronic Press. *Hastings International and Comparative Law Review*, vol. 32. no. 2, pp 765-77. Summer 2009.
Review of "An Invitation to Laughter: A Lebanese Anthropologist in the Arab World" by Fuad I. Khouri. *American Anthropologist*, June 2008.

Pandolfo, Stefania

Title: Associate Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 3
Education: Ph.D., Princeton University, 1991 Academic Experience:
M.A., Princeton University, 1989 Associate Professor, UC Berkeley
M.A., Washington University, 1982 Assistant Professor, UC Berkeley
B.A., University of Naples, 1980
Overseas Exp: Morocco
Language Comp: Italian-5; Arabic-4; French-5
Specializations: Morocco and the Maghreb; Middle East Anthropology; Islam Sufism; Maghribi migration to Europe
Area Courses Taught: Anthro 119: Med Anthro Topics
Anthro 149: Psychological Anthropology
Anthro 181: Middle East and Islam
Anthro 189A: Topics: Culture Area
Anthro 250A: Psychological Anthropology
Anthro 250X: Subjectivity: The Psyche, the Religious and the Political
Anthro 250X: Anthropology of Trauma and History
Recent Publications: *The Thin Line of Modernity in Some Moroccan Debates on Subjectivity*. University of Minnesota Press, Forthcoming.
Impasse of the Angels: Scenes from a Moroccan Space of Memory. Chicago: University of Chicago Press, 1999.

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Anthropology

Rabinow, Paul

Title:	Professor	Percentage:	25%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	8
Education:	Ph.D., University of Chicago, 1970 M.A., University of Chicago, 1967 Ecole Pratique des Hautes Etudes, 1965-66 B.A., University of Chicago, 1965	Academic Experience:	
Overseas Exp:	Morocco, Egypt, France		
Language Comp:	French-5; Moroccan Arabic-3; German-5		
Specializations:	Cultural anthropology; Colonialism and postcolonialism; Modernity; Migration studies; Anthropology of Violence and Health		
Area Courses Taught:	Anthro 155: Modernity Anthro 156: Anthropology of the Contemporary Anthro 240: Fd Anthro Theo Anthro 250X: Modes of Veridiction and Jurisdiction		
Distinctions:	Fulbright Professor at the National Museum in Rio de Janeiro (1987).		
Recent Publications:	<i>Demands of the Day: On the Logic of Anthropological Inquiry</i> (with Anthony Stavrianakis). Chicago: University of Chicago Press, 2013. <i>Design Human Practices: An Experiment in Synthetic Biology</i> (with Gaymon Bennett). Chicago: University of Chicago Press, 2012. <i>The Accompaniment: Assembling the Contemporary</i> . Chicago: University of Chicago Press, 2011. <i>Reflections on Fieldwork in Morocco</i> . Berkeley: University of California Press, 2007. <i>Marking Time: On the Anthropology of the Contemporary</i> . Princeton: Princeton University Press, 2007.		

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Architecture

AlSayyad, Nezar

Title: Professor Percentage: 100%
Chair, CMES

Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 54

Education: Ph.D., UC Berkeley, 1988 Academic Experience:
M.S., MIT, 1981 Professor, UC Berkeley, 1998-present
D.T.P., Cairo University, 1979 Associate/Assistant Professor, UC Berkeley,
B.A, Cairo University, 1977 1988-1995

Overseas Exp: Indonesia, Egypt

Language Comp: Arabic-5; French-4

Specializations: Architecture, urbanism, and urban history of the Middle East; Housing and urban policy on the Middle East, Islamic cities and architecture.

Area Courses Taught: Arch 201: Case Studies in Architectural Design
CY Plan 248: Advanced Studio: Urban Design/Environmental Planning
Arch 111/CY PLAN 111: Introduction to Housing an International Survey
Arch 271: Theories and Methods in Architectural History
Arch 219A/CY PLAN 231: Housing in Developing Countries
Arch 279: Seminar in Urban History
Arch 281: Methods of Inquiry in Architectural Research
Arch 298: Special Group Study
Arch 299: Individual Study
CY Plan 290: Topics in City and Metropolitan Planning

Distinctions: Guggenheim Fellowship, 2014
Distinguished Teaching Award, 2008

Recent Publications: *Traditions: The Real, the Hyper, and the Virtual in the Built Environment*, Routledge: London, 2014
Cairo: Histories of a City. Cambridge: Harvard University Press, 2011.
The Fundamentalist City? Co-edited with Mejgan Massoumi. London: Routledge, 2010.
Cinematic Urbanism: A History of the Modern From Reel to Real. London & New York: Routledge, 2006.
Making Cairo Medieval. Co-edited with Irene Bierman and Nasser Rabbat. Lanham & London: Lexington Books, 2005.
Urban Informality: Transnational Perspectives from the Middle East, Latin America and South Asia. Co-edited with Ananya Roy. London: Lexington Books, 2004.
Muslim Europe or Euro-Islam. Co-edited with Manuel Castells. London: Lexington Books, 2002.
Hybrid Urbanism: On the Identity Discourse and the Built Environment. New York and Westport: Greenwood/Praeger, 2001.
Consuming Tradition/Manufacturing Heritage: Global Norms and Urban Forms in an Age of Tourism. London & New York: Routledge, 2001.

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City and Regional Planning

Roy, Ananya

Title: Associate Professor Percentage: 25%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 15
Education: Ph.D., UC Berkeley. Academic Experience:
M.A., UC Berkeley, 1994
B.A., Mills College, 1992
Overseas Exp: India
Language Comp: Bengali-5; Hindi-5; Gujarati-5
Specializations: Urbanization, Development, Women and Development; Housing and Urbanization in the Third World; Urban Studies and Comparative Perspectives
Area Courses Taught: GPP 115/ IAS 115/ CP 115: Global Poverty: Challenges and Hopes in the New Millennium
ED 100: The City-Theories and Methods in Urban Studies
CP 271: Development Theories and Practices
Anthro 3AC: Intro Soc/Cult Ac
CY Plan 115: Urban Devel Countr
CY Plan 200: Hist City Planning
CY Plan 271: Dev Theors/Practice
IAS 180: Current Issues IAS
Distinctions: 2008 Golden Apple Teaching Award; 2009 Teacher of the Year, CASE/Carnegie Foundation
Recent Publications: *Worlding Cities: Asian Experiments and the Art of Being Global* (with Aihwa Ong) London: Blackwell, 2011.
Poverty Capital: Microfinance and the Making of Development. London: Routledge, 2010.
"Civic Governmentality: The Politics of Inclusion in Beirut and Mumbai." *Antipode*, 41:1 (2009):159-179.
"The 21st Century Metropolis: New Geographies of Theory." *Regional Studies* (2009): 43:6, 819- 830.

Civil and Environmental Engineering

Madanat, Samer

Title:	Professor	Percentage:	25%
Tenure Status:	1-Tenured	Theses Supervised in Last	
Five Years:	0		
Education:	Ph.D., Berkeley, 1991	Academic Experience:	
	M.S., MIT, 1988		Xenel Distinguished
	B.Sc., University of Jordan, 1986		Professor in the
			Department of Civil &
			Environmental
			Engineering, UC Berkeley
Overseas Exp:	Jordan, Egypt, Gulf		
Language Comp:	Arabic-5		
Specializations:	Transportation Infrastructure Management in the Middle East		
Area Courses Taught:			
Distinctions:	Science and Technology grant from the University of California Office of the President, 2000.		
Recent Publications:			

Comparative Literature

Alter, Robert B

Title: Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 0
Education: Ph.D., Harvard University, 1962 Academic Experience:
M.A., Harvard University, 1958 Assistant Professor, Columbia, 1962-66
B.A., Columbia College, 1957
Overseas Exp: Israel, England, Italy
Language Comp: Hebrew-5
Specializations: Modern and Medieval Hebrew literature
Area Courses Taught: Com Lit 120: Biblical Tradition in Western Literature
Jewish 101: Cultural Legacies of the Jews
Jewish 299: Individual Study and Research-Jewish Studies
Religst C132/NES C135: Jewish Civilization I: The Biblical Period
Hebrew 203B: Adv Med Hebrew Texts
Near Eastern Studies 290E: Special Studies
Distinctions:
Recent Publications: *Imagined Cities: Urban Experience and the Language of the Novel*. New Haven: Yale University Press, 2005.
The Five Books of Moses: A Translation with Commentary. New York: W.W. Norton, 2004.
The David Story: A Translation with Commentary of 1 and Samuel. New York: W.W. Norton, 2004.
Hebrew and Modernity, Bloomington: Indiana University Press, 1994.

Head, Gretchen

Title: Visiting Assistant Professor Percentage: 100%
Tenure Status: Theses Supervised in Last Five Years: 0
Education: Ph.D., University of Pennsylvania, 2011 Academic Experience:
Overseas Exp: Morocco
Language Comp: Arabic-5
Specializations: Modern Arabic Literature, Classical Arabic Prose Literature, Autobiography, Comparative Literature,
Maghrebi Literature, Maghreb studies
Area Courses Taught: Com Lit 190: Senior Seminar
Com Lit 202C: Genre: The Arabic Novel
Distinctions: Mellon Postdoctoral Fellow
Recent Publications: "Casablanca Chasms: The Bidonville in Muhammad Zafzaf's Muhawalat Aysh," in *Portal 9 Journal*, Spring 2013.
"The Performative in Ilyās Khūrī's Bāb al-Shams," *Journal of Arabic Literature* 42, 2011.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Comparative Literature

Kronfeld, Chana

Title:	Professor	Percentage: 100%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years: 5
Education:	Ph.D., UC Berkeley, 1983 M.A., UC, Berkeley, 1977 B.A., Tel Aviv University, 1971	Academic Experience:
Overseas Exp:	Israel	
Language Comp:	Hebrew-5	
Specializations:	Role of ideology in literary history & Hebrew Literature	
Area Courses Taught:	Hebrew 104A: Modern Hebrew Literature and Culture Hebrew 204A: Advanced Modern Hebrew Literature and Culture NES 24: Freshman Seminar NES 139: Multiculturalism in Modern Jewish Literature NES 290: Special Topics in Near Eastern Studies NES 298: Reading in Modernist Hebrew and Yiddish Poetry and Fiction	
Distinctions:		
Recent Publications:	The Full Severity of Compassion: The Poetry of Yehuda Amichai. Forthcoming. "Malignant Words, Benign Speech: Amichai on the Uses and Abuses of Language," (with Chana Bloch), <i>American Poetry Review</i> , 1999. "An Agnostic Amen: Amichai's Poetic Theology," (with Chana Bloch), <i>Judaism</i> , Fall 1999. "Beyond Deleuze and Guattari: Hebrew and Yiddish modernism in the Age of Privileged Difference," Daniel Boyarin and Jonathan Boyarin (eds.), <i>Jews and Other Differences</i> , Minneapolis: University of Minnesota Press, 1997. <i>On the Margins of Modernism: Decentering Poetic Trends, Contraversions: Critical Studies in Jewish Literature, Culture and Society</i> , Berkeley: University of California Press, 1996.	

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Ethnic Studies

Bazian, Hatem Ahmad

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: Ph.D., UC Berkeley, 2002 Academic Experience: M.A., San Francisco State University, 1993 Founder Zaytuna College, 2007-Present
Overseas Exp: Palestine
Language Comp: Arabic-5
Specializations: Contemporary Middle East Issues, Islamic Law and Society, Islam in America, Arabic, and Arabic Literature
Area Courses Taught: ASAMST 132: Islamophobia and Constructing Otherness
Arabic 1: Elementary Arabic
Arabic 20: Intermediate Arabic
Arabic 100A: Advanced Arabic
NES 146A: Islam
NES 190D: Islamic Law and Society
RELIGS 90B: Introductory Topics in Religious Studies: Islam
Distinctions: Office of Public Diplomacy Grant, US Embassy, Brussels, Belgium, 2013
Recent Publications: *Souls of Muslim Folk*, Pluto Press, forthcoming 2014.
"The Indigenous Palestinians: Twice Dispossessed by the Biblical Text." *Harvard International Review*, Volume 35, Issue 3, winter 2014.
"National Entry-Exist Registration System: Arabs Muslims and Southeast Asians and Post-9/11 Security Measures." *Islamophobia Studies Journal*, Volume 2, Issue 1, 2014.
Muslims—Enemies of the State: The New Counter Intelligence Program
Islamophobia Studies Journal, spring 2013.
"Human Rights in the Palestinian Authority Areas: The Long Shadow of Occupation."
Encyclopedia of Human Rights, Oxford: Oxford University Press, 2008.

Feldman, Keith

Title: Assistant Professor Percentage: 50%
Tenure Status: 2-Tenure Eligible Theses Supervised in Last Five Years:
Education: Ph.D., University of Washington, 2008 Academic Experience: M.A., GW University, 2003 Assistant Professor, UC Berkeley. B.A., Brown University, 2000 2009-present
Overseas Exp: Palestine, Egypt
Language Comp: Arabic-3
Specializations: Cultures of the African, Arab, and Jewish Diasporas; Visual Culture Studies; Postcolonial Theory; Critical Theory; Public Humanities
Area Courses Taught: ES 180 Selected Topics: "Comparative Racialization in an Age of Endless War"
ES 190 Advanced Seminar: "Translation and the Dialect/ics of Diaspora"
ES 190 Advanced Seminar: "Race, War, Culture"
ES 202 Graduate Core Seminar: Cultural Texts: Contemporary Theory and Methods
ES 250 Graduate Research Seminar: "Comparativity and the Crisis of Neoliberalism"
ES 250 Graduate Research Seminar: "On Edward Said"
ES 250 Graduate Research Seminar: "Race, War, Culture"
Distinctions: Presidential Chair Fellowship, UC Berkeley; Institute for International Studies Junior
Recent Publications: "Empire's Verticality: The Af/Pak Frontier, Visual Culture, and Racialization from Above."
Comparative American Studies 9.4 (Winter 2011): 325-341.
"Contrapuntalism and Rupture: Suheir Hammad's breaking poems and the Refugee as Relational Figure." *Connections and Ruptures*, ed. Robert Myers. Beirut: American University of Beirut, 2011.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

French

Tlatli, Soraya

Title: Associate Professor Percentage: 50%

Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 1

Education: Ph.D., Emory University, 1991 Academic Experience:
M.A., John Hopkins University, 1990 Assistant Professor, UC Berkeley, 2004-
M.A., Universite de Montreal, 1984 Assistant Professor, University of
Wisconsin, 2001-2004

Overseas Exp: Algeria, Morocco

Language Comp: French-5, Arabic-3

Specializations: North African Literature

Area Courses Taught: French 151A: Francophone Literature
French 162B: Perspectives on History
French 180D: French Civilization: La politique francaise de l'immigration -- realites et
fictions French 183B: Configurations of Crisis: The Algerian War of Independence in
Algeria

Distinctions:

Recent Publications: "Les ruines de l'Algérie chez Kateb Yacine, in Hommage à Kateb Yacine ed. Nabil
Boudraa, L'Harmattan, Paris, October 2006.
"Algeria as an Archive," in *Derrida and the Time of the Political*, eds. Pheng Cheah and
Suzanne Guerlac. Duke University Press, July 2006.
"Memories of the Algerian Nation," Forthcoming.
Review of Mounira Charrad, "States and Women's Rights: The Making of Postcolonial
Tunisia, Algeria and Morocco," *Interventions: International Journal of Postcolonial
Studies*, 5.1, April 2003, pp.147-148
"French Nationalism and the Issue of North African immigration," in *Franco-Arab
Encounters*, ed. Carl Brown, Beirut: American University of Beirut Press, 1996.

Gender and Women's Studies

Bacchetta, Paola

Title: Associate Professor Percentage: 25%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 1
Education: Ph.D., The Sorbonne, 1996 Academic Experience:
M.A., Université de Paris, 1985.
B.A., American University in Paris, 1982
Overseas Exp: Morocco, Tunisia, India, France, Italy
Language Comp: French-5; Italian-5; Hindi-2; Spanish-2
Specializations: Gender politics, Islam
Area Courses Taught: GWS 14: Gender Sexuality and Race in Global Political Issues
GWS 102: Transnational Feminism
GWS 144: Alternative Sexualities in a Transnational World
GWS 230: Transnational Feminist Theories
Recent Publications: "A Transnational Conversation on French Colonialism, Immigration, Violence and Sovereignty" with Miriam Ticktin and Ruth Marshall, *Scholar and Feminist*, 2008.

Moallem, Minoo

Title: Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 0
Education: Postdoctoral Studies, UC Berkeley, 1992. Academic Experience:
Ph.D., University of Montréal, 1990
M.A., University of Tehran, Iran 1982.
B.A., University of Tehran, Iran, 1976
Overseas Exp: Iran
Language Comp: Farsi-5
Specializations: Iranian Cultural Politics and Diasporas, Post-Colonial and Transnational Feminist Theories
Area Courses Taught: GWS 20: Introduction to Feminist Theory
GWS 111: Women in the Muslim and Arab Worlds
GWS 115: Engaged Scholarship in Women and Gender
GWS 142: Women in the Arab and Muslim Worlds
GWS 143: Women Poverty and Globalization
GWS 220: Research Seminar
GWS 236: Diasporas, Borders, and Transnational Identity
Distinctions: Yale Material/Visual Cultures Initiative Fellowship, 2009.
Recent Publications: "The Revolution Will Not Be Fabricated," *Radical History Review*, Special Issue on Iranian Revolution, Duke University Press, 2009.
"Muslim Women and the Politics of Representation in a Transnational Context," *Journal of Feminist Studies of Religion*, Volume 24, Number 1, Spring 2008, Harvard Divinity School.
"Foreignness and Be/longing: Transnationalism and Immigrant Entrepreneurial Spaces," in *Sociology of Diaspora*, co-edited by Brij Maharaj and Ajaya Kumar Saho. New Dehli: Rawat, 2007.
"Between Warrior Brother and Veiled Sister. Islamic Fundamentalism and the Politics of Patriarchy in Iran." Berkeley: University of California Press, 2005.
"Am I a Muslim Woman?" Nationalist Reactions and Postcolonial Transactions, in *Shattering the Stereotype: Muslim American Women* edited by Fawzia Afzal-Khan. New York: The Feminist Press, 2005.
"Middle Eastern Studies, Feminism, and Globalization" in *Signs: Journal of Women in Culture and Society*. Volume 26, No. 4, Special Issue on Globalization and Gender, Summer 2001.

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German

Göktürk, Deniz

Title:	Associate Professor	Percentage:	25%
Tenure Status:	I-Tenured	Theses Supervised in Last Five Years:	4
Education:	Ph.D., Freie University, Berlin, 1995 M.A., University of East Anglia, 1987 B.A., Freie University, 1985	Academic Experience:	Associate Professor, UC Berkeley, 2002-present Reader, University of Southampton, 1998-2001
Overseas Exp:	Turkey, Germany		
Language Comp:	Turkish-5, German-5		
Specializations:	Transnational cinema, Migration culture and cinema, Contemporary Turkish literature, Jews and Turks in Germany, global cities.		
Area Courses Taught:	German 186: Transnational Cinemas German 214: Studies in the 20th Century:Media, Spectatorship, and Place Film 151: Auteur Theory Film 240: Grad Topics in Film		
Distinctions:	Hellman Faculty Fund grant, "Secular Islam and its Discontents," University of California,		
Recent Publications:	<i>Orienteering Istanbul: Cultural Capital of Europe?</i> . Co-edited with Levent Soysal and İpek Türeli. London: Routledge, 2010. "Anyone at Home? Itinerant Identities in European Cinema of the 1990s." <i>Framework. Special Issue on Middle Eastern Cinema</i> 43.2 (Fall 2002): 201-212. "Beyond Paternalism: Turkish German Traffic in Cinema". <i>The German Cinema Book</i> , ed. by Tim Bergfelder, Erica Carter, Deniz Gokturk. London: BFI, 2002: 248-256. "Turkish Women on German streets. Closure and Exposure in Transnational Cinema." <i>Space in European Cinema</i> . Ed. Myrto Konstantarakos. Exeter/Portland: Intellect, 2000: 64-76.		

History

Astourian, Stephan

Title: Assistant Adjunct Professor Percentage: 100%
Tenure Status: N/A-Academic Coordinator Theses Supervised in Last Five Years: 0
Education: Ph.D., UCLA, 1986 Academic Experience:
M. A., UCLA, 1982 Executive Director, Armenian Studies
B.A., University of Paris, 1980 UC Berkeley, 2002-present
Overseas Exp: Armenia, Turkey, France
Language Comp: Armenian-5; Turkish-5; French-5; Russian-4
Specializations: Middle Eastern History since 1500, Turkish polarization, Linguistics, History of Armenia,
Ethnic Relations and Conflicts
Area Courses Taught: HIST 177A/B: Armenia: From Pre-Modern Empires to the Present
Distinctions:
Recent Publications: "The Silence of the Land: Agrarian Relations, Power, and Ethnicity in Late Ottoman
Turkey." In *Question of Genocide 1915: Armenians and Turks at the End of the Ottoman
Empire*, eds. R.G. Suny and F.M. Gocek. London: Oxford University Press, forthcoming.
"Armenian Demography, the Homeland, the Diaspora: Trends and Consequences." In
Armenians et Grecs et Diaspora: Approaches, Comparatives" eds. Michel, et al. Athens:
Ecole Francaise d'Athen, 2005.
"Modern Turkish Identity and the Armenian Genocide," in *Richard Hovannassian;
Remembrance and Denial*, Wayne State University Press, 1998.

Efron, John M.

Title: Koret Professor of Jewish History Percentage: 25%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 3
Education: Ph.D., Columbia University Academic Experience:
B.A., Monash University
Overseas Exp: Israel
Language Comp: Hebrew-5; German-5
Specializations: Jewish history, Zionism/Israel
Area Courses Taught: Hist C175B: Jewish Civilization: Modern Period
Ugis C155: Jewish Civ Modern
Hist 100: Special Topics
Hist 178: Holocaust
Hist 280b: Adv Studies-Europe
Religst C135: Jewish Civ Modern
Distinctions:
Recent Publications: *The Jews: A History*, with Matthias Lehmann and Steven Weitzman, Saddle River: Prentice
Hall, 2009.
Jewish History and Jewish Memory: Essays in Honor of Yosef Hayyim Yerushalmi. Ed.,
with Elisheva Carlebach and David N. Myers. Lebanon: University Press of New England,
1998.

History

Gottreich, Emily

Title: Associate Adjunct Professor Vice Chair, CMES Percentage: 100%

Tenure Status: N/A-Academic Coordinator Theses Supervised in Last Five Years: 0

Education: Ph.D. Harvard University, 1999 Academic Experience: Associate Adjunct Professor, UC Berkeley, 2007-present
M.A., Harvard University, 1992 Lecturer, UC Berkeley, 2001-2006
B.A., UC Berkeley, 1989 Certificate, La Sorbonne

Overseas Exp: Morocco, France, Israel, West Africa

Language Comp: French-5; Arabic-4; Hebrew-3

Specializations: History of Jews in the Middle East and North Africa, Muslim-Jewish Relations, Research methods in Middle Eastern studies, ME historiography

Area Courses Taught: HIST 100/MES 130: Special Topics: Jews and Muslims
MES 102: Scope and Methods of Research in Middle Eastern Studies
MES 109: Model Arab League
MES 150: Advanced Study of the Middle East
MES 190: Senior Thesis in Middle Eastern Studies
MES 198: Directed Group Study of The Middle East
MES 98: Directed Group Study
History 100: Special Topics in The Middle East

Distinctions: Fulbright Senior Scholar, Morocco, 2010-2011

Recent Publications: "Ahl al-Kitab Mellah," *Encyclopedia of Jewish History and Culture* (Stuttgart: J.B. Metzler, 2010-2013).
"The Jewish Quarter of Marrakesh, Epicenter of a Desert Economy" in Susan Gilson Miller, ed., *The Architecture and Memory of the Minority Quarter in the Muslim Mediterranean City* (Boston: Aga Khan Program in Islamic Architecture, distributed by Harvard University Press, 2010).
Jewish Culture and Society in North Africa, with Daniel Schroeter (Indiana University Press, 2010).
"Historicizing the Concept of 'Arab Jews' in the Maghrib," *Jewish Quarterly Review* (98,4) fall 2008: 433-451
Sarah Abrevaya Stein, *Plumes: Ostrich Feathers, Jews, and a Lost World of Global Commerce* (New Haven: Yale University Press, 2008). Reviewed for the *American Historical Review* June 2009: 724-725.
The Mellah of Marrakesh: Jewish and Muslim Space in Morocco's Red City. Bloomington: Indiana University Press, 2007
"Jews in Morocco," *Encyclopedia of Diasporas* (New York: Kluwer/Plenum, 2005).
"Rethinking the 'Islamic City' from the Perspective of Jewish Space," *Jewish Social Studies* (3) 2004: 118-146.
"On the Origins of the Mellah of Marrakesh," *International Journal of Middle Eastern Studies* (35) 2003: 287-305.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

History

Hill, Thomas

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years:
Education: Ph.D., University of Cambridge Academic Experience:
Overseas Exp:
Language Comp:
Specializations: Middle East History, Intellectual History, Anthropology, Cultural History, Philosophy of History, Torture, Human Rights Discourse, History, Documentary Film, Law and Society, Arabic Literature, Women and gender in Muslim societies
Area Courses Taught: History 109c: The Middle East 1750-Present
History 12: The Middle East
Distinctions:
Recent Publications: "The Israeli Prison as Palestinian University," Council for British Research in the Levant Bulletin (2010).
"Terrorisme et justice de transition dans les territoires palestiniens occupés: des concepts mutuellement exclusifs?" in *International Studies Journal* 24, 6:4, Spring 2010, 135-70.
"1948 After Oslo: Truth and Reconciliation in Palestinian Discourse," *Mediterranean Politics* 13:2 (2008)
"Historicity and the nakba commemorations of 1998" (Florence, Italy: European University Institute Working Papers RSCAS No.2005/1, 2005).
" 'Après Nous, Nous': Covering the Colonial Retreat," *Middle East Report* (MERIP) online, 17 May 2005.
"Bedside Stories," review of Elias Khoury, *Times, Literary Supplement*, 17 March 2006

Mavroudi, Maria

Title: Professor Percentage: 75%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 2
Education: Ph.D., Harvard University, 1998 Academic Experience:
M.A., Harvard University, 1992 Professor, UC Berkeley, 2008-present
B.A., University of Thessaloniki, 1990 Professor, Princeton University, 2006-2008
Overseas Exp: Greece, Egypt, Syria
Language Comp: Arabic-4; Coptic-4; Latin-5; French-4; Syriac-3
Specializations: Greco-Arabic translations, Byzantium and the Arabs, Islamic science.
Area Courses Taught: Hist 3: Byzantium & the Near East
Hist 101: Research, Writing
Hist 108: Byzantium
Hist 280: Adv Studies-Ancient
Hist 281: Paleography And Other Auxiliary Sciences
Hist 285a: Res Sem--Ancient
Distinctions: MacArthur Fellowship, 2004
Recent Publications: "Bilingualism in Greek and Arabic: Evidence from the Manuscripts" (in preparation)
"Translators from Greek into Arabic at the Court of Mehmet the Conqueror" in A. Ödekan, N. Necipoğlu, E. Akyürek, eds., *The Byzantine Court: Source of Power and Culture. Papers from the Second International Sevgi Gönül Byzantine Studies Symposium*, Istanbul, Turkey, June 2010 (Istanbul: Koç University Press, 2013).
"Byzantino-Slavica and Byzantino-Arabica: possibilities and problems of comparison" *Byzantinoslavica* 65 (2007), 51-67.
A Byzantine Book on Dream Interpretation: The Oneirocriticon of Achmet and Its Arabic Sources. E.J. Leiden: Brill, 2002.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

International and Area Studies – Middle Eastern Studies

Bartu, Peter

Title:	Lecturer	Percentage:	100%
Tenure Status:	4-Lecturer	Theses Supervised in Last Five Years:	0
Education:	Ph.D., History, Monash University, 1998 B.A., Univ. of New South Wales, 1987	Academic Experience:	Lecturer, International and Area Studies, UC Berkeley, 2007-2008; 2013-2014 Visiting Lecturer, Asia-Pacific College of Diplomacy at the Australian National University
Overseas Exp:	Libya, Iraq, Syria, Israel, Palestine, Philippines, Indonesia, Malawi, Cambodia		
Language Comp:	Arabic-4, Bahasa Indonesia-5, Khmer-4		
Specializations:	Middle East Foreign Policy, Negotiations, Iraq, Syria, Israel, Palestine		
Area Courses Taught:	MES 130: Intractable Conflicts: Approaches to Peacebuilding in Israel/Palestine MES 130: New Approaches to Crisis and Political Transition in the Middle East and North Africa		
Distinctions:	Senior Mediation Expert, Department of Political Affairs Standby Mediation team, United Nations, New York. Deployed to Libya, Djibouti, Malawi and Iraq and advised on political transition arrangements including national dialogue processes. Senior Political Advisor to the SRSG– United Nations Assistance Mission in Iraq		
Recent Publications:	‘The National Transitional council & and the corridor of uncertainty’ in Peter Cole & Brian Quin (Ed) <i>The Libyan Revolution and its Aftermath</i> (Hurst Oxford 2014). ‘Wrestling with the Integrity of a Nation: The Disputed Internal Boundaries in Iraq’ <i>International Affairs</i> 86/6 Chatham House November 2010 pp1329-1343. Civilian Protection: Between Vision and Practice? Carpe Diem in Mindanao’ <i>Autonomy and Peace Review</i> Vol 5. Issue No. 4 (Institute of Autonomy and Governance, Cotabato City, 2009) pp 7-18.		

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

International and Area Studies – Middle Eastern Studies

Gottreich, Emily

Title: Associate Adjunct Professor Vice Chair, CMES Percentage: 100%

Tenure Status: N/A-Academic Coordinator Theses Supervised in Last Five Years: 0

Education: Ph.D. Harvard University, 1999 Academic Experience:
M.A., Harvard University, 1992 Associate Adjunct Professor, UC Berkeley, 2007-present
B.A., UC Berkeley, 1989 Lecturer, UC Berkeley, 2001-2006
Certificate, La Sorbonne

Overseas Exp: Morocco, France, Israel, West Africa

Language Comp: French-5; Arabic-4; Hebrew-3

Specializations: History of Jews in the Middle East and North Africa, Muslim-Jewish Relations, Research methods in Middle Eastern studies, Middle Eastern historiography

Area Courses Taught: HIST 100/MES 130: Special Topics: Jews and Muslims
MES 102: Scope and Methods of Research in Middle Eastern Studies
MES 109: Model Arab League
MES 150: Advanced Study of the Middle East
MES 190: Senior Thesis in Middle Eastern Studies
MES 198: Directed Group Study of the Middle East
MES 98: Directed Group Study
History 100: Special Topics in the Middle East

Distinctions: Fulbright Senior Scholar, Morocco, 2010-2011

Recent Publications: "Ahl al-Kitab Mellah," *Encyclopedia of Jewish History and Culture* (Stuttgart: J.B. Metzler, 2010-2013).
"The Jewish Quarter of Marrakesh, Epicenter of a Desert Economy" in Susan Gilson Miller, ed., *The Architecture and Memory of the Minority Quarter in the Muslim Mediterranean City* (Boston: Aga Khan Program in Islamic Architecture, distributed by Harvard University Press, 2010).
"Jewish Culture and Society in North Africa", with Daniel Schroeter (Bloomington: Indiana University Press, 2010).
"Historicizing the Concept of 'Arab Jews' in the Maghrib," *Jewish Quarterly Review* (98,4) fall 2008: 433-451
Sarah Abrevaya Stein, *Plumes: Ostrich Feathers, Jews, and a Lost World of Global Commerce* (New Haven: Yale University Press, 2008). Reviewed for the *American Historical Review*, June 2009: 724-725.
The Mellah of Marrakesh: A Jewish Quarter in the Spaces of Islam. Bloomington: Indiana University Press, 2007.
"Jews in Morocco," *Encyclopedia of Diasporas* (New York: Kluwer/Plenum, 2005).
"Rethinking the 'Islamic City' from the Perspective of Jewish Space," *Jewish Social Studies* (3) 2004: 118-146.
"On the Origins of the Mellah of Marrakesh," *International Journal of Middle Eastern Studies* (35) 2003: 287-305.

International and Area Studies – Middle Eastern Studies

Monshipouri, Mahmood

Title: Visiting Associate Professor Percentage: 100%
Tenure Status: 4-lecturer Theses Supervised in Last Five Years: 0
Education: Ph.D., University of Georgia, 1987 Academic Experience:
Overseas Exp: Iran Professor, San Francisco State University,
Language Comp: Persian-5 2007-present
Specializations: human rights, identity construction, and globalization in the Muslim world
Area Courses Taught: MES 150: Advanced Study of the Middle East
Distinctions:
Recent Publications: *Terrorism, Security, and Human Rights: Harnessing the Rule of Law* (Lynne Rienner Publishers, 2012).
Human Rights in the Middle East: Frameworks, Goals, and Strategies (London: Palgrave Macmillan, 2011).
Muslims in Global Politics: Identities, Interests, and Human Rights (Philadelphia: University of Pennsylvania Press, 2009).
Islam and Human Rights: Advocacy for Social Change in Local Contexts (New Delhi, India: Global Media Publications, 2006).

Mostafa, Heba

Title: Sultan Postdoctoral Teaching Fellow Percentage: 100%
Lecturer in Architecture, and IAS Theses Supervised in Last Five Years: 0
Tenure Status: 4-Lecturer
Education: Ph.D., University of Cambridge, 2011 Academic Experience:
M.A., American University Cairo, 2006
B.Sc. Cairo University, 2001
Overseas Exp: Egypt
Language Comp: Arabic-5
Specializations: Islamic Art and Architecture, public space
Area Courses Taught: MES 150: Public Spaces in Middle Eastern Societies
MES 20: Perspectives on the Middle East and the History of Art
Art 190C: Muslim Spain
Art C121A: Introduction to Islamic Art and Architecture
Distinctions:
Recent Publications: *Religio-political Authority and the Formation of Islamic Architecture* (in progress)

Italian Studies

Fuller, Mia

Title:	Associate Professor	Percentage:	50%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	1
Education:	Ph.D., UC Berkeley	Academic Experience:	
	M.A., UC Berkeley		Associate Professor, UC Berkeley, 2004-present
	B.A., Sarah Lawrence College, 1981		Assistant Professor, UC Berkeley, 2000- 2004
Overseas Exp:	Italy, Libya, Tunisia, Egypt, Ethiopia, Greece, Eritrea		
Language Comp:	Italian-5, Arabic-3		
Specializations:	Modern Italian and Mediterranean Culture, Libya, North Africa		
Area Courses Taught:	Arch 179: Architectural history		
	Italian 24: Freshman Seminar		
	Italian 199: Supervised Independent Study		
	Italian 248: Special Topics in Interdisciplinary Italian Studies: Italian Experiences of Colonialism and Post-Coloniality		
	Italian 248: Special Topics in Interdisciplinary Italian Studies: Italian Colonialism: From Asmara to Latina (Littoria)		
Distinctions:			
Recent Publications:	"Libya," in <i>A Historical Companion to Postcolonial Literatures in Continental Europe and Its Empires</i> , edited by Prem Poddar, Rajeev Patke, and Lars Jensen; New York: Edinburgh University Press and Columbia University Press, 300-304. 2008. "The Medina and the Islamic City: Colonial Terms and Postcolonial Legacies," <i>Public Affairs Report</i> 43, 4: 46. 2007. <i>Moderns Abroad: Architecture, Cities, and Italian Imperialism</i> , London: Routledge, 2006. "Preservation and Self-Absorption: Italian Colonization and the Walled City of Tripoli, Libya," in <i>Italian Colonialism</i> , edited by Ruth Ben-Ghiat and Mia Fuller, New York: Palgrave Macmillan, 131-42, 2005.		

Linguistics

Inkelas, Sharon

Title:	Professor	Percentage:	25%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	3
Education:	Ph.D., Stanford University, 1989 B.A., Pomona College, 1984	Academic Experience:	Professor, UC Berkeley, 2004-present
Overseas Exp:	Turkey		
Language Comp:	Turkish 4		
Specializations:	Turkish, Phonology, Morphology		
Area Courses Taught:	Ling 211a: Advanced Phonological Theory Ling 215: Advanced Morphology		
Distinctions:			
Recent Publications:	“Morphophonemics and the lexicon: a case study from Turkish,” with Anne Pycha and Ronald Sprouse. In M. J. Sole, P. Beddor, and M. Ohala (eds.), <i>Experimental Approaches to Phonology</i> . Oxford: Oxford University Press. 2007. “The architecture and the implementation of a finite state pronunciation lexicon for Turkish”, with Kemal Oflazer. <i>Computer Speech and Language</i> . 80-106. 2006. <i>Reduplication : Doubling in Morphology</i> . With Cheryl Zoll. Cambridge: Cambridge University Press, 2005. “TELL: Turkish Electronic Living Lexicon,” with Aylin Küntay, Orhan Orgun and Ronald Sprouse. <i>Turkic Languages</i> 4(2): 253-75. 2000. “Exceptional Stress-Attracting Suffixes in Turkish: Representation vs. the Grammar,” H.vander, Hulst, R. Kager, and Wim Zonnevald (eds.), <i>The Prosody-Morphology Interface</i> , Cambridge: Cambridge University Press, 1999. “Level (Non)ordering in Recursive Morphology: Evidence from Turkish,” with C. Orhan Orgun in S. Lapointe (ed.), <i>Morphology and its Relation to Syntax and Phonology</i> , Stanford: CSLI Publications, 1998.		

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Music

Brinner, Benjamin

Title: Professor Percentage: 50%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 1
Education: Ph.D., UC Berkeley, Academic Experience:
M.A., UC Berkeley, 1979 Professor, UC Berkeley, 2007-present
B.A., Hebrew University, 1977 Associate Professor, 2005-2007
Overseas Exp: Israel, Indonesia
Language Comp: Hebrew-4; Arabic-3; Indonesian-3
Specializations: Ethnomusicology, Middle Eastern Music, Arab music in Israel and the West Bank
Area Courses Taught: Music 132: Music of the Middle East
Music 199: Supervised Independent Study
Music 150D: Non-Western Music
Music 208B: Music in Mind
Distinctions:
Recent Publications: *Playing Across a Divide: Israeli-Palestinian Musical Encounters*. Oxford: Oxford University Press, 2009.
The Music of Central Java: Experiencing Music, Expressing Culture. Oxford: Oxford University Press, 2007
"Beyond Israelis vs. Palestinians or Jews vs. Arabs: The Social Ramifications of Musical Interaction." *Music and Anthropology*, vol. 8, 2004.
"Review." *The Garland Encyclopedia of World Music*. Vol. 6: The Middle East, ed. Virginal Danielson, Scott Marcus, and Dwight Reynolds. Notes 59/3, 2003.

Spagnolo, Francesco

Title: Curator, Magnes Collection of Jewish Art Percentage: 50%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: PhD, The Hebrew University, 2007 Academic Experience:
Laurea, Università degli Studi di Milano Lecturer, University of Milan and
B.A. Conservatorio di Musica UC Santa Cruz.
Overseas Exp: Israel, Italy
Language Comp: Hebrew-5; Italian-5
Specializations:
Area Courses Taught: Music 74: Music in Israel
Distinctions:
Recent Publications: *The Musical Traditions of the Jews in Piedmont* (Jerusalem: Hebrew University, 2007).
Jewish Musical Traditions (Jerusalem: Hebrew University, 2001 and 2006)

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies – Akkadian

Pearce, Laurie E.

Title:	Lecturer	Percentage:	100%
Tenure Status:	4-Lecturer	Theses Supervised in Last Five Years:	0
Education:	Ph.D., Yale University, 1982 M.A., Yale University, 1980 B.A., Yale University, 1977	Academic Experience:	Researcher, Yale University, 1985-2008 Lecturer, U of Connecticut, 1983-1993
Overseas Exp:	Syria		
Language Comp:	Akkadian-5; Sumerian-5; Latin-3; Hebrew-4		
Specializations:	Assyriology, Akkadian		
Area Courses Taught:	Cuneif. 100: Elementary Akkadian Cuneif 101: Select Readings in Akkadian		
Distinctions:			
Recent Publications:	“The Number Syllabary Texts,” <i>Journal of the American Oriental Society</i> , Vol. 116, (1996) “Scribes and Scholars,” <i>Civilizations of the Ancient Near East</i> , Jack M. Sasson, Gary M. Bechman, Karen Rubison, and John Baines, (eds.), New York: Scribners, 1995.		

Near Eastern Studies – Arabic

Al-Khoury, Nasser

Title:	Lecturer	Percentage:	100%
Tenure Status:	4-lecturer	Theses Supervised in Last Five Years:	0
Education:	M.A., Balamand University, 2009 B.A, Balamand, 1997	Academic Experience:	Instructor of Arabic language, UC Berkeley Instructor, Balamand University
Language Comp:	Arabic - 5, English - 5, Greek - 2		
Specializations:	Arabic language		
Area Courses Taught:	Arabic 20: Intermediate Arabic Arabic 30: Intermediate Arabic Arabic 10: Intensive Elementary Arabic		
Distinctions:			
Recent Publications:			

Bazian, Hatem Ahmad

Title:	Continuing Lecturer	Percentage:	100%
Tenure Status:	3-Lecturer with Security of Employment	Theses Supervised in Last Five Years:	0
Education:	Ph.D., UC Berkeley, 2002 M.A., San Francisco State University, 1993	Academic Experience:	Founder Zaytuna College, 2007-present Lecturer, UC Berkeley, 2002-present
Overseas Exp:	Palestine		
Language Comp:	Arabic-5		
Specializations:	Classical Arabic and Arabic Literature		
Area Courses Taught:	Arabic 20A: Intermediate Arabic Arabic 20B: Intermediate Arabic Arabic 100A: Advanced Arabic Arabic 100B: Advanced Arabic		
Distinctions:	Office of Public Diplomacy Grant, US Embassy, Brussels, Belgium, 2013		

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies – Arabic

Chami, Soufiane

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: M.A., Abdelmalek Esadi University, 2008 Academic Experience:
B.A., Abdelmalek Essadi University, 2006 Institute Lerchundi Martil, Morocco,
Diploma of General University Studies Teaching Arabic, French, and English
Arsalan High School Tangier, Morocco

Overseas Exp: Morocco
Language Comp: Arabic - 5, French - 5, English - 5
Specializations: Arabic language
Area Courses Taught: Arabic 10: Intensive Elementary Arabic
Arabic 1: Elementary Arabic

Distinctions:
Recent Publications:

Cyr, Amy

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: B.A., UC Santa Barbara Academic Experience:
M.A., UC Santa Barbara
American University in Cairo, Egypt

Overseas Exp: Egypt
Language Comp: Arabic-5
Specializations: Medical, applied, and urban ethnomusicology; music and youth development; urban youth
musics, Arabic language

Area Courses Taught: Arabic (1st and 2nd year)

Distinctions: Fulbright-Hays Fellowship for 12 months of research in Jordan (declined) (2005-2006)

Recent Publications: "Music in Urban Youth Development Programs: Developing Resiliency and Improving
Health and Wellness, Egyptian Nay Performers on Prominent Twentieth-Century
Recordings," *Journal of the Association for Recorded Sound Collections*, 37:1 (2006).

Near Eastern Studies – Arabic

Elmahdy, Elsa

Title: Lecturer; Arabic Language Coordinator Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: M.A., Teaching Arabic as a Foreign Lang., American University Cairo, 2012 Academic Experience: Coordinator, UC Berkeley, 2012-present
M.A., Arabic Studies, AUC, 2007 Arabic Language Instructor, Summer Arabic Intensive, Zaytuna College
B.A., UC Berkeley, 2002
Overseas Exp: Egypt
Language Comp: English - 5, Arabic - 5, Egyptian - 4, Persian - 3, Spanish - 3
Specializations:
Area Courses Taught: Arabic 1: Elementary Arabic
Arabic 20: Intermediate Arabic
Distinctions: TAFL Fellowship, American University Cairo, 2008-2010
Language Pedagogy: Coursework: Second Language Acquisition, Teaching Methodologies, Materials Development, Principles of Linguistic Analysis, Research in Applied Linguistics, Sociolinguistics, Assessment, Phonetics of Arabic, Advanced Arabic Grammar, Seminar in Issues Facing Teaching Arabic as a Foreign Language

Mohamed, Haitham Salaheldin

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: M.A., TAFL, American University Cairo Academic Experience: Instructor, UC Berkeley, 2013 - present
B.A., Mansoura University, 2002 Instructor, American University in Cairo, Egypt, 2009 - 2013
Overseas Exp: Egypt
Language Comp: Modern Standard Arabic - 5; Egyptian Colloquial Arabic - 5
Specializations: Language and linguistics, education, translation, comparative analysis and literature
Area Courses Taught: Arabic 1A: Elementary Arabic
Arabic 20A: Intermediate Arabic
Arabic 100A: Advanced Arabic
Distinctions: TAFL Fellowship, American University in Cairo Fall 2010; Fulbright Scholar, 2008
Language Pedagogy: Language Teaching and Technology Seminar (15 weeks) 2013
Berkeley Language Center & Educational Technology Services, U.C. Berkeley
Diploma in Legal & UN Translation (Arabic-English, English-Arabic), 2008,
School of Continuing Education, AUC, Egypt
Recent Publications: Edited and Revised a book titled *After Orientalism: Critical Studies in the Social and Cultural History of North Africa* by Ali Abdulatief Ahmida, Chair of the Political Science department, University of New England, Biddeford, Maine, USA

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies – Arabic

Larkin, Margaret

Title: Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 5
Education: Ph.D., Columbia University, 1989 Academic Experience: Professor, University of California Berkeley, 1997-present
M.A., New York University, 1980
B.A., New York University, 1976 Assistant Professor, Princeton, 1989-1997
Overseas Exp: Egypt, Morocco
Language Comp: Arabic-5; French-4; Spanish-3; Persian-2; German-1
Specializations: Medieval Arabic literature, Modern Arabic literature, Islamic studies, Arabic,
Area Courses Taught: Arabic 220: Classic Arabic Lit
Egypt 101: Intermediate Egyptian
Egypt 202: Egyptian Texts
NES 155: Wonder and the Fantastic: The Thousand and One Nights in World
Literary Imagination
NES 290: Literary Voice of Modern Palestine
NES 290: Arab Women Poets
NES 298: Seminar: Modern Moroccan Fiction of French and Arabic Expression
Arabic 220: Seminar in Classical Arabic Literature
Distinctions:
Recent Publications: "Popular Poetry in the Post-Classical Period, 1150-1850." In *Cambridge History of Arabic Literature, Post-classical Period*, 2005, 189-242.
"Abu Tammam." In *Dictionary of Literary Biography*, Vol. 311: *Arabic Literary Culture*, 500-925. Bruccoli Clark Layman, 2005, 33-52.
"Al-Muntanabbi." In *Medieval Islamic Civilization: An Encyclopedia*. Oxford: Routledge, 2005.
"Al-Jurjani." In *Medieval Islamic Civilization: An Encyclopedia*. Oxford: Routledge, 2005.
The Theology of Meaning: Abd al-Qahir al-Jurjani's Theory of Discourse. Ann Arbor: American Oriental Society, 1995.

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Near Eastern Studies – Arabic and Comparative Semitics

Hayes, John L.

Title: Continuing Lecturer Percentage: 100%
Tenure Status: 3-Lecturer with Security of Employment Theses Supervised in Last Five Years: 0
Education: Ph.D., UCLA, 1984 Academic Experience:
Overseas Exp: Tunisia, Malta, Jordan, Syria, Egypt Lecturer, UC Berkeley, 1984-present
Language Comp: Sumerian-5; Akkadian-5; Arabic-4,
Specializations: Arabic linguistics; Sumerian and Akkadian Semitic linguistics, Arabic, Contemporary Middle East and Islam
Area Courses Taught: NES 10: Introduction to the Near East
NES 108: Islam & Phil Texts
NES 140: Topics in Islamic Thought and Institutions
NES 200: Arabic Grammatical Tradition
NES 205B: Ugaritic
NES 209: Northwest Semitics Epigraphy
NES 290A: Special Studies
Arabic 1A and 1B: Elementary Arabic
ARAB 108: Islamic Religions and Philosophical Texts in Arabic
Semitic 100A and B: Aramaic
Arabic 107: Hist & Geogr Texts
Arabic 202: History of Arabic
Distinctions:
Recent Publications: *Manual of Sumerian Grammar and Texts*. Second edition. Malibu: Undena Publications, 2000.
“The Integration of Romance Vocabulary in Maltese.” *Romance Philology* 54:393-405. 2001.
(ed) *Judaism and Islam: Boundaries, Communication, and Interaction*. With Benjamin H. Hary and Fred Astren. Leiden: Brill, 2000.
A Manual of Sumerian Grammar and Texts. Lancaster, CA: Undena Publications, 2000.
Reviews of *Mahmud Mahmud, Al-Arab qabl al-Islam* and *Ahmad Zayla'I, Nuqush islamiya al Usur al-Wasta*, 10.1: 28-29, (1998).
“Sumerian, Munich: Lincom Europa,” *Languages of the World: Materials*, Vol. 68, (1997).
“Arabic,” *The Encyclopedia of Near Eastern Archaeology*, ed. Eric M. Meyers, Vol. 1, pp. 166-169, Oxford University Press, 1996.

Near Eastern Studies – Hebrew

Adler, Rutie

Title: Hebrew Language Coordinator Percentage: 100%
Tenure Status: 3-Lecturer with Security of Employment Theses Supervised in Last Five Years: 0
Education: M.A., UC Berkeley, 1986 Academic Experience:
M.A., San Francisco State, 1975 Lecturer, UC Berkeley, 1984
B.A., Hebrew University, Israel, 1964
Overseas Exp: Israel
Language Comp: Hebrew-5; English-5; German-3; French-3
Specializations: Hebrew pedagogy and linguistics; Computer-assisted language learning
Area Courses Taught: Hebrew 100A: Advanced Hebrew
Hebrew 100B: Advanced Hebrew
Hebrew 20A: Intermediate Hebrew
Hebrew 104B: Modern Hebrew Literature and Culture
Hebrew 105B: The Structure of Modern Hebrew
Hebrew 190B: Topics in Hebrew
Hebrew 201: Advanced Biblical Hebrew Texts
Hebrew 106: Elementary Biblical Hebrew
Hebrew 107: Biblical Hebrew Texts
Hebrew 15: Hebrew conversation
Hebrew 301: Teaching Hebrew in College
Near Eastern Studies 375: Language Pedagogy
Jewish 98: Directed Group Study
Jewish 198: Directed Group Study
Near Eastern Studies 290E: Special Studies
Distinctions:
Recent Publications: “Ze Ma Yesh,” Computer Assisted Language Learning Program for Hebrew, 1997.
“Ze Lo Nora,” Reference grammar for beginning, intermediate, advanced Hebrew, 1998.

Boyarin, Chava

Title: Continuing Lecturer Percentage: 100%
Tenure Status: 3-Lecturer with Security of Employment Theses Supervised in Last Five Years: 0
Education: M.A., City University of New York, 1977 Academic Experience:
B.A., City College of New York., 1972 Lecturer, UC Berkeley, 1999-present
Overseas Exp: Israel
Language Comp: Hebrew-5
Specializations:
Area Courses Taught:
Distinctions:
Recent Publications:

Near Eastern Studies – Persian

Ahmadi, Shahwali

Title: Associate Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 0
Education: Ph.D., UCLA, 1997 Academic Experience:
C.Phil, UCLA, 1994 Department of Asian and Middle Eastern
M.A., UCLA, 1991 Languages and Cultures at the University
B.A., CSU, East Bay 1987 of Virginia, 1997-2000
Overseas Exp: Afghanistan, Iran, Jordan, Turkey
Language Comp: Persian-5; French-5; Pashtu-5; Arabic-4; German-3
Specializations: Classical/modern Persian literature, Persian language, Afghani culture literary theory and criticism
Area Courses Taught: NES 102-103 Classical Persian Prose
NES 162A/B History of Persian Literature
NES 175 History and Culture of Afghanistan
NES 190I Iranian/Persian
NES 290A/F Graduate Studies: Persian
Persian 102: Class Persian Prose
Persian 103: Class Persian Poet
Persian 105: Mod Analytical Pros
Persian 200: Advanced Persian
Distinctions:
Recent Publications: *Modern Persian Literature in Afghanistan: Anomalous Visions of History and Form.* London and New York: Routledge, 2008.
The Barren Sky of Hope: Contemporary Persian Poetry in English Translation. (In Progress).
Iran Nameh: Journal of the Foundation for Iranian Studies (Washington, DC), vol. XXII, nos. 1-2 (2005).

Gharahmani, Gholam-Reza

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: M.A., U of Taarbiat Moddares, Iran, 1999 Academic Experience:
B.A., Taarbiat Moddares, 1993 Lecturer, Taaebiat Moddares, 1998-1999
B. Translation, Taarbiat Moddares, 1992
Overseas Exp: Iran
Language Comp: Persian - 5, German - 5
Specializations:
Area Courses Taught: Persian 1: Elementary Modern Persian
Distinctions:
Recent Publications:

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies – Persian

Pirnazar, Jaleh

Title: Persian Language Coordinator Percentage: 100%
Tenure Status: 3-Lecturer with Security of Employment Theses Supervised in Last Five Years: 0
Education: Ph.D., UC Berkeley, 1980 Academic Experience:
M.A., UC Berkeley, 1974 Lecturer, UC Berkeley, 1980
B.A., UC Berkeley, 1969
Overseas Exp: Iran
Language Comp: Persian-5; French-2; Turkish-2; German-2
Specializations: Persian, Persian pedagogy; Modern Persian literature; Iranian-Jewish history and literature
Area Courses Taught: Persian 1: Elementary Modern Persian
Persian 11: Reading and Composition for Persian Speaking Students
Persian 100: Intermediate Modern Persian
Persian 101: Selected Readings in Modern Persian Literature
Persian 104: Contemporary Persian Literature
NES 165: Film and Fiction of Iran
Distinctions:
Recent Publications: "The Robe in Iranian Cinema," *International Society for Iranian Studies*, August 2006, London.
"Jamalzadeh and Westernization in Iran," Middle Eastern Studies Association, Washington DC, 2006. "Iranian Jews, Journalism and Identity," *Terua*, 2003.
"The Anusim of Mashhad," *Esther's Children, A Portrait of Iranian Jews*, 2002.
"The Jadid-al Islams" of Mashhad, *Iran Nameh*, vol XIX, Nos. 1-2, 2001.
"Teaching Persian to Persians," *Persian Review Magazine*, 1998.
"World War Two and Iranian Journalism," *Terua*, 1998.
"The Image of the Iranian Jew in the Writings of Three Modernist Writers," *Iran Nameh*, Vol. XIII, no 4, 1995.

Solati, Bahman

Title: Visiting Scholar, Assistant Professor of Persian Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: Ph.D., The University of Exeter, 2012 Academic Experience:
M.A., The University of Manchester, 1984 Graduate Teaching Assistant, University of Manchester, U.K.
B.A., University of the Arts London, 1982 Assistant Professor, U.S. Language Institute
Overseas Exp: UK, Iran
Language Comp: Persian-5
Specializations: Arab and Islamic Studies, Persian Literature and Comparative Studies
Area Courses Taught:
Distinctions:
Recent Publications: *The Reception of Hafiz*, Leiden: Leiden University Press, 2013.
A Handbook of Persian and English Grammatical Terms and a Lexicon of Literature, USA: CreateSpace, 2012.
Rubayyat of Hakim Umar Khayyam: Sixty Translated Quatrains of Hakim Umar Khayyam, USA: CreateSpace, September, 2012.
Persian Words of Wisdom Vol. II, USA: CreateSpace, 2012.
Persian Words of Wisdom, USA: CreateSpace, 2012.
Persian Words of Wisdom Vol. III, USA: CreateSpace, 2012.
Persian Grammar: An Elementary Guide to Some Persian Grammatical Problems (Volume I), Amazon.com, 2013.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies – Turkish

Brookes, Douglas

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: Ph.D. UC Berkeley, 1998 Academic Experience:
M.A., John F. Kennedy University, 1983 Lecturer, UCB Extension, 2001-2008
M.A., UC Berkeley, 1975
B.A., UC Berkeley, 1972
Overseas Exp: Turkey
Language Comp: Turkish -5, German - 5, French - 4
Specializations: Ottoman Language and Culture
Area Courses Taught: "Discovering the Middle East," Spring 2008, U. C. Extension
"Cinema of the Middle East," Spring 2007, U.C. Extension
"The Modern Middle East: Its Peoples and History," Spring 2005 and Fall 2004, U.C. Extension.
"Behind Bosnia and Baghdad, Kosovo and Cairo: Ottoman History and Culture," Fall 2004, 2003, and 2002, U.C. Extension
"Ottoman Civilization," Spring 2001
Distinctions:
Recent Publications: *Mansion of the Heavens: Discovering Ottoman Culture through the Sultan Mahmud II Tomb Complex in Istanbul*, (forthcoming).
The Concubine, the Princess, and the Teacher: Voices from the Ottoman Harem. Austin: University of Texas Press, 2008.

Vivrette, Jason

Title: Turkish Language Coordinator Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: M.A., UC Berkeley, 2010 Academic Experience:
B.A., USC, 2010 Co-Director, ME & Islamic Program, SFSU, 2012-present
Lecturer, SFSU, 2009-present
Overseas Exp: Turkey, Tunisia
Language Comp: Turkish -5, German - 5, French - 4
Specializations:
Area Courses Taught: Beginning and Intermediate Turkish
Distinctions:
Language Pedagogy: Presenter, "Cultivating Awareness: Register and Context in First-Year Arabic," BLC Fellows Forum Instructional Development Research Projects, Berkeley Language Center, 2010. Presented on methods for teaching register awareness and context-appropriate language to L2 Arabic learners, particularly through multimedia.
Presenter, "Approaches to Using Film and Media Clips in Teaching Advanced Arabic Language and Culture," TAP5 Tunis Arabic Program Teacher Training, Tunis, Tunisia, 2010. Teacher training on using news media and clips in teaching upper levels of Arabic, and strategies for achieving the Translingual-Transcultural Competence goals outlined in the 2007 MLA Report.
Co-Presenter, "New Perspectives on Teaching Language and Culture Through Film," ACTFL 2009 Convention and World Languages Expo, San Diego, CA, 2009. Presented on the use of film clips to teach culture and language, with a focus on Turkish.
Presenter, "Crossing the Bridge: Shifting Perspectives in and on First-Year Turkish through Film," BLC Fellows Forum Instructional Development Research Projects, Berkeley Language Center, 2008. Presented on the use of cinema to teach Turkish, preparing students for literacy-based, content-centered approach.

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Near Eastern Studies

Ahmed, Asad

Title: Associate Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 0
Education: Ph.D., Princeton University, 2007 Academic Experience:
B.A., Yale University, 2000 Associate Professor, UC Berkeley, 2013-
Overseas Exp: Pakistan, India, Middle East Assistant Professor, UCB, 2005-2012
Language Comp: Urdu - 5, Arabic - 5, Persian - 3, French - 5, Spanish - 4, German - 3, Egyptian Arabic - 3
Specializations: Islamic theology, philosophy & logic, early Muslim provincial & dynastic history &
historiography, early Muslim dogma & sectarianism, pre-modern & early modern Muslim
educational institutions
Area Courses Taught: Arabo-Islamic Philosophy in the Classical Period
Law 252 Islam Fin & Transac
Law 252 Islamic Finance
Near Eastern Studies 146: Islam
Near Eastern Studies 291: Dissertation Writing Workshop
Near Eastern Studies 298: Seminar
Distinctions: Fulbright-Nehru Senior Research Scholar: India (2010-2011 academic year)
Recent Publications: "The Religious Elite of the Early Islamic Hījāz: Five Prosopographical Case Studies"
(*Prosopographica et Genealogica*, Oxford: University of Oxford, 2011)
"The Hāshiya and Islamic Intellectual History" (ed. A.Q. Ahmed and M. Larkin), special
thematic edition of *Oriens* 41.2-4 (2013).
The Deliverance of Avicenna: Logic. Translation, Notes (Oxford: Oxford University Press,
2011).
*The Islamic Scholarly Tradition: Studies in History, Law, and Thought in Honor of
Professor Michael Allan Cook* (ed. A. Q. Ahmed, B. Sadeghi & M. Bonner) (Leiden: E.J.
Brill, 2010).

Boyarin, Daniel

Title: Professor Percentage: 100%
Tenure Status: 1- Tenured Theses Supervised in Last Five Years: 3
Education: Ph.D., Jewish Theological Seminary, 1975 Academic Experience:
M.A., Columbia University, 1972 Professor, UC Berkeley, 1990-present
M.H.L., Jewish Theological Seminary, 1971
B.A., Goddard College, 1968
Overseas Exp: Israel
Language Comp: Modern Hebrew-5; Biblical Hebrew-5
Specializations: Talmudic culture, Rabbinics, Sexuality and gender in Judaism, Hebrew literature
Area Courses Taught: Rhetor 103A: Theory and History of Rhetoric in Antiquity
Rhetoric 131: The Rhetoric of Religious Discourse
Rhetoric 200: Classical Origins of the Rhetorical Tradition
Hebrew 1: Elementary Hebrew
Hebrew 102: Postbiblical Hebrew Texts
Hebrew 107: Biblical Hebrew Texts
Hebrew 148: The Literary Art of the Babylonian Talmud
Hebrew 202: Advanced Late Antique Hebrew Texts
Hebrew 203A: Advanced Medieval Hebrew Texts
NES 133: Judaism in Late Antiquity
Rhetoric 105T: Religious Discourse
Rhetoric 200: Classical Rhetoric
Recent Publications: *Border Lines: The Partition of Judeo-Christianity*, Philadelphia: U Pennsylvania, 2004.
Sparks of the Logos: Essays in Rabbinic Hermeneutics, Leiden: E. J. Brill, 2003.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies

Depietro, Dana D

Title:	Lecturer	Percentage:	100%
Tenure Status:	4-Lecturer	Theses Supervised in Last Five Years:	0
Education:	Ph.D., UC Berkeley B.A., The American University in Cairo	Academic Experience:	Lecturer, UC Berkeley, 2011 - 2013 Instructor, AUC, 2003 - 2009
Overseas Exp:	Egypt		
Language Comp:	Arabic-5		
Specializations:	Ancient Near Eastern Studies, Anthropology, Archaeology, Gender, Biological Anthropology, Near Eastern Studies, Archaeology of the eastern Mediterranean, Egyptian Art and Archaeology, Ancient Near East, Near Eastern Archaeology, and Art History		
Area Courses Taught:	NES 15: Intro to the Art and Archaeology of the Ancient Near East Spring NES 10: Intro to the Modern Middle East Fall, 2006 CLASSICS 121: Religion of Ancient Greece Fall, 2004, 2005, 2007		
Distinctions:	Katherine Davis Foundation Projects for Peace Prize 2012, International House Gateway		
Recent Publications:	"Late Bronze and Early Iron Age 'Lamp and Bowl' Deposits from Ashkelon." in <i>Ashkelon V: The Iron Age</i> , edited by Lawrence Stager et al. Winona Lake, Indiana: Eisenbrauns, forthcoming. "Trade, Agency and the Politics of Consumption: Reevaluating the Role of Coastal Sites in the Late Bronze Southern Levant." <i>American Schools of Oriental Research Newsletter</i> , December (2010) Vol. 60, Issue 4: p. 25.		

Hendel, Ronald S.

Title:	Professor	Percentage:	100%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	1
Education:	Ph.D., Harvard University, 1985 M.A., Harvard University, 1984 B.A., Harvard College, 1981	Academic Experience:	Visiting Assistant Professor, UCLA, 1992-1993, Assistant and Associate Professor, Southern Methodist University, 1985-1999
Overseas Exp:	Israel		
Language Comp:	Hebrew-5; Aramaic-4,		
Specializations:	Hebrew Bible, Biblical history, Folklore, Mythology, Religion, Biblical literature, History		
Area Courses Taught:	Hebrew 201: Advanced Biblical Hebrew Texts Hebrew 206: Ancient and Modern Hebrew Literary Texts Hebrew 298: Historical Linguistics of Biblical Hebrew NES 132: Biblical Poetry Nes C135: Jewish Civ Biblical Jewish 101: Cultural Legacies		
Distinctions:	Humanities Research Fellowships, University of California, Berkeley, 2000 and 2003		
Recent Publications:	"Beyond Purity and Danger: Mary Douglas and Biblical Studies," eds. Ronald Hendel and Saul Olyan. <i>Journal of Hebrew Scriptures</i> 8 (2008), articles 7-12 <i>Remembering Abraham: Culture, Memory, and History in the Hebrew Bible</i> . Oxford: Oxford University Press, 2005. "The Nephilim Were on the Earth: Genesis 6:1-4 and its Ancient Near Eastern Context." <i>Fall of Angels</i> , eds. C. Affarh and L. Stuckenbruck. (Leiden, 2004), 11-34.		

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies

Mehendale, Sanjyot

Title: Lecturer Percentage: 50%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: Ph.D., UC Berkeley, 1999 Academic Experience:
Doctorandus, University of Leiden, 1992 Assistant Professor, Mills College, 2009
B.A., University of Amsterdam, 1986 Lecturer, UC Berkeley, 1997-Present
Overseas Exp: Uzbekistan, France, Sri Lanka, Armenia
Language Comp: Persian-5; French-5; Dutch-5
Specializations: Central Asia, Archaeology of the Silk Route, Early Central Asian cultures, Archaeology of daily life
Area Courses Taught: Buddstd C120/: Buddhism on the Silk Road
Geog C55/NES C26: Introduction to Central Asia
NES 126: Silk Road Art and Archaeology
Asian Studies 150: Special Topics
Distinctions:
Recent Publications: "The Begram Ivory and Bone Carvings: Some Observations," *Bulletin of the Asia Institute 11*, Bloomfield Hills, 1999.
"Begram: Along Ancient Central Asian and Indian Trade Routes," in *Asie Centrale-Inde Routes du Commerce et de Idees, Cahiers d'Asie Centrale 1-2*, Tashkent and Aix-en-Provence, 1996.
"Pilgrim's Process: Begram and a Reexamination of Hsuan-tsang's Kapisa," *Res Orientales VIII*, Bures-Sur-Yvette, 1996.
"An Ivory Statuette from Bhokardan and its Connection to the ivory Statuettes from Pompeii and Ter," *Sourth Asian Archaeology*, Berlin, 1993.

Porter, Benjamin

Title: Assistant Professor Percentage: 100%
Tenure Status: 2-Tenure Eligible Theses Supervised in Last Five Years: 1
Education: Ph.D., University of Pennsylvania, 2007 Academic Experience:
B.A., University of Wyoming, 1997 Lecturer, Princeton University, 2007-2008
Overseas Exp: Syria, Jordan Instructor, U of Pennsylvania, 2004-2007
Language Comp: Arabic-5; French-4; German-3; Akkadian-4; Greek-1; Latin-1
Specializations: Critical social theory, the anthropology of tourism, Near Eastern Archaeology's intellectual history, Near Eastern Archeology
Area Courses Taught: NES 124A: Archaeology of the Southern Levant
NES 123A/B: Mesopotamian Archaeology I and II
NES 192: Archaeology of Near Eastern empires
NES 190A: Temples, Churches, Mosques: The Evolution of Near Eastern Sacred Space
Nes 193: Archae Field School
Nes 223: Seminar In Near Eastern Arch
Nes C119: Disc Near Eastern Arch
Recent Publications: "The Dhiban Excavation and Development Project's 2005 Season" Annual of the Department of Antiquities, Jordan (w/ B. Routledge, D. Fatkin, W. Zimmerle, J. Hakes, J. Salvant, and W.Schultz. (In Press)
"Exploring heritage discourses in Central Jordan" IN *Filtering the past, building the future: Archaeology, tradition and politics in the Middle East*. R. Boytner and L. S. Dodd, eds. Tucson: University of Arizona Press (with D. Steen, J. Jacobs, and B. Routledge). (In Press)
"Near Eastern Archaeology: Imperial pasts, postcolonial presents, and the possibilities of a decolonized future" In *The World Archaeological Congress handbook on postcolonialism and archaeology*. J. Lydon and U. Rizvi, eds., Left Coast Press. (In Press)

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies

Redmount, Carol A.

Title: Associate Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 7
Education: Ph.D., University of Chicago, 1989 Academic Experience:
M.T.S., Harvard University, 1976 Associate Professor, UC Berkeley,
B.A., Oberlin College, 1974 1998-present
Overseas Exp: Egypt
Language Comp: French-3; German-2; Arabic-1
Specializations: Archaeology; Egyptology; Ancient cultures
Area Courses Taught: NES R1A/B: Reading and Composition in Ancient Near Eastern Text
NES 18: Introduction to Ancient Egypt
NES 24: Freshman Seminar: Ancient Egypt in Berkeley: Egyptian Archaeology in the
Hearst Museum
NES 102: Archaeology of Ancient Egypt
NES 290A: Near Eastern Studies
NES 296: Topics in Egyptian Art and Archeology
Egypt100: Elementary Egyptian
Distinctions: Mellon Library Teaching Fellow, UC Berkeley, 2004-2005
Recent Publications: "Overview of the Current State of the Dynasty 21 Amun Temple at el-Hiba," in *Servant of
Mut: Studies in Honor of Richard A. Fazzini*, edited by Sue H. D'Auria, *Probleme der
Agyptologie Band 28*, Leiden: Brill, 2008 (with M. Morgenstein): 204-207.
"El Hibeh: A Brief Overview," pp. 303-311 in *The Archaeology and Art of Ancient Egypt*,
Vol. II, edited by Zahi A. Hawass and Janet Richards. CASAE 36 (Cairo, 2007): 303-311.

Richter, Barbara

Title: Lecturer Percentage: 100%
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years:
Education: Ph.D., UC Berkeley, 2012 Academic Experience:
M.A., UC Berkeley Lecturer, UC Berkeley, 2012-present
B.A., Stanford University
Overseas Exp: Egypt
Language Comp: Arabic-4, Egyptian-5
Specializations: Egyptology, Cuneiform
Area Courses Taught: NES 198: Directed Group Study
NES 100B: Beginning Middle Egyptian
NES 101A: Intermediate Middle Egyptian
NES 103: Egyptian Religion
Distinctions: Outstanding Graduate Student Instructor, Near Eastern Studies, 2009
Recent Publications: *The Theology of Hathor: Aural and Visual Scribal Techniques in the Temple of Dendera*
(forthcoming 2014).
"The Priesthood of Hathor at Deir el-Medina," in Carol A. Redmount and Deanna Kiser-
Go, *Wesertkau "Mighty of Kas": Papers Submitted in Memory of Cathleen A. Keller*,
Atlanta: Lockwood Press, 2014.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Near Eastern Studies

Rochberg, Francesca

Title: Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 0
Education: Ph.D., University of Chicago, 1980 Academic Experience:
B.A., University of Pennsylvania, 1974 Catherine and William L. Magistretti
Overseas Exp: Egypt Professor, UC Berkeley, 2007-present
Professor, UC Riverside, 2004-2007
Language Comp: Assyrian-5
Specializations: Assyriology, Akkadian, History of Science and Religion
Area Courses Taught: NES 108: Astronomy in the Ancient Near East
NES 200A: Advanced Akkadian
NES 290A: Special Studies in Near Eastern Studies
NES 292: Museum Study
Distinctions: Research Professorship Ludwig-Maximilian Universität, München, 2010
Guggenheim Fellowship, 1994
Recent Publications: *Before Nature, Before God: The Divine Science in Ancient Mesopotamia* (in preparation).
The Solar Eclipses of Enūma Anu Enlil: Šamaš Tablets 31-36 (Leiden: NINO, 2010).

Veldhuis, Nicolaas

Title: Associate Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 1
Education: Ph.D., University of Groningen, 1997 Academic Experience:
Overseas Exp: Syria
Language Comp: Cuneiform-5; Syriac-5; Dutch-5
Specializations: Assyriology, Cuneiform, Ancient Mesopotamian Languages and Culture.
Area Courses Taught: NES 24: Freshman Seminar
NES C104/ReligSt C104: Babylonian Religion
NES 105A: Ancient Mesopotamian Documents and Literature
NES 113: Gilgamesh: King, Hero, and God
NES 205: Cuneiform Research
NES 290C: Cuneiform
Cuneif. 102A: Elementary Sumerian
Cuneif. 103A/B: Selected Readings in Sumerian
Distinctions: Guggenheim Fellowship, 2005
Hellman Fellow, 2003
Recent Publications: "Religion, Literature, and Scholarship: The Sumerian Composition Nanshe and the Birds.
With a Catalogue of Sumerian Bird Names." *Cuneiform Monographs* 22. Leiden: Brill
Publications, 2004.
"Sumerian Literature." In GillisDorleijn and Herman L.J. Vanstiphout, *Cultural
Repertories. Structure, Function and Dynamics*. Louvain: Peeters, 2003.

Political Science

Chaudhry, Kiren

Title: Professor Percentage: 100%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 2
Education: Ph.D., Harvard University, 1990 Academic Experience:
M.A., Harvard University, 1983 Associate Professor, UC Berkeley,
B.A., University of Michigan, 1980 1995-Present
Arabic Certificate, Middlebury, 1985 Assistant Professor, UC Berkeley,
1990-1995
Overseas Exp: Saudi Arabia, Yemen
Language Comp: Urdu-5, Arabic-5, Turkish-4
Specializations: Gulf States, economies and institutions in the Middle East
Area Courses Taught: POLSCI 142A: Middle East Politics
POLSCI 149: Political Economy of the Middle East and North Africa
POLSCI 149: Topics in the Political Economy of the Middle East
POLSCI 149: Violence, Order and Belief: Comparative Politics of the Middle East and
North Africa.
Distinctions:
Recent Publications: *Trauma and Memory in Istanbul, Forthcoming*, Ithaca: Cornell University Press 2015.
“The Regional Economy Write Large: New and Recurring Forms of Poverty and Inequality
in the Arab World,” Leonard Binder, ed., *Devastated Economies*, Berkeley: UC Press,
2007.
The Price of Wealth: Economies and Institutions in the Middle East, Ithaca: Cornell
University Press, 1997.

Fish, M. Steven

Title: Professor Percentage: 25%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years:
Education: Ph.D., Stanford University, 1993 Academic Experience:
M.A., Johns Hopkins University, 1986 Professor, UC Berkeley, 2006-Present
B.A., Cornell University, 1984 Associate Professor, UC Berkeley,
1998-2006
Assistant Professor, UC Berkeley,
1995-1998
Overseas Exp: Russia, Caucasus, Middle East, Egypt,
Language Comp: Russian-5; Indonesian-4; Italian-3; French-3
Specializations: Political regimes and regime change, social movements, political parties, constitutional
systems and national legislatures, sociology of religion
Area Courses Taught: PS 200 - Major Themes in Comparative Analysis
PS 2 - Introduction to Comparative Politics
Distinctions: Recipient of *Choice's* “Outstanding Academic Titles 2012: Top 25 Books” for *Are Muslims
Distinctive: A Look at the Evidence*
Recent Publications: *Are Muslims Distinctive? A Look at the Evidence*. New York: Oxford University Press,
2011.
“Islam and Large-Scale Political Violence: Is There a Connection?” (coauthored with
Francesca R. Jensenius and Katherine E. Michel). *Comparative Political Studies* 43, 11
(November 2010): 1327-62.
“Islam and Authoritarianism.” *World Politics* 55, 1 (October 2002): 4-37.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Political Science

Hassner, Ron

Title: Associate Professor Percentage: 25%
Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 2
Education: Ph.D., Stanford University, 2003 Academic Experience:
M.A., Stanford University, 2001 Associate Professor, UC Berkeley, 2012-
M.I.A., Columbia University, 1997 Assistant Professor, UC Berkeley,
B.S., London School of Economics 2004-2012
Distinguished Visiting Fellow, Institute for
Int'l Policy and Counter-Terrorism, Herzliya
2014- 2015

Overseas Exp: Israel, Palestine
Language Comp: Hebrew-4, Aramaic-4, German-5
Specializations: International security, Religious violence
Middle East Politics
Area Courses Taught: Polsci 124a: War!
Polsci 224a: International Security
Polsci 123h: Topics in International Relations
Polsci 191: Junior Seminar
Polsci 224a: Intl Security
Polsci 225a: Empirical Analysis of International Security
Polsci 226: Religion And International Relations
Distinctions: Distinguished Teaching Award, U.C. Berkeley (2014)
Recent Publications: "Military Necessity," *Encyclopedia of Governance*, Mark Bevir (ed.) (Sage), forthcoming.
"Names Without Places: How Pilgrims and Mapmakers Invent Sacred Places," Zsolt Torok
(ed.), *Sacred Places on Maps* (Hungary: Pannonhalma Press, 2005), pp. 155-176.
"To Halve and to Hold: Conflicts over Sacred Space and the Problem of Indivisibility,"
Security Studies, volume 12, no. 4 (Summer 2003) 1-33.
"Sacred Space and Conflict," *Encyclopedia of Religious Freedom*, Catharine Cookson (ed.)
New York: Routledge, 2003. 422-426.

Zahedi, Dariush

Title: Director, Berkeley Program on Entrepreneurship Percentage: 100%
in the Middle East; Lecturer, Political Science
Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0
Education: Ph.D., UCLA, 1998 Academic Experience:
B.A., UC Davis, 1988 Lecturer, UC Berkeley, 2001-present
Lecturer, Santa Clara University, 1999-2005
Overseas Exp: Iran, Turkey
Language Comp: Persian-5, Arabic-4, French-4
Specializations: Iranian politics, modernization, Middle East Politics
Area Courses Taught: POLSCI 149I: The Iranian Revolution and the Middle East
POLSCI 149B: Modernization in Turkey and Iran
Distinctions:
Recent Publications: *The Iranian Revolution Then and Now: Indicators of Regime Instability* (Boulder:
Westview Press, 2000).
Dariush Zahedi and H. Amirahmadi, eds., *Iran in the New Millennium: Opportunities and
Challenges* (Princeton, NJ: AIC, 2001).
"What To Do About Iran?" *Harvard Middle Eastern and Islamic Review*, Vol. Iv, Nos. 1-2,
December 1998, pp.108-121.
Dariush Zahedi and Ahmad Ghoreishi, "Prospects for Regime Change in Iran," *Middle East
Policy*, Vol.v, No. 1, January 1997, pp.85-101.

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Slavic Studies – Armenian

Mikaelian, Santoukht

Title:	Lecturer	Percentage:	100%
Tenure Status:	4-Lecturer	Theses Supervised in Last Five Years:	0
Education:	M.A., SUNY B.A., American University of Beirut	Academic Experience:	Teaching foreign language acquisition for over 20 years
Overseas Exp:	Lebanon, Armenia		
Language Comp:	Armenian-5		
Specializations:			
Area Courses Taught:	Slavic 1A: Beginning Armenian Slavic 101: Continuing Armenian		
Distinctions:			
Recent Publications:			

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Rhetoric

Esmeir, Samera

Title: Associate Professor Percentage: 100%

Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 0

Education: Ph.D., L.L.M, New York University, 2005 Academic Experience:

Overseas Exp: Egypt, Israel Associate Professor, UC Berkeley,

Language Comp: Arabic-5; Hebrew-3 2012-present

Specializations: Colonial Law in Egypt, Palestinians in Israel, Rhetoric of contemporary politics, law and society, Colonialism and Modernity, war, violence, and development

Area Courses Taught: Rhetoric 106: Historical Disc
Rhetoric 155: Rhetoric of Colonialism and Postcolonialism
Rhetoric 159b: Pol/Legal Theory
Rhetoric 167: Law And Rhetoric: The Human In The Law
Rhetoric 168: Law & Discourse
Rhetoric 170: Rhetoric Of Social Science
Rhetoric 205: Contemporary Theory and Practice
Rhetoric 230: Rhetoric and History
Rhetoric 240e: Violence, Death and Questions Of Method
Rhetoric 295: Special Study
Ugis 192b: Research Soc Sci

Distinctions:

Recent Publications: *Juridical Humanity: A Colonial History* (Stanford: Stanford University Press, 2012).
"The Time of Engagement, Zaman al-Ishtibak," *Law, Culture and Humanities* (October, 2012).
"The Conquest of the Law: The Egyptian Legal Profession and the Making of Colonial Law," in *New Approaches to Egyptian Legal History*, ed. Khaled Fahmy & Amr Shalakany (Cairo: American University in Cairo Press, 2012).
"At Once Human and Not Human," *The Journal of Gender and History*, Vol. 23, No. 2 (August 2011).
"Citizenship and the Return of Refugees: On the Archives of Law and Memory" in *Family Papers: Studies in the Contemporary Social History of Palestine*, ed. Zakaria Muhammad, Salim Tamari, and others (Institute of Jerusalem Studies, 2009).
"The Violence of non-Violence: Law and War in Iraq", *Journal of Law and Society*, Vol. 34, issue 1 (March 2007).
"On Making Dehumanization Possible," *PMLA: The Journal of Modern Languages Association*, Vol. 121, No. 5 (October 2006).

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Sociology

Tugal, Cihan

Title:	Associate Professor	Percentage:	100%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	0
Education:	Ph.D., University of Michigan, 2003 B.A., Bogazici University, 1997	Academic Experience:	Associate Professor, UC Berkeley, 2012- Assistant Professor, UC Berkeley, 2007-2012
Overseas Exp:	Turkey		
Language Comp:	Turkish-5; French-3; German-2; Arabic-1		
Specializations:	Islam and the Middle East, Sociology of religion and culture, political and social movements		
Area Courses Taught:	Soc 102: Soc Theory II Soc 140: Politics & Soc Change Soc. 170: Social Change Soc. 189: Sociology of the Middle East Soc. 202B: Theories of Hegemony Soc. 280C: Political Sociology Soc. 280P: Area Studies MES 190: Senior Thesis		
Distinctions:	Dissertation Writing Fellowship, Middle East Research Competition (MERC), Lebanese		
Recent Publications:	"Resistance Everywhere: The Gezi Revolt in Global Perspective." <i>New Perspectives on Turkey</i> 49: 2013, 157-172. "Contesting Benevolence: Market Orientations among Muslim Aid Providers in Egypt," <i>Qualitative Sociology</i> 36/2: 2013, 141-159. "Democratic Janissaries? Turkey's Role in the Arab Spring," <i>New Left Review</i> 76: 2012, 5-24. "Serbest Meslek Sahibi: Neoliberal Subjectivity among Istanbul's Popular Sectors," <i>New Perspectives on Turkey</i> 46: 2012, 65-93. "Fight or Acquiesce? Religion and Political Process in Turkey's and Egypt's Neoliberalizations" <i>Development and Change</i> 43(1): 2012, 23-51. <i>Passive Revolution: Absorbing the Islamic Challenge to Capitalism</i> , Stanford: Stanford University Press, 2009. "Memories of Violence, Memoirs of Nation: 1915 and the Construction of Armenian Identity," in Esra Ozyurek (ed.) <i>Politics of Public Memory</i> , Syracuse: Syracuse University Press, 2007. "The Appeal of Islamic Politics: Ritual and Dialogue in a Poor District of Turkey," <i>The Sociological Quarterly</i> , 2006.		

South and Southeast Asia Studies

Faruqui, Munis

Title:	Associate Professor	Percentage:	50%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	3
Education:	Ph.D., Duke University, 2002 M.Phil., University of Cambridge, 1992 B.A., Oberlin College, 1990	Academic Experience:	Associate Professor, UC Berkeley, 2012- Assistant Professor, UC Berkeley, 2005-2012
Overseas Exp:	Iran, India		
Language Comp:	Urdu-5; Persian-5; German-5		
Specializations:	Islam in South Asia		
Area Courses Taught:	IAS 292: Advanced Research SSEASN 120: Topics in South and South East Asian Studies SSEASN 123: Religion in Medieval India SSEASN 144: Islam in South Asia SSEASN 146: Mughal India through Memoirs, Chronicles and Other Texts SSEASN 148: Religious Nationalism in South Asia SSEASN 250: Seminar in South Asian Studies: Debating the Mughal Empire		
Distinctions:	Distinguished Teaching Award, UC Berkeley, 2013 COR Research Assistantship in the Humanities, Univ. of California-Berkeley, 2008.		
Recent Publications:	<i>Princes in Mughal India</i> , Cambridge: Cambridge University Press, 2012 "Expanding Frontiers in South Asian and World History," <i>Modern Asian Studies, Special Issue</i> (co-edited with Richard Eaton, David Gilmartin, and Sunil Kumar), 43(1), 1-366, 2009. "At Empire's End: The Nizam, Hyderabad, and 18th Century India," <i>Modern Asian Studies</i> , 43(1), 5-43, 2009.		

Project Administrators

Berkeley City College

Adao, Deolinda

Title: Executive Director, Portuguese Studies Program Percentage: 12%
Lecturer, Berkeley City College

Tenure Status: 4-Lecturer Theses Supervised in Last Five Years: 0

Education: Ph.D., UC Berkeley, 2007 Academic Experience:
M.A., UC Berkeley, 2002 Instructor, Peralta Community Colleges,
2007-present

Overseas Exp: Portugal Teaching, program administration at UCB
since 1999

Language Comp: Portuguese-5, Spanish-5, Italian-3, Portugese-3

Specializations: second language acquisition, international studies

Area Courses Taught:

Distinctions:

Recent Publications: “Novos Espaços do Feminino: Uma leitura de Ventos do Apocalipse de Paulina Chiziane”
Mata, Inocência & Padilha, Laura
Mulheres De África: Vozes De Uma Margem Sempre Presente. Lisboa: CEA-
FLUL/Edições Colibri, 2007
“Ah! Mònim dum Corisco!...Tragédia Linguística ou Sátira Cultural?” *Tempo e Memória -
Revista do Program Interdisciplinar em Educação, Administração e Comunicação*.
Unimarco Editora, São Paulo, Ano 3, No. 4, Jan.-Julho 2005 pp. 9-22.

Berkeley Language Center

Kern, Richard

Title:	Professor and Director	Percentage:	10%
Tenure Status:	1-Tenured	Theses Supervised in Last Five Years:	3
Education:	Ph.D., UC Berkeley, 1988 M.A., UC Berkeley, 1983 B.A., UC Santa Cruz, 1979	Academic Experience:	Associate/Professor, UC Berkeley, 1999-present
Overseas Exp:	France		
Language Comp:	French-5, Spanish-5, Italian-3, Portugese-3		
Specializations:	French language and linguistics, applied linguistics, second language acquisition, foreign language pedagogy, psycholinguistics, reading, writing, and linkages between technology and literacy		
Area Courses Taught:			
Distinctions:	2009: Townsend Center for the Humanities Disciplinary Innovation Grant; 2008		
Recent Publications:	<i>Verbal, Visual, and Virtual: The New Interface of Language, Technology, and Literacy</i> (in progress); “Language Teaching and Learning in the Postlinguistic Condition?” with Mark Nelson, in Lubna Alsagoff, Willy Renandya, Guangwei Hu, & Sandra McKay (Eds.) <i>Teaching English as an International Language: Principles and Practices</i> . London: Routledge (2012). “Technology and language learning,” in J. Simpson (Ed.) <i>Routledge Handbook of Applied Linguistics</i> . New York: Taylor & Francis, 2011, pp. 202-217. <i>Network-Based Language Learning: Concepts and Practice</i> , co-edited with Mark Warscha “Teaching Communication In A Global Age: New Goals For Language/Culture Teacher Education,” in H. W. Allen and H. Maxim (Eds.) <i>Educating The Future FL Professoriate For The 21st Century</i> . Boston, Heinle (2011).		

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Center for Middle Eastern Studies – Project Administration

AlSayyad, Nezar

Title: Chair and Professor Percentage: 100%

Tenure Status: 1-Tenured Theses Supervised in Last Five Years: 54

Education: Ph.D., UC Berkeley, Academic Experience:
M.S., Massachusetts Institute of Technology, Professor, UC Berkeley, 1998-present
D.T.P., Cairo University, 1979 Associate/Assistant Professor, UC Berkeley,
B.A., Cairo University, 1977 1988-1995

Overseas Exp: Indonesia, Egypt

Language Comp: Arabic-5; French-4

Specializations: Architecture, urbanism, and urban history of the Middle East; Housing and urban policy on the Middle East, Islamic cities and architecture.

Area Courses Taught: Arch 201: Case Studies In Architectural Design
CY Plan 248: Advanced Studio: Urban Design/Environmental Planning
Arch 111/CY PLAN 111: Introduction To Housing An International Survey
Arch 271: Theories And Methods In Architectural History
Arch 219A/CY PLAN 231: Housing In Developing Countries
Arch 279: Seminar In Urban History
Arch 281: Methods Of Inquiry In Architectural Research
Arch 298: Special Group Study
Arch 299: Individual Study
CY Plan 290: Topics In City And Metropolitan Planning

Distinctions: Guggenheim Fellowship, 2014
Distinguished Teaching Award, 2008

Recent Publications: *Traditions: The Real, the Hyper, and the Virtual in the Built Environment*, Routledge: London, 2014
Cairo: Histories of a City. Cambridge: Harvard University Press, 2011.
The Fundamentalist City? Co-edited with Mejgan Massoumi. London: Routledge, 2010.
Cinematic Urbanism: A History of the Modern From Reel to Real. London & New York: Routledge, 2006.
Making Cairo Medieval. Co-edited with Irene Bierman and Nasser Rabbat. Lanham & London: Lexington Books, 2005.
Urban Informality: Transnational Perspectives from the Middle East, Latin America and South Asia. Co-edited with Ananya Roy. London: Lexington Books, 2004.
Muslim Europe or Euro-Islam. Co-edited with Manuel Castells. London: Lexington Books, 2002.
Hybrid Urbanism: On the Identity Discourse and the Built Environment. New York and Westport: Greenwood/Praeger, 2001.
Consuming Tradition/Manufacturing Heritage: Global Norms and Urban Forms in an Age of Tourism. London & New York: Routledge, 2001.

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

Center for Middle Eastern Studies – Project Administration

Gottreich, Emily

Title: Vice Chair Percentage: 100%

Tenure Status: Associate Adjunct Professor Theses Supervised in Last Five Years: 0

Education: Ph.D. Harvard University, 1999 Academic Experience:
M.A., Harvard University, 1992 Associate Adjunct Professor, UC Berkeley,
B.A., UC Berkeley, 1989 2007-present
Certificate, La Sorbonne Lecturer, UC Berkeley, 2001-2006

Overseas Exp: Morocco, France, Israel, West Africa,

Language Comp: French-5; Arabic-4; Hebrew-3

Specializations: History of Jews in the Middle East and North Africa, Muslim-Jewish Relations, Research methods in Middle Eastern studies, Middle East historiography

Area Courses Taught: HIST 100/MES 130: Special Topics: Jews and Muslims
MES 102: Scope and Methods of Research in Middle Eastern Studies
MES 109: Model Arab League
MES 150: Advanced Study of the Middle East
MES 190: Senior Thesis in Middle Eastern Studies
MES 198: Directed Group Study Of The Middle East
MES 98: Directed Group Study
History 100: Special Topics In The Middle East

Distinctions: Fulbright Senior Scholar, Morocco, 2010-2011

Distinctions: Fulbright Senior Scholar, Morocco, 2010-2011

Recent Publications: "Ahl al-Kitab Mellah," *Encyclopedia of Jewish History and Culture* (Stuttgart: J.B. Metzler, 2010-2013).
"The Jewish Quarter of Marrakesh, Epicenter of a Desert Economy" in Susan Gilson Miller, ed., *The Architecture and Memory of the Minority Quarter in the Muslim Mediterranean City* (Boston: Aga Khan Program in Islamic Architecture, distributed by Harvard University Press, 2010).
Jewish Culture and Society in North Africa, with Daniel Schroeter (Bloomington: Indiana University Press, 2010).
"Historicizing the Concept of 'Arab Jews' in the Maghrib," *Jewish Quarterly Review* (98,4) fall 2008: 433-451.
Sarah Abrevaya Stein, Plumes: Ostrich Feathers, Jews, and a Lost World of Global Commerce (New Haven: Yale University Press, 2008). Reviewed for the *American Historical Review*, June 2009: 724-725.
The Mellah of Marrakesh: A Jewish Quarter in the Spaces of Islam. Bloomington: Indiana University Press, 2007
"Jews in Morocco," *Encyclopedia of Diasporas* (New York: Kluwer/Plenum, 2005).
"Rethinking the 'Islamic City' from the Perspective of Jewish Space," *Jewish Social Studies* (3) 2004: 118-146.
"On the Origins of the Mellah of Marrakesh," *International Journal of Middle Eastern Studies* (35) 2003: 287-305.

Evaluation

Washington, Brad

Title: Assistant Professor, International & Multicultural Education, UCSF School of Education Percentage: 12%

Tenure Status: 2-Tenure-eligible (at UCSF)

Education: Ph.D., Education, University of San Francisco, 2010
M.A., University of San Francisco, 2006
B.A., Hamden-Sydney College, 2000

Specializations: Higher education policy, evaluation second language acquisition, international and comparative education

Recent Publications: "Understanding through Context: Gaining Meaning from Non-Verbal Literacy in a Filipino Discourse Community." *Journal of Filipino Studies*. October 2007.
"United Korea and the Future of Inter-Korean Politics: A Work Already in Progress." *Asia Pacific: Perspectives*, 6(2), 20-24. September 2006

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Library

Khanaka, Shayee

Title: Librarian, Near/Middle East Collection Percentage: 80%

Tenure Status: N/A

Education: MLIS, Syracuse University, 2003 Academic Experience:
M.A., UC Berkeley, 1990 Librarian for Linguistics Collection, UC
B.A., UC Berkeley, 1987 Berkeley 2007-present
Librarian Near/Middle Eastern Collection,
2004-present

Overseas Exp: Iraq, Iran, Turkey

Language Comp: Kurdish -5; Arabic – 5; Persian – 5; French – 2, German – 2, Turkish - 2

Hamburg, Paul

Title: Librarian for the Judaica Collection Percentage: 100%

Tenure Status: N/A

Education: M.L.I.S., UC Berkeley, 1991 Academic Experience:
B.A., UC San Diego, 1970 Librarian for Judaica, UC Berkeley,
2003-present

Overseas Exp: Israel, Canada

Language Comp: Hebrew – 5, Yiddish – 2, German - 2

Specializations: Holocaust and Genocide studies, Jewish and European history, anti-Semitism, Human Rights, Conflict Resolution and Multiculturalism

Recent Publications: “Closing Circles, Opening Pathways: The Reference Librarian.” Published simultaneously in *The Reference Librarian* (The Haworth Press, Inc.) No. 61/62, 1998, pp. 235-243; and in *The Holocaust: Memories, Research, Reference* (ed. Robert Hauptman and Susan Hubbs Motin) The Haworth Press, Inc., 1998, pp. 235-243.
Dignity and Defiance: The Confrontation of Life and Death in the Warsaw Ghetto, Los Angeles : Simon Wiesenthal Center, 1993. Associate Editor.
“The Hebraic Interplay of Word and Image in the Ruth and Marvin Sackner Archive of Concrete and Visual Poetry” in the *Proceedings of the Association of Jewish Libraries, National Conference*, June 1999.

Office of Resources for International and Area Studies

Delattre, Michelle

Title: Public Education Specialist, Program Coordinator Percentage: 12%

Tenure Status: N/A/

Education: M.A., University of Minnesota, 1980 Academic Experience:
B.A., UCSB, 1974 Two decades of teacher
Graduate Writing Program, 1975. training experience in California
schools

Overseas Exp: Oman

Language Comp:

Specializations:

Teaching Experience: Community College teaching English, Humanities, Theatre, Art History and Film History
Minneapolis Community College, MN, 1980-1985.
Anoka Ramsey Community College, MN, 1985-1986.
College of St. Francis, MN, (adjunct humanities faculty), 1984-1986.
University of Minnesota, 1979-80 grad teaching assoc., English

Alan Karras

Title: Associate Director, IAS Percentage: 12%
Coordinator, ORIAS
World History Working Group
Senior Lecturer, IAS

Tenure Status: 3-Continuing Lecturer with Security of Employment

Education: Ph.D., University of Pennsylvania, 1988 Academic Experience:
M.A., Johns Hopkins University, 1983 Associate Director, IAS, UC
B.A., Johns Hopkins, 1983 Senior Lecturer, IAS, UC Berkeley, 2008-
present
Lecturer, IAS, UC Berkeley, 1997-present
Assistant Professor, University of
Tennessee, 1993-1995

Specializations: World History, trade routes, smuggling

Area Courses Taught:

Distinctions: Top 300 Professors, Princeton Review, 2011
Best of Cal, 2010
Best Practices Course Recognition, College Board Study, 2006

Recent Publications: Smuggling: Contraband and Corruption in World History, Rowman and Littlefield, 2010.
Sojourners in the Sun: Scots Migrants in Jamaica and the Chesapeake, 1740-1820, Cornell
University Press, 1993

1=Basic; 2=Proficient; 3=Advanced; 4=Near Fluency; 5=Native or Near Native Fluency

UCB History-Social Science Project

Reinhard, Rachel

Title:	Executive Director	Percentage:	12%
Tenure Status:	N/A		
Education:	Ph. D., UC Berkeley, 2005 M.A., UC Berkeley, 2000 B.A., Barnard College, 1996	Academic Experience:	Instructor, Oral English and American Culture, Guizhou University, Peace Corps, China, 2009-2010
Distinctions:	Summer Research Grant, SUNY Cortland, Summer 2007.		
Recent Publications:	Book Review, Danielle L. McGuire and John Dittmer. <i>Freedom Rights: New Perspectives on the Civil Rights Movement</i> (University Press of Kentucky: 2011) in <i>Teaching History: A Journal of Methods</i> , November 2012. "Mississippi Freedom Democratic Party," <i>Mississippi Encyclopedia</i> (University of Mississippi Press), publication forthcoming. California History-Social Science Framework, Eighth Grade Course Description, Spring 2009. Book Review, <i>Many Minds, One Heart</i> (UNC: 2007), <i>The Sixties: A Journal of History, Politics, and Culture</i> (Routledge: June 2008.) "Robert Clark," <i>African American National Biography</i> (Oxford: 2008). "From Albany to the Voting Rights Act," included in Zoe Trodd, editor, <i>The Long Civil Rights Movement</i> (BCL/Manly: 2007).		

Appendix C
Courses with Middle East Content

Appendix C – Course List

Table of Contents

Department	Page
Anthropology.....	C-1
Arabic	C-1
Architecture	C-2
Asian-American Studies	C-2
Classics	C-2
Comparative Literature.....	C-2
Cuneiform	C-2
City Planning	C-3
Development Studies	C-3
Egyptian.....	C-3
Environmental Science	C-3
Ethnic Studies	C-3
Eurasian Studies	C-3
French	C-3
Geography	C-4
Global Poverty and Practice	C-4
Gender and Women’s Studies	C-4
Hebrew	C-4
History	C-4
History of Art	C-5
International and Area Studies	C-5
Jewish Studies	C-5
Law and Legal Studies	C-6
Middle Eastern Studies.....	C-6
Music	C-7
Near Eastern Studies	C-7
Peace and Conflict Studies.....	C-10
Persian	C-10
Political Science	C-10
Religious Studies.....	C-11
South and Southeast Asian Studies	C-11
Semitic Studies.....	C-11
Sociology.....	C-11
Turkish.....	C-11
Undergraduate and Interdisciplinary Studies	C-12

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
Anthropology									
1	ANTHRO 114 History of Anthropological Thought <i>Taught by Middle East specialist - Middle East case studies</i>	Mahmood, S	4	25%				X	X
2	ANTHRO 119 Violence and Subjectivity <i>Taught by Middle East specialist - Middle East case studies</i>	Pandolfo, S	4	25%				X	X
3	ANTHRO 158 Religion & Anthropology <i>Taught by Middle East specialist - Middle East case studies</i>	Hirschkind, C	4	50%				X	X
4	ANTHRO 181 Anthropology of the Middle East & Islam	Pandolfo, S	4	100%	Fall 2012	67	1		
5	ANTHRO 250X Anthropology, Law, and Difference <i>Taught by Middle East specialist - Middle East case studies</i>	Mahmood, S	4	25%				X	
6	ANTHRO 250X Anthropology of Trauma and History <i>Taught by Middle East specialist - Middle East case studies</i>	Pandolfo, S	4	50%				X	
7	ANTHRO 290 Survey of Anthropological Research <i>Taught by Middle East specialist - Middle East case studies</i>	Mahmood, S	1	33%				X	
8	ANTHRO 298 Directed Reading	Pandolfo, S	4	50%	Fall 2012	0	4		
9	ANTHRO 299 Directed Research	Pandolfo, S	10	50%	Fall 2012	0	3		
Arabic									
10	ARABIC 10 Intensive Elementary Arabic	Drumsta, E	10	100%	Summer 2012	6	3		
11	ARABIC 10 Intensive Elementary Arabic	Cruz, A	10	100%	Summer 2012	6	1		
12	ARABIC 100A Advanced Arabic	Bazian, H A	3	100%	Fall 2012	21	5	X	X
13	ARABIC 100B Advanced Arabic	Bazian, H A	3	100%	Spring 2013	10	2	X	X
14	ARABIC 107 Arabic Historical & Geographical Texts	Hayes, J L	3	100%	Spring 2013	11	0	X	X
15	ARABIC 108 Arabic Islamic & Philosophical Texts	Hayes, J L	3	100%	Fall 2012	14	2	X	X
16	ARABIC 111A Survey Of Arab Literature	Khankan, N	3	100%	Fall 2012			X	X
17	ARABIC 111B Survey Of Arab Literature	Siddiq, M	3	100%	Spring 2013	13	1	X	X
18	ARABIC 190A Special Topics In Arabic	Bazian, H A	3	100%				X	X
19	ARABIC 1A Elementary Arabic	Cruz, A	5	100%	Fall 2012	17	1	X	X
20	ARABIC 1A Elementary Arabic	Cyr, A	5	100%	Fall 2012	3	1	X	X
21	ARABIC 1A Elementary Arabic	Wazna, I	5	100%	Fall 2012	9	6	X	X
22	ARABIC 1A Elementary Arabic	Chami, S	5	100%	Fall 2012	16	2	X	X
23	ARABIC 1A Elementary Arabic	Hayes, J L	5	100%	Fall 2012	19	0	X	X
24	ARABIC 1A Elementary Arabic	Elmahdy, E	5	100%	Fall 2012	16	1	X	X
25	ARABIC 1A Elementary Arabic	Abdelfattah	5	100%	Fall 2012	11	1	X	X
26	ARABIC 1B Elementary Arabic	Hayes, J L	5	100%	Spring 2013	13	1	X	X
27	ARABIC 1B Elementary Arabic	Cyr, A	5	100%	Spring 2013	7	1	X	X
28	ARABIC 1B Elementary Arabic	Ali, A G	5	100%	Spring 2013	3	3	X	X
29	ARABIC 1B Elementary Arabic	Chami, S	5	100%	Spring 2013	15	1	X	X
30	ARABIC 1B Elementary Arabic	Elmahdy, E	5	100%	Spring 2013	16	0	X	X
31	ARABIC 1B Elementary Arabic	Walton-Price	5	100%	Spring 2013	6	1	X	X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
32	ARABIC 1C	Elementary Maghrebi Arabic	TBD	5	100%				X
33	ARABIC 200	Arabic Grammatical Tradition	Hayes, J L	3	100%			X	X
34	ARABIC 202	History Of Arabic	Hayes, J L	3	100%	Spring 2013	0	X	X
35	ARABIC 20A	Intermediate Arabic	Bazian, H A	5	100%	Fall 2012	14	X	X
36	ARABIC 20A	Intermediate Arabic	Elmahdy, E	5	100%	Fall 2012	3	X	X
37	ARABIC 20A	Intermediate Arabic	Al-Khoury	5	100%	Fall 2012	0	X	X
38	ARABIC 20B	Intermediate Arabic	Elmahdy, E	5	100%	Spring 2013	9	X	X
39	ARABIC 20B	Intermediate Arabic	Bazian, H A	5	100%	Spring 2013	15	X	X
40	ARABIC 20B	Intermediate Arabic	Al-Khoury	5	100%	Spring 2013	13	X	X
41	ARABIC 220	Classical Arabic Literature	Larkin, M	3	100%	Spring 2013	0	X	X
42	ARABIC 298	Graduate Arabic Seminar	Larkin, M	4	100%	Fall 2012	0	X	X
43	ARABIC 298	Graduate Arabic Seminar	Siddiq, M	4	100%	Spring 2013	0	X	X
44	ARABIC 30	Intermediate Arabic	Cyr, A	10	100%	Summer 2012	10	X	X
Architecture									
45	ARCH 111	Housing: An International Study Case-studies in Middle Eastern Studies Cross-listed with City and Regional Planning C231	Gonzales, M S	3	33%	Spring 2013	24	5	X
46	ARCH 179	Public Space in Middle Eastern Societies Cross-listed with MES 150 and CP 190P	Mostafa, H	3	100%				X
47	ARCH 179	Introduction to Islamic Art and Architecture Cross-listed with Art History C121A	Mostafa, H	3	100%				X
48	ARCH 279	Special Topics in the History of Architecture and Urbanism Taught by Middle East specialist - Middle East case studies	Alsayyad, N	3	33%	Fall 2012	0	16	
49	ARCH 299	Individual Study	Alsayyad, N	8	50%	Fall 2012	0	20	X
Asian-American Studies									
50	ASAMST 128AC	Muslims In America	Bazian, H A	4	50%	Fall 2012	144	0	X
51	ASAMST 132AC	Islamophobia	Bazian, H A	4	50%	Spring 2013	111	0	X
Classics									
52	CLASSIC 10A	Introduction to Greek Civilization	Griffith, M	4	25%	Fall 2012	140	0	
52	CLASSIC 10A	Introduction to Greek Civilization	Griffith, M	4	25%	Fall 2012	140	0	
Comparative Literature									
53	COM LIT 155	Gender and Identity in Modern Jewish and Israeli Drama	Aronson Lehavi, S	4	50%				X
54	COM LIT 190	Senior Seminar Taught by Middle East specialist - Middle East case studies	Head, G	4	100%	Fall 2012	6	1	X
55	COM LIT 202C	Genre: The Arabic Novel	Head, G	4	100%	Spring 2013	1	4	X
Cuneiform									
56	CUNEIF 100A	Elementary Akkadian	Pearce, L E	5	100%				X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
57	CUNEIF 101A Selected Readings in Akkadian	Pearce, L E	4	100%				X	X
58	CUNEIF 103A Selected Readings in Sumerian	Veldhuis	3	100%				X	X
59	CUNEIF 106A Elementary Hittite	Holland, G B	4	100%				X	X
City Planning									
60	CY PLAN 111 Introduction to Housing <i>Middle East case studies</i>	Godlewski, J M	3	33%	Spring 2013	62	1	X	X
61	CY PLAN 115 Urbanization in Developing Countries <i>Middle East case studies</i>	Roy, A	4	33%	Fall 2012	202	4	X	X
62	CY PLAN 190 Public Space in Middle Eastern Societies <i>Cross-listed with MES 150 and ARCH 179</i>	Mostafa, H	3	100%				X	
63	CY PLAN 299 Individual Study and Research <i>Taught by Middle East specialist - Middle East case studies</i>	Alsayyad, N	12	50%	Fall 2012	0	2		
Development Studies									
64	DEV STD 100 History of Development and Underdevelopment <i>Middle East case studies</i>	Hart, G P	4	25%	Spring 2013	96	7		X
Egyptian									
65	EGYPT 202B Egyptian Texts	Larkin, D B	3	100%	Spring 2013	0	1		
Environmental Science									
66	ENV SCI Transboundary Water Conflict Resolution: The Israeli-Arab Case	Fischhendler (visiting)	4	100%					X
Ethnic Studies									
67	ETH STD 190 Arab American Literature and Cultural Production	Bazian, H A	4	50%	Spring 2013	22	0	X	X
Eurasian Studies									
68	EURA ST 101A Continuing Armenian	Mikaelian, S I	3	100%	Fall 2012	10	0	X	X
69	EURA ST 101B Continuing Armenian	Mikaelian, S I	3	100%	Spring 2013	7	0	X	X
70	EURA ST 1A Beginning Armenian	Mikaelian, S I	3	100%	Fall 2012	4	0	X	X
71	EURA ST 1B Beginning Armenian	Mikaelian, S I	3	100%	Spring 2013	4	0	X	X
French									
72	FRENCH 162A Perspectives on History <i>Taught by a Middle East specialist</i>	Tlatli, T S	4	50%	Spring 2013	19	0	X	X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
Geography									
73 GEOG 170	Political Ecology of Israel and the Middle East	Fischhendler (visiting)	4	100%					X
74 GEOG 55	Introduction to Central Asia <i>Cross-listed with NES C26</i>	Mehendale, S	3	50%	Fall 2012	28	0	X	X
Global Poverty and Practice									
75 GPP 115	Global Poverty	Roy, A	4	25%	Fall 2012	352	1	X	X
Gender and Women's Studies									
76 GWS 102	Transnational Feminisms <i>Middle East case studies</i>	Bacchetta, P	4	33%	Fall 2012	74	1	X	X
77 GWS 14	Gender, Sexuality, and Race in Global Political Issues <i>Middle East case studies</i>	Agis, A	4	25%	Spring 2013	121	0	X	X
78 GWS 140	Feminist Cultural Studies: Objects and Commodities	Moallem, M	4	50%				X	X
79 GWS 142	Women in the Muslim and Arab Worlds	Moallem, M	4	100%				X	X
80 GWS 236	Diaspora, Border, and Transnational Identities <i>Taught by a Middle East specialist - Middle East case studies</i>	Moallem, M	4	50%				X	X
81 GWS 299	Independent Research	Moallem, M	4	100%				X	X
Hebrew									
82 HEBREW 100A	Advanced Hebrew	Adler, R	3	100%	Fall 2012	3	2	X	X
83 HEBREW 100B	Advanced Hebrew	Adler, R	3	100%	Spring 2013	2	0	X	X
84 HEBREW 102B	Postbiblical Hebrew Texts	Boyarin, C	3	100%				X	X
85 HEBREW 104A	Modern Hebrew Literature & Culture	Kronfeld, C	3	100%	Fall 2012	6	2	X	X
86 HEBREW 104B	Modern Hebrew Literature & Culture	Kronfeld, C	3	100%	Spring 2013	3	3	X	X
87 HEBREW 190A	Topics in Hebrew	Adler, R	3	100%				X	X
88 HEBREW 1A	Elementary Hebrew	Seltzer, H	5	100%	Fall 2012	8	1	X	X
89 HEBREW 1A	Elementary Hebrew	Abraham, H	5	100%	Fall 2012	14	0	X	X
90 HEBREW 1B	Elementary Hebrew	Bassan, E	5	100%				X	X
91 HEBREW 1B	Elementary Hebrew	Boyarin, C	5	100%				X	X
92 HEBREW 201A	Advanced Biblical Hebrew Texts	Hendel, R S	3	100%				X	X
93 HEBREW 202A	Advanced Hebrew Texts	Boyarin, D	3	100%				X	X
94 HEBREW 204A	Advanced Modern Hebrew Literature & Culture	Kronfeld, C	3	100%	Fall 2012	0	3	X	X
95 HEBREW 206	Ancient and Modern Hebrew Literary Texts	Hendel, R S	3	100%				X	X
96 HEBREW 20A	Intermediate Hebrew	Adler, R	5	100%	Fall 2012	5	1	X	X
97 HEBREW 20B	Intermediate Hebrew	Adler, R	5	100%	Spring 2013	3	1	X	X
History									
100 HISTORY 100	Special Topics: History of Zionism	Yadgar, Y (visiting)	4	100%	Fall 2012	12	0		

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
101 HISTORY 100	Jews, Christians, and Muslims in Ottoman Jerusalem and Palestine	Ben-Bassat (visiting)	4	100%					X
102 HISTORY 100M	History of Modern Israel	Ben-Bassat (visiting)	4	100%					X
103 HISTORY 109C	The Middle East from the Eighteenth Century to the Present	Hill, T J	4	100%				X	
104 HISTORY 12	Introduction to the Middle East	Hill, T J	4	100%	Spring 2013	56	0	X	
105 HISTORY 175B	Modern Jewish History	Efron, J M	4	50%	Fall 2012	17	0	X	X
106 HISTORY 3	After the Roman Empire: The East	Mavroudi, M	4	75%	Fall 2012	60	0	X	X
107 HISTORY 4A	The Ancient Mediterranean World	Norena, C F	4	25%	Fall 2012	112	0	X	X
History of Art									
98 HISTART 190	Muslim Spain <i>Cross-listed with NES 190D</i>	Mostafa, H	4	100%				X	
99 HISTART121A	Introduction to Islamic Art and Architecture <i>Cross-listed with ARCH 179</i>	Mostafa, H	4	100%	Fall 2012	15	0	X	
International and Area Studies									
108 IAS 102	Scope and Methods of Research in International and Area Studies <i>Middle East case studies</i>	Bartu, P A	4	25%				X	X
109 IAS 150	Intractable Conflicts: Approaches to Peacebuilding in Israel/Palestine <i>Cross-listed with MES 130 and PACS 130</i>	Bartu, P A	4	100%				X	X
110 IAS 150	Counterterrorism and Counterinsurgency <i>Middle East case studies</i>	Newsome, Bruce	4	50%					
111 IAS 150	New Approaches to Crises and Political Transition in the Middle East and North Africa <i>Cross-listed with MES 130</i>	Bartu, P A	4	100%				X	X
112 IAS 194	Online Research and Web Production in International and Area Studies <i>Cross-listed with MES 198</i>	Graham, T N	4	100%	Fall 2012	14	1		
113 IAS 194	Narcocultura: Drug Trafficking and the Global Economy <i>Middle East case studies</i>	Ballenger, S	4	25%				X	
114 IAS 198	Accessing International Education	TBD	1	25%					X
Jewish Studies									
115 JEWISH 101	The Cultural Legacies of the Jews	Piser, C	2	50%				X	
116 JEWISH 120	Israeli Society through Cinema	Wiener Dow,	3	100%	Spring 2013	21	1	X	
117 JEWISH 120	Major Way Stations in Modern Hebrew Literature	Zaban, Y	3	100%	Spring 2013	8	0	X	
118 JEWISH 120	Jewish Law <i>Cross-listed with Law 265</i>			50%				X	
119 JEWISH 200	Love and Ideology in Modern Jewish Literature	Zaban, Y	4	50%	Spring 2013	0	2		

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
120	JEWISH 290 Modern Jewish Scholarship: History and Practice	Efron, J M	4	50%				X	X
121	JEWISH 299 Individual Study and Research	Boyarin, D	3	100%	Spring 2013			X	X
122	JEWISH 299 Individual Study and Research	Kronfeld, C	3	50%	Spring 2013			X	X
123	JEWISH 299 Individual Study and Research	Hendel, R S	3	100%	Spring 2013			X	X
124	JEWISH 39G Fresh/Soph Seminar	Levin, S F	2	100%	Spring 2013	9	0		
Law and Legal Studies									
125	LAW 252 Islamic Finance and Transactions in Contemporary Practice	Ahmed, A A	2	100%	Spring 2013	0	9		X
126	LAW 264.93 Introduction to Islamic Law	Khadem, B R	2	100%				X	
127	LAW 265.4 Jewish Law	Bamberger, K	2	100%				X	
128	LEGALST 190 Comparative Constitutional Law: The Case of Israel	Medina, B	4	100%	Spring 2013	18	0	X	
Middle Eastern Studies									
129	ME STU 102 Scope and Methods of Research in Middle Eastern Studies	Gottreich, E	4	100%	Fall 2012	7	0	X	X
130	ME STU 109 Model Arab League	Gottreich, E	3	100%	Spring 2013	9	0	X	X
131	ME STU 120 Select Topics in Middle Eastern Studies	Chetrit, S S	3	100%				X	
132	ME STU 130 New Approaches to Crises and Political Transition in the Middle East and North Africa	Bartu, P A	4	100%				X	X
133	ME STU 130 Cross-listed with IAS 150 Intractable Conflicts: Approaches to Peacebuilding in Israel/Palestine [Olive Tree Initiative course]	Bartu, P A	4	100%				X	X
134	ME STU 150 North Africa: History, Culture, Society	Gottreich, E	4	100%	Fall 2012	16	0		
135	ME STU 150 Youth, Technology, and Democratic Uprisings in the Middle East and North Africa	Monshipouri, M	4	100%	Spring 2013	33	0	X	X
136	ME STU 150 American Foreign Policy in the Middle East	Zoughbie, D	4	100%				X	
137	ME STU 150 Public Space in Middle Eastern Societies	Mostafa, H	4	100%				X	
138	ME STU 190 Senior Thesis	Gottreich, E	4	100%	Spring 2013	6	0	X	X
139	ME STU 195 Honors In Middle Eastern Studies	Gottreich, E	4	100%				X	X
140	ME STU 198 Online Research and Web Production in Middle Eastern Studies	Graham, T N	1	100%	Fall 2012	7	0		
141	ME STU 198 Online Research and Web Production in Middle Eastern Studies	Graham, T N	2	100%	Spring 2013	6	0		
142	ME STU 20 Perspectives on the Middle East	Daifallah, Y	2	100%	Spring 2013	67	0	X	X
143	ME STU 24 Freshman Seminar: Current Events in the Middle East	Gottreich, E	1	100%				X	X
144	ME STU 150 The Gulf States and the Arab Spring	Bartu, P A	4	100%				X	X
145	ME STU 150 The Global Middle East	Cohen, K	4	100%				X	X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
Music									
146	MUSIC 179 Performing Texts: Music, Liturgy & Jewish Life	Spagnolo, F	3	50%	Fall 2012	7	1	X	X
147	MUSIC 74 Music in Israel	Spagnolo, F		100%				X	X
Near Eastern Studies									
148	NE STUD 10 Introduction to the Near East	Hayes, J L	4	100%	Fall 2012	60	0	X	X
149	NE STUD 102A Archaeology of Ancient Egypt	Redmount, C	4	100%	Fall 2012	15	0	X	X
150	NE STUD 102B Archaeology of Ancient Egypt	Redmount, C	4	100%	Spring 2013	8	0	X	X
151	NE STUD 103 Religion of Ancient Egypt	Davies, V R	3	100%	Spring 2013	18	0	X	X
152	NE STUD 104 Babylonian Religion	Veldhuis	3	100%	Spring 2013	9	1		X
153	NE STUD 108 Astronomy in the Ancient Near East and Mediterranean	Rochberg, F	3	100%	Fall 2012	9	2		X
154	NE STUD 112 Survey of Egyptian History	Davies, V R	4	100%				X	X
155	NE STUD 113 Gilgamesh: Hero, King, or God?	Veldhuis	4	100%				X	X
156	NE STUD 120B Art of Ancient Mesopotamia 1000-330	Feldman, M	4	100%	Fall 2012	10	1		
157	NE STUD 121A Topics in Islamic Art	Mostafa, H	4	100%	Fall 2012	4	0	X	
158	NE STUD 123 Mesopotamian Archaeology	Porter, B	4	100%				X	X
159	NE STUD 126 Silk Road Art and Archaeology	Mehendale, S	3	100%	Spring 2013	28	0	X	X
160	NE STUD 133 Judaism in Late Antiquity	Rosen, Y	3	100%				X	
161	NE STUD 139 Multiculturalism in Modern Jewish Literature	Kronfeld, C		50%				X	X
162	NE STUD 139 Jewish Literatures	Kronfeld, C	4	50%				X	X
163	NE STUD 140 Topics in Islamic Thought and Institutions	Bazian, H A	3	100%				X	X
164	NE STUD 144 Sufism: The Mysticism of Islam	Bazian, H A	3	100%				X	X
165	NE STUD 146A Islam	Ahmed, A	3	100%	Fall 2012	57	0	X	X
166	NE STUD 146B Islam	Ahmed, A	3	100%	Spring 2013	41	0	X	X
167	NE STUD 15 Introduction to Near Eastern Art and Archaeology	Depietro	4	100%	Spring 2013	10	0	X	X
168	NE STUD 162A History of Persian Literature	Ahmadi, S	4	100%	Fall 2012	13	0	X	X
169	NE STUD 165 Film and Fiction of Iran	Pimazar, J	4	100%				X	X
170	NE STUD 18 Introduction to Ancient Egypt	Redmount, C	4	100%	Fall 2012	116	0	X	X
171	NE STUD 190 C Jewish Thought, Culture and Civilization	Duarte De Oliveira		75%				X	
172	NE STUD 190 H Contemporary Israeli Culture	Aronson Lehavi, S		100%				X	
173	NE STUD 190D Muslim Spain	Mostafa, H	4	100%				X	
<i>Cross-listed with History of Art 190</i>									
174	NE STUD 190H Special Topics in Near Eastern Studies	Kronfeld, C	4	100%	Spring 2013	2	1		
175	NE STUD 192B Undergraduate Seminar	Redmount	4	100%	Spring 2013	6	1	X	X
176	NE STUD 193 Archaeological Field School - Jordan	Porter, B	6	100%				X	X
177	NE STUD 195 Senior Honors	Feldman, M	2	100%	Fall 2012	1	0	X	X
178	NE STUD 195 Senior Honors	Hirschkind	3	100%	Spring 2013	1	0	X	X
179	NE STUD 195 Senior Honors	Redmount	4	100%	Spring 2013	1	0	X	X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
180	NE STUD 195	Larkin, M	2	100%				X	X
181	NE STUD 198	Richter, B	3	100%				X	X
182	NE STUD 199	Redmount	2	100%	Fall 2012	1	0	X	X
183	NE STUD 199	Hirschkind	3	100%	Fall 2012	1	0		X
184	NE STUD 199	Redmount	3	100%	Spring 2013	1	0		X
185	NE STUD 199	Veldhuis	2	100%				X	X
186	NE STUD 199	Pinzar, J	2	100%				X	X
187	NE STUD 199	Larkin, M	2	100%				X	
188	NE STUD 1A	Fisher, D	4	100%	Fall 2012	18	0		X
189	NE STUD 1A	Saylor, E	4	100%				X	X
190	NE STUD 1B	Fisher, R A	4	100%	Spring 2013	18	0		
191	NE STUD 1B	Pruitt, M	4	100%	Spring 2013	17	0		
192	NE STUD 1B	Tanaka, T W	4	100%				X	
193	NE STUD 200	Larkin, M	1	100%	Fall 2012	0	7		X
194	NE STUD 200	Hendel, R S	1	100%				X	X
195	NE STUD 205	Veldhuis	3	100%				X	X
196	NE STUD 220	Feldman, M	4	100%	Fall 2012	0	1		X
197	NE STUD 223	Porter, B	4	100%				X	X
198	NE STUD 24	Redmount	1	100%	Fall 2012	18	0	X	X
199	NE STUD 24	Siddiq, M	1	100%	Spring 2013	11	0		X
200	NE STUD 24	Redmount	1	100%	Spring 2013	13	0	X	X
201	NE STUD 26	Mehendale, S	3	50%	Fall 2012	28	0	X	X
202	NE STUD 290A	Ahmadi, S	1	100%	Fall 2012	0	3	X	X
203	NE STUD 290A	Hayes, J L	2	100%	Fall 2012	0	1		X
204	NE STUD 290A	Feldman, M	3	100%	Fall 2012	0	2		X
205	NE STUD 290A	Ahmadi, S	2	100%	Spring 2013	0	1	X	X
206	NE STUD 290A	Redmount	5	100%	Spring 2013	0	1		X
207	NE STUD 290A	Porter, B	3	100%	Spring 2013	0	1	X	X
208	NE STUD 290A	Rochberg, F	3	100%				X	X
209	NE STUD 290A	Porter, B	3	100%				X	X
210	NE STUD 290B	Larkin, M	3	100%	Spring 2013	0	1	X	X
211	NE STUD 290C	Veldhuis	4	100%	Spring 2013	0	1	X	X
212	NE STUD 290E	Kronfeld, C	1	100%	Fall 2012	0	2		X
213	NE STUD 290E	Alter, R B	4	100%	Fall 2012	0	1		X
214	NE STUD 290E	Adler, R	3	100%	Spring 2013	0	1		X
215	NE STUD 290E	Kronfeld, C	4	100%	Spring 2013	0	1	X	X
216	NE STUD 290E	Boyarin, D	2	100%				X	X
217	NE STUD 290E	Boyarin, C	3	100%				X	X
218	NE STUD 290F	Ahmadi, S	4	100%				X	X
219	NE STUD 291	Almed, A	4	100%	Spring 2013	0	4		X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
220	NE STUD 291	Dissertation Writing Workshop	Hendel, R.S	4	100%			X	X
221	NE STUD 292	Museum Internship	Feldman, M	4	75%	Fall 2012	1	X	X
222	NE STUD 298	Special Topics in Near Eastern Studies	Ahmed, A	4	100%	Fall 2012	4	X	X
223	NE STUD 298	Special Topics in Near Eastern Studies	Ahmed, A	4	100%	Spring 2013	3	X	X
224	NE STUD 298	Special Topics in Near Eastern Studies	Duarte De Oliveira	3	100%			X	X
225	NE STUD 299	Dissertation Research and Writing	Feldman, M	5	100%	Fall 2012	2	X	X
226	NE STUD 299	Dissertation Research and Writing	Redmount	12	100%	Fall 2012	1	X	X
227	NE STUD 299	Dissertation Research and Writing	Veldhuis	6	100%	Fall 2012	2	X	X
228	NE STUD 299	Dissertation Research and Writing	Larkin, M	8	100%	Fall 2012	1	X	X
229	NE STUD 299	Dissertation Research and Writing	Feldman, M	4	100%	Fall 2012	1	X	X
230	NE STUD 299	Dissertation Research and Writing	Boyarin, D	8	100%	Fall 2012	3	X	X
231	NE STUD 299	Dissertation Research and Writing	Ahmadi, S	3	100%	Fall 2012	2	X	X
232	NE STUD 299	Dissertation Research and Writing	Hendel, R.S	3	100%	Fall 2012	2	X	X
233	NE STUD 299	Dissertation Research and Writing	Porter, B	8	100%	Fall 2012	1	X	X
234	NE STUD 299	Dissertation Research and Writing	Kronfeld, C	3	100%	Fall 2012	1	X	X
235	NE STUD 299	Individual Research	Porter, B	1	100%	Fall 2013	0		
236	NE STUD 299	Dissertation Research and Writing	Redmount	10	100%	Spring 2013	2	X	X
237	NE STUD 299	Dissertation Research and Writing	Ahmadi, S	4	100%	Spring 2013	2	X	X
238	NE STUD 299	Dissertation Research and Writing	Boyarin, D	12	100%	Spring 2013	1	X	X
239	NE STUD 299	Dissertation Research and Writing	Hendel, R.S	4	100%	Spring 2013	1	X	X
240	NE STUD 299	Dissertation Research and Writing	Porter, B	6	100%	Spring 2013	1	X	X
241	NE STUD 299	Dissertation Research and Writing	Feldman, M	8	100%	Spring 2013	2	X	X
242	NE STUD 299	Dissertation Research and Writing	Larkin, M	8	100%	Spring 2013	1	X	X
243	NE STUD 299	Dissertation Research and Writing	Pearce, L.E	4	100%	Spring 2013	1	X	X
244	NE STUD 299	Dissertation Research and Writing	Veldhuis	9	100%	Spring 2013	2	X	X
245	NE STUD 299	Dissertation Research and Writing	Feldman, M	4	100%	Spring 2013	1	X	X
246	NE STUD 375	Language Pedagogy	Adler, R	3	100%			X	X
247	NE STUD 601	Independent Study for Master's Students	Redmount	2	100%	Fall 2012	1	X	X
248	NE STUD 602	Independent Study for Doctoral Students	Ahmadi, S	3	100%	Fall 2012	1	X	X
249	NE STUD 602	Independent Study for Doctoral Students	Kronfeld, C	8	100%	Fall 2012	1	X	X
250	NE STUD 602	Independent Study for Doctoral Students	Boyarin, D	8	100%	Fall 2012	1	X	X
251	NE STUD 602	Independent Study for Doctoral Students	Pearce, L.E	3	100%	Fall 2012	1	X	X
252	NE STUD 602	Independent Study for Doctoral Students	Ahmadi, S	5	100%	Spring 2013	1	X	X
253	NE STUD 602	Independent Study for Doctoral Students	Larkin, M	2	100%	Spring 2013	1	X	X
254	NE STUD 602	Independent Study for Doctoral Students	Porter, B	8	100%			X	X
255	NE STUD 602	Independent Study for Doctoral Students	Veldhuis	8	100%			X	X
256	NE STUD 602	Independent Study for Doctoral Students	Rochberg, F	8	100%			X	X
257	NE STUD 602	Readings in Near Eastern Studies	Cohen, K	4	100%			X	X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
Peace and Conflict Studies									
258	PACS 10 Introduction to Peace and Conflict Studies <i>Middle East case studies</i>	Zook, D C	4	25%	Fall 2012	194	0	X	X
259	PACS 10 Introduction to Peace and Conflict Studies <i>Middle East case studies</i>	Zook, D C	4	25%	Spring 2013	155	0	X	X
260	PACS 126 International Human Rights <i>Middle East case studies</i>	Zook, D C	4	25%	Fall 2012	148	0		
261	PACS 127 Human Rights and Global Politics <i>Middle East case studies</i>	Shackford-Bradley	4	25%	Spring 2013	72	0		
262	PACS 130 Intractable Conflicts: Approaches to Peacebuilding in Israel/Palestine <i>Cross-listed with MES 130 and IAS 150</i>	Bartu, P A	4	100%				X	
263	PACS 135 Regional Conflict <i>Middle East case studies</i>	Zook, D C	3	25%	Spring 2013	73	1		
264	PACS 154 Multicultural Conflict Resolution <i>Middle East case studies</i>	Bhangoo Randhawa	4	25%	Spring 2013	39	0		
Persian									
265	PERSIAN 10 Intensive Elementary Persian	Alavi, S	10	100%	Summer 2012	7	2		X
266	PERSIAN 100A Intermediate Modern Persian	Pirnazar, J	5	100%	Fall 2012	18	2	X	X
267	PERSIAN 100B Intermediate Modern Persian	Pirnazar, J	5	100%	Spring 2013	17	2	X	X
268	PERSIAN 101A Readings in Persian Literature	Pirnazar, J	3	100%	Fall 2012	12	1	X	X
269	PERSIAN 101B Readings in Persian Literature	Pirnazar, J	3	100%				X	X
270	PERSIAN 104A Contemporary Persian Literature	Pirnazar, J	3	100%				X	X
271	PERSIAN 11A Reading and Composition for Persian Speaking Students	Pirnazar, J	5	100%	Fall 2012	10	1	X	X
272	PERSIAN 11B Reading and Composition for Persian Speaking Students	Pirnazar, J	5	100%	Spring 2013	6	0	X	X
273	PERSIAN 1A Elementary Modern Persian	Montazeri, F	5	100%	Fall 2012	6	0	X	X
274	PERSIAN 1A Elementary Modern Persian	Ghahramani	5	100%	Fall 2012	4	4	X	X
275	PERSIAN 1B Elementary Modern Persian	Ghahramani	5	100%	Spring 2013	4	4	X	X
276	PERSIAN 200A Advanced Persian	Almadi, S	3	100%	Fall 2012	7	5	X	X
277	PERSIAN 298 Seminar in Persian	Almadi, S	4	100%	Spring 2013	3	2		X
Political Science									
278	POL SCI 123H Topics in International Relations: Religion and Conflict <i>Middle East case studies</i>	Hassner, R E	4	50%	Spring 2013	105	0		X
279	POL SCI 138G Nationalism and Global Economics <i>Middle East case studies</i>	Zysman, J	4	25%	Spring 2013	51	0		X
280	POL SCI 139B Development Politics <i>Middle East case studies</i>	Chaudhry, K	4	50%	Spring 2013	50	0		X
281	POL SCI 142A Middle East Politics	Chaudhry, K	4	100%	Fall 2012	51	0		X
282	POL SCI 149B Modernization in Turkey and Iran	Zahedi, D	4	100%	Spring 2013	55	0		X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
283	POL SCI 149F Religion and Politics in Israel	Yadgar, Y	4	100%	Spring 2013	47	0		X
284	POL SCI 149I The Iranian Revolution and The Middle East	Zahedi, D	4	100%	Fall 2012	55	0		X
285	POL SCI 149Y Israeli Political Culture	Yadgar, Y	4	100%	Fall 2012	27	0		X
286	POL SCI 198 Directed Group Study	Chaudhry, K	2	100%	Spring 2013	4	0		X
287	POL SCI 198 Directed Group Study	Hassner, R E	2	50%	Spring 2013	23	0		X
288	POL SCI 202A Development and Political Change <i>Middle East case studies</i>	Chaudhry, K A	4	50%	Spring 2013	0	2		X
289	POL SCI 223 International Organizations, Networks and Domestic Institutions <i>Middle East case studies</i>	Yadgar, Y	4	50%	Spring 2013	0	1		X
290	POL SCI 225A The Empirical Analysis of International Security <i>Middle East case studies</i>	Hassner, R E	4	75%	Spring 2013	1	9		X
291	POL SCI 296 Directed Dissertation Research	Hassner, R E	9	100%	Spring 2013	0	3		X
292	POL SCI 398 Professional Preparation for Graduate Student Instructors	Hassner, R E	4	25%	Spring 2013	0	2		X
293	POL SCI 398 Professional Preparation for Graduate Student Instructors	Zysman, J	4	25%	Spring 2013	0	1		X
294	POL SCI 398 Professional Preparation for Graduate Student Instructors	Yadgar, Y	4	25%	Spring 2013	0	1		X
Religious Studies									
295	RELIGST 103 Egyptian Religion	Davies, V R	3	100%	Spring 2013	18	0		X
296	RELIGST 135 Jewish Civilization: Modern Period	Efron, J M	4	50%				X	X
South and Southeast Asian Studies									
297	S ASIAN 144 Islam In South Asia	Faruqi, M D	4	25%	Fall 2012	19	0	X	X
298	SEASIAN 137 Islam and Society in Southeast Asia	Hadler, J A	4	25%	Fall 2012	7	0		X
Semitic Studies									
299	SEMITIC 100A Aramaic	Hayes, J L	3	100%	Fall 2013	1	11		X
Sociology									
300	SOCIOL 140 Politics & Social Change <i>Middle East case studies</i>	Ivester, S	4	25%	Fall 2012	144	0		X
Turkish									
301	TURKISH 100A Intermediate Modern Turkish	Algar, A E	5	100%	Fall 2012	7	1	X	X
302	TURKISH 100B Intermediate Modern Turkish	Algar, A E	5	100%	Spring 2013	7	1	X	X
303	TURKISH 101A Readings in Modern Turkish	Algar, A E	3	100%	Fall 2012	3	2		X
304	TURKISH 101B Readings in Modern Turkish	Algar, A E	3	100%	Spring 2013	2	2		X
305	TURKISH 198 Directed Group Study	Larkin, M	2	100%				X	X
306	TURKISH 1A Elementary Modern Turkish	Algar, A E	5	100%	Fall 2012	9	1		X
307	TURKISH 1A Elementary Modern Turkish	Vivrette, J C	5	100%	Fall 2013	3	4		X
308	TURKISH 1B Elementary Modern Turkish	Algar, A E	5	100%	Spring 2013	5	2	X	X
309	TURKISH 1C Elementary Ottoman Turkish	Brookers, D.	5	100%					X
310	TURKISH 200A Advanced Modern Turkish	TBD	5	100%					X
311	TURKISH 200B Advanced Modern Turkish	TBD	5	100%					X

Course Number	Course Title	Instructor	Units	ME %	Semester	UG Enrollment	Grad Enrollment	Offered 2013-14	Offered 2014-15
Undergraduate and Interdisciplinary Studies									
312	UGIS 192B	Research Methods in Social Science	1	15%	Fall 2013	4	0		X
Total 2012-2013 Enrollments:						4510	308		

Appendix D

Performance Measure Forms

NRC Performance Measure Forms (PMF)
 UC Berkeley, Center for Middle Eastern Studies
 NRC/FLAS 2014-17

I. Project Goal Statement: Increase the numbers of students with language and area study expertise in areas of national need (1/3)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Strengthen Middle Eastern language and area studies curriculum at UC Berkeley	a.1 Expand course offerings to include colloquial Arabic, regular advanced training in Turkish, Ottoman Turkish, and Armenian								
	a.2 Offer ACTFL training and other professional development to ME language instructors								
	a.3 Increase number of ME-related non-language courses offered at UCB								

I. Project Goal Statement: Increase the number of students with language and area study expertise in areas of national need (2/3)										
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
B. Establish M.A. in Middle Eastern Studies degree within the California public education system	b.1 With San Francisco State University, develop and finalize two-year curriculum for an interdisciplinary M.A. program focusing on the modern Middle East									
	b.2 Execute and submit market study to confirm demand to the University of California Office of the President									
	b.3 Launch program									

I. Project Goal Statement: Increase the number of students with language and area study expertise in areas of national need (3/3)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
C. Expand support for students concentrating in Middle Eastern Studies at UCB	c.1 Increase number of students receiving travel and research support								
	c.2 Support formal professional development/career advising for undergraduate students								
	c.3 Support graduate student working groups and training opportunities								

**II. Project Goal Statement:
Expand opportunities for underrepresented students in foreign language and area studies courses (1/2)**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase engagement of underrepresented UC Berkeley students with Area Studies funding and career opportunities	a.1. Introduce IAS198 "Accessing International Education Class"								
	a.2. Track IAS198 student engagement with international education opportunities								
	a.3. Collaborate with Educational Opportunity Program, Veterans Student Services, and Transfer Alliance Program to disseminate information on FLAS and other funding opportunities								

**II. Project Goal Statement:
Expand opportunities for underrepresented students in foreign language and area studies courses (2/2)**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B. Increase engagement of local MSI and non-UCB underrepresented students with Area Studies funding and career opportunities	b.1. Establish Partnership for International Education with Peralta Community College System (see Performance Measure III-b)								
	b.2. Collaborate with SFSU to advertise MA program to underrepresented students								
	b.3. Use ORIAS survey data to expand regional coverage of school districts in annual Institutes								

III. Project Goal Statement: Expand Bay Area K-12 and community college access to and engagement with area studies material (1/2)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Equip K-12 teachers with effective Common Core-based curriculum related to the Middle East	a.1. Collaborate with the Arab Cultural and Community Center of San Francisco to host teacher training workshops for Arab World modules.								
	a.2. Collaborate with the UCB/CA History-Social Science Project to host ME-related pedagogy and curriculum development workshops								
	a.3. Conduct pedagogy and content-based Institutes through ORIAS								

III. Project Goal Statement: Expand Bay Area K-12 and community college access to and engagement with area studies material (2/2)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B. Internationalize Community College curriculum to include Middle East content	b.1. Establish Partnership for International Education with Peralta Community College District								
	b.2. Conduct Community College Institutes through ORIAS								
	b.3. Include community college faculty in scheduled workshops on Muslim-Jewish Relations and ME-South Asia								

**IV. Project Goal Statement:
Improve tracking and evaluation methods (1/2)**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
A. Streamline CMES internal processes for capturing information on Middle East Concentrators	a.1 Work with Campus Shared Service technical staff to create single dashboard for enrollment, concentration, and graduation data									
	a.2 Build out existing student database to include more indicators									
	a.3 Work with Operation Excellence to access new employment data streams from other campus units									

IV. Project Goal Statement: Improve tracking and evaluation methods (2/2)									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B. Evaluate post-graduation prospects for students focusing on Middle East language and area studies	b.1 Conduct informational outreach to public and private-sector employers								
	b.2 Conduct informational outreach to other domestic MES programs								

Appendix E
GEPA Statement

University of California's Policies and Procedures on Equitable Access Pursuant to GEPA 427

The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment.

Student-Related Matters

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

Program Accessibility

No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens.

Employment Practices

The University of California is an affirmative action/equal opportunity employer and, as such commits itself to undertaking affirmative action, consistent with its obligations as a Federal contractor. Such action is taken to assure equal employment opportunity for minorities and women, for persons with disabilities, and for special disabled veterans, Vietnam era veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University. Such plans are reviewed and approved by the

Office of the President and the General Counsel before they are officially promulgated. Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

Reasonable Accommodations for Individuals with Disabilities

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

Equity, Inclusion, and Diversity

The University's nondiscrimination policies go far in urging its people to follow principles of equity and inclusion. However, while UC Berkeley is a diverse campus, it does not mean that the campus is a completely equitable and inclusive place. As an illustration, in 2012, while 5% of California's high school graduates were African American and 34% were Hispanic, UC Berkeley enrolled only 3% African American students and 13% Hispanic students as incoming students that year. Retention and graduate rates for these underrepresented student populations are not as high as for white or Asian students.

On the faculty side, overall representation of female ladder-rank faculty at UC Berkeley compares well with national peer institutions; however, the demographic breakdown by gender and ethnicity of tenured and tenure-track faculty does not mirror the national availability pool of doctoral degree recipients, and disparities also exist in advancement and promotion rates.

UC Berkeley staff reflects the diversity of the state of California. Yet, women, African Americans, Asian Americans, Hispanics, and Native Americans are underrepresented at the executive and management levels. In this regard and in response to a 2014 Campus Climate Survey, the University's Chancellor has announced new campus initiatives to foster a more inclusive campus, promote a "professionals of color" leadership development program. And also establish a task force to examine the challenges faced on campus by people of color.

The University's Strategic Plan for Equity, Inclusion, and Diversity specifically aims to achieve institutional change by embedding the principles of excellence, equity, and inclusion into every campus unit. At the heart of the plan, overseen by the University's Vice Chancellor of Equity, Diversity and Inclusion, is the public mission of the University of California — to welcome and serve all segments of California's population, and to conduct cutting-edge research, teaching, and public service in all disciplines, particularly in the fields that are most pressing for the economic, social, intellectual, and educational development of the state.

Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A&B)

Under the grants from the US Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, the Center for Middle Eastern Studies (CMES) at UC Berkeley (UCB) proposes the types of activities outlined below.

Support for Foreign Language and Area Studies Instruction

We propose to support and add to the area studies courses specific to the Middle East. Except in the study of world areas to which they identify as heritage students, our area studies programs historically have had only a small percentage of underrepresented minority student populations, such as Black, Hispanic, and Native American. The current proposal includes several partnerships with the UCB Educational Opportunity Program to proactively involve low-income students, first-generation college students, students of color, and veterans in campus events. The proposal also proposes partnership with Minority Serving Institutions and community colleges in California to further engage with these populations.

In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media and proctoring services. The Berkeley Language Center (BLC) also provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language.

Public Outreach

We propose to support programs that reach out to the public, government officials, and business representatives and better inform these constituencies about issues in our world area. Many proposed events will be held in partnership with community organizations that serve large numbers of minority and low-income constituents. Regarding individual with special needs, we will consult with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities, to ensure that events are carried out in a manner that is accessible to all participants. We will also schedule events in wheelchair accessible buildings and rooms. We will place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement will provide an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we will work with a campus group that helps web administrators and developers make their sites more accessible for all.

K-14 Outreach

We propose to provide projects that include teacher training activities on the world area of our center. In order to reach out to historically underserved minority populations, we will work with our partner community colleges in California to engage these instructors with our teacher-training programs. The goals for this grant cycle are to increase the engagement of underrepresented individuals in foreign language and area studies programming and to involve the greatest number of regional partners in K-12 and community college teacher training activities. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs.

Foreign Language and Area Studies (FLAS) Fellowships

We propose to provide fellowships to eligible students to become proficient in the four priority languages of our world area. In the coming grant cycle, the FLAS will be proactively marketed to underrepresented student groups through partnership with the Educational Opportunity Program at UCB. Students who demonstrating financial need will receive preference in the selection process.

Appendix F
Statutory Requirements:
Diverse Perspectives and Area of National Need

DIVERSE PERSPECTIVES

With its rich multi-cultural landscape, unwavering commitment to dialogue, and proud history of meeting contentious issues head-on, UC Berkeley (UCB) has long served as a beacon for diverse perspectives. The Center for Middle Eastern Studies (CMES) fully embraces this tradition in its programming on the Middle East, a region which it construes in the broadest possible geographic, ethnic, and religious terms. CMES programming presents a wide variety of disciplinary and regional views, including events specifically dedicated to the study of minorities in the region, i.e. Kurds, Berbers, Armenians, Copts, and Jews. In terms of the latter, our Initiative for the Study of Muslim-Jewish Relations explicitly addresses the question of developing diverse cultural and political points of view in area studies.

In the field of Middle Eastern Studies, diverse perspectives necessarily encompass political views, often with regard to U.S. foreign policy in the Middle East, specific regional conflicts, Islamic religious movements, and so on. In our experience, the best way to ensure diversity in regard to such issues is to apply academic excellence as the sole criteria for all programming, and to do so with special vigilance when it comes to politically sensitive topics. A class sponsored by the CMES and embedded within the experiential Olive Tree Initiative project, “Intractable Conflicts: Approaches to Peacebuilding in Israel/Palestine,” is an excellent example. This course presents a broad survey of issues on both sides of the ongoing political and diplomatic negotiations in Israel and Palestine, and concludes with a study trip to the region where students meet with politicians, negotiators, and citizens from across the spectrum of views on the Israeli/Palestinian conflict. The CMES maintains good relations with diplomats (the Jordanian and Israeli consulates in San Francisco) and regularly hosts political leaders from throughout the region, including, most recently, the Egyptian, Afghani, and Lebanese ambassadors to the U.S. Finally, the CMES offers its support to all registered student groups with an interest in the Middle East, whose perspectives run the gamut in terms of today’s most pressing political and cultural issues. Such support is mirrored on a broader level in our active institutional membership in the major academic organizations related to the Middle East.

In the coming cycle, the CMES aims to actively seek new kinds of diverse perspectives, from students who are typically underrepresented in foreign language and area studies programming. Rather than rely on the participation of a self-selected group of students with previous interest in or exposure to the Middle East, through partnerships with local Minority Serving Institutions and the UCB Educational Opportunity Program, the CMES will proactively engage underrepresented students who will bring new perspectives to the study of the Middle East.

AREAS OF NATIONAL NEED

The CMES employs a variety of mechanisms to encourage the students we train in Middle Eastern Studies (MES) to consider government service as well as service to areas of need in the education, business, and nonprofit sectors. Our record of graduate placement indicates that we have been overwhelmingly successful. The majority of our students remain engaged with the region in a professional or academic capacity upon graduation. Many have gone on to become important figures in the field, both as scholars and as professionals.

At least half of all MES undergraduates opt to pursue a graduate degree after completing their B.A.s. Students receive comprehensive advising from CMES faculty, whose collective experience covers academe, the professions, and government service. We have an excellent record of placing our students in the finest graduate programs across the country and abroad. Graduating students from the previous year have been accepted to programs at Georgetown, Harvard, Columbia, and at other top-ranked institutions, in fields like Security Studies, Arab Studies, Middle Eastern Studies, and History. Previous graduates now hold positions including Iran analyst for the *New York Times*, program associate for the Inter-Agency Task Force on Arab-Israel Issues in New York, middle school mentor in the Youth Policy Institute of Los Angeles, intern for *The Nation*, and Interfaith Coordinator for the Coalition for Peace with Justice in Durham, N.C. In terms of government service specifically, in the last five years alone students have been employed in the various units of the Federal government including: the FBI, the State Department, and a US Senator's office. Moreover, all were working in a Middle East-related capacity.

Graduate students are directed toward service through our FLAS program. The CMES ensures that FLAS committees give highest priority to students pursuing strategically significant research and professional training. Highly ranked students in the last round of FLAS fellowship awards included students in Political Science, Journalism, and Public Health, pursuing timely projects, among them post-conflict stabilization efforts in Iraq, global migration from the Middle East, and infectious disease in Sudan. Projects dealing with contemporary Middle Eastern issues are always given higher priority than those dealing with earlier periods, for which other funding is available through UC Berkeley departments.

The service our students can offer is only as valuable as their training is complete. As one of the finest public research universities in the world, even students in the most professionally-oriented degree programs have access to a firm grounding in area studies. Thus our journalism students pursue advanced language training, historical studies, and take courses in religious and social issues to supplement their writing skills. The rigor of our programs is evident in the success of our graduates.

Appendix G
Letters of Commitment



Peralta Community College District

333 East Eighth Street • Oakland, California 94606 • (510) 466-7200

June 4, 2014

With this letter, I offer my support and commitment to the new Partnership for International Education program (PIE), proposed by the UC Berkeley National Resource Centers (NRCs) in collaboration with Berkeley City College (BCC). The program seeks to establish a permanent Office of Global Awareness at BCC. While the office will be based at BCC, programs and resources will be available to students from the three other Peralta District campuses (Laney College, College of Alameda, and Merritt College).

I am very enthusiastic about launching this new project, which will offer a collaborative knowledge transfer program and provide new training opportunities for community college instructors and students. This new relationship between the UC Berkeley NRCs — Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, Institute for European Studies, Institute for Slavic, East European and Eurasian Studies — and the Peralta Community College District will allow both campuses to jointly develop the program starting in the first year of the grant period.

Plans to establish an office at Berkeley Community College headed by Deolinda Adao, a foreign language lecturer at BCC with a dual appointment as a public education specialist at UC Berkeley, will allow greater access to students from the Peralta Community College District. I am confident that this project will serve the diverse faculty and student body at both BCC and UC Berkeley.

Sincerely,

A handwritten signature in blue ink, appearing to read "José M. Ortiz", with a long, sweeping underline.

José M. Ortiz, Ed.D.

Chancellor, Peralta Community College District



**SAN FRANCISCO
STATE UNIVERSITY**

MIDDLE EAST AND ISLAMIC STUDIES

1600 Holloway Avenue, HSS 129
San Francisco, CA 94132-4155

Tel: 415/405-2468
Email: lvolk@sfsu.edu

To Whom It May Concern:

I am writing this letter in my position as co-director of Middle East and Islamic Studies at SFSU. After in-person discussions with the directors at UC Berkeley's CMES, I am excited to move forward to develop and propose to launch a joint M.A. program in Middle East and Islamic Studies in a way that benefits students at both institutions.

I hope you will support this promising institutional collaboration.

Sincerely,

Lucia Volk

Co-Director, MEIS
Professor, International Relations



UC Berkeley History-Social Science Project Statement of Commitment

for

UC Berkeley Title VI Centers' World History Project

With this letter, I offer the following specific support and commitment to the world history multi-year project proposed by UC Berkeley's Title VI Centers

The UC Berkeley History-Social Science Project (UCBHSSP) is excited to work with the Title VI Centers (Center for African Studies, Center for Latin American Studies, Center for Middle Eastern Studies, Center for South Asia Studies, Center for Southeast Asia Studies, Institute for East Asian Studies, and Institute of European Studies, Institute of Slavic, East European, and Eurasian Studies) in this exciting project to foster greater historical content knowledge and discipline-specific thinking skills for area educators. This project, focusing on world history topics, will help educators better prepare students to understand cross-regional and thematic elements in world history -- such as Movement of Ideas, Movement of People, Power and Authority, and Global Conflict – and translate them into their own classroom practice.

The UC Berkeley History-Social Science Project will lead three Saturday workshops during each of the four years of this project, based on the annual theme. The workshops will include a morning scholar lecture, presentation of a curricular tool developed through collaboration between a UCBHSSP-teacher leader and UC Berkeley graduate student, and work time for participating educators to develop their own instructional activity planned to their students' needs. In addition, we will provide outreach to area teachers through our listserv and social media followers.

The UC Berkeley History-Social Science Project, one of the California Subject Matter Projects, has been engaged in providing professional development for over 20 years to Bay Area K-12 history educators. We have developed programs and strategies, particularly with regard to academic literacy, that support the learning of all students. We are excited to develop curricular tools, which utilize these strategies, to be employed in conjunction with the latest in academic scholarship and to leverage our relationships area educators, the UC Berkeley History Department, and the Area Studies Centers toward this exciting project.

Sincerely,

Dr. Rachel B. Reinhard
Director, UC Berkeley History-Social Science Project